

Year Reception – Autumn 1

Music – Singing playground

Listening

- Call and Response
- Question and answer

Repertoire

Hot Potato
Hello song
Higeldy pickeldy
(sing your name)
Wake up
1234555

Instruments

Voice, Body
Percussion

Combine sounds

Singing and body
percussion



Recordings

- Ex Cathedra
- Voces8

Notation

N/A

Structure:

- Listening and concentration games
- Warm up voices, learn lyrics
- Singing and actions
- Rehearse and perform

Purpose:

To familiarise themselves with the classroom setting, the routines, and learn to combine singing and actions as part of a group

Language:

- How many times
- Loud and quiet
- Switch
- Do what I say, not what I do
- I sing, you sing

Cross curricular links:

English: All about me: name, body parts, emotions, morning routine
Maths: Numbers one to five

Year Reception – Autumn 2

Music – Nativity Play

Listening

- Call and Response
- Question and answer

Repertoire

- Nativity Rock
- There's no room
- We Three Kings
- Twinkle Twinkle Little Star
- Baby Jesus

Combine sounds

Singing and body percussion

Instruments

Voice, Body Percussion



Recordings

Nativity Rock

Notation

Lyrics with widgeits above, either indicating key words or actions

Structure:

- Listening and concentration games
- Warm up voices, learn lyrics
- Singing and actions
- Rehearse and perform

Purpose:

To prepare musically for the Nativity play, which will be performed in front of the school and the parents

Language:

- How many times
- Loud and quiet
- Switch
- Do what I say, not what I do
- I sing, you sing

Cross curricular links:

English: Festivities and Celebrations

Year Reception – Spring 1

Music – Instrumentation

Listening

- Call and Response
- Question and answer

Repertoire

- Loud and Quiet
- 1-2-3-4-5
- Grandpa's strolling down the avenue

Combine sounds

Singing and body percussion



Instruments

Tambourine,
Cymbal, Guiro,
Triangle,

Recordings

- Music Express

Notation

Action/Instrument
widges on top of
lyrics

Structure:

- Listening and concentration games
- Warm up voices
- Singing and actions
- Introduce instruments /establish technique
- Rehearse and perform

Purpose:

To learn to position an instrument, make a clear sound, and use it in various ways (loud, quiet, slow and fast) in a singing context.

Language:

- Cymbals, Guiro, Tambourine, Triangle, Woodblock
- Loud and quiet
- Slow and Fast
- Switch
- Do what I say, not what I do
- I sing, you sing

Cross curricular links:

English: Lyrics, images above lyrics indicating actions/instrument playing

Maths: Numbers one to ten
Same and Different (dynamics and tempo)

Year Reception – Spring 2

Music – Graphic Scores

Listening

- Match the graphic Score to the music

Repertoire

- Prearranged graphic scores
- Individual scores made by Reception

Combine sounds

Combine different layers of instruments (tutti and tacet)



Instruments

Cymbals, Guiro,
Tambourine,
Triangle,
Woodblock

Recordings

Line Riders – Blue
Danube

Notation

Graphic Scores
with instrument
pictures and
simplified shapes

Structure:

- Listening and concentration games
- Warm up voices, learn lyrics
- Singing and actions
- Rehearse and perform

Purpose:

To familiarise ourselves with the graphic score concept
To read, write and play simple graphic scores

Language:

- Graphic Score
- Cymbals, Guiro, Woddblock, Triangle, Tambourine
- Play once
- Play altogether
- Conductor

Cross curricular links:

English: Sequences of pictures illustrating an event

Maths: One/many, Size (big and small)

Reception – Summer 2

Music – Organology

Listening

- Guess what note

Repertoire

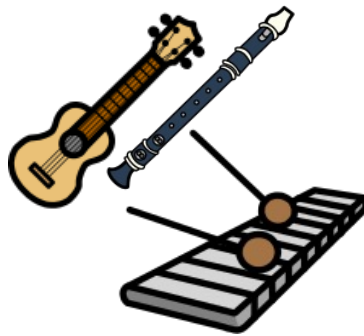
- My dog has fleas
- Little fly
- Little bird
- Caterpillar
- 1234555

Combine sounds

Performing with instrument and singing
Synchronising tunes under harmonic accompaniment

Instruments

- Metallophone
- Ukulele
- Recorder



Recordings

Harry potter – metallophone
The Vibe: Kids
The ukulele orchestra of Britain

Notation

Cards of different colours displayed in sequence
Metallophone notes presented as letters below lyrics
Pictures of recorder notes

Structure:

- Warm up voices, learn lyrics
- Singing
- Instrument technique
- Rehearse and perform

Purpose:

To be familiar with a selection of instruments, their organology and technique. To be able to perform simple tune in solo or group context

Language:

- Ukulele
- Strings
- Guitar pick
- Xylophone/metallophone
- Beater
- Bounce
- Wood/metal
- Recorder
- Blow softly
- Cover the holes

Cross curricular links:

Science: materials and instruments
Maths: How many, how many more

Year 1 – Autumn 1

Music – Singing playground

Listening

- Call and Response
- Question and answer

Repertoire

Alive, alert awake
Higgeldy, Piggeldy
Welcome, welcome
123
The Penguin Song
John Kanakanaka

Combine sounds

Singing and body percussion



Instruments

Voice, Body
Percussion

Recordings

- Ex Cathedra
- Voces8

Notation

Images on lyrics
indicating actions

Structure:

- Warm up voices, learn lyrics
- Singing and actions
- Rehearse and perform

Purpose:

To prepare for a mini concert that comprises pieces that children introduce themselves and use their voices expressively.

Language:

- How many times
- Loud and quiet
- Switch
- Do what I say, not what I do
- I sing, you sing

Cross curricular links:

Introducing ourselves
Animals, Senses (emotions),
traditional rhymes
Presenting our musicianship in a
mini-concert

Year 1 – Autumn 2

Music – Percussion and singing

Listening

- Listen to a sequence of long and short sounds and match them to the right graph

Combine sounds

Rhythmic motifs produced by actions and instruments, along with singing

Repertoire

- Choose an instrument
- Wheels on the bus
- Bang Bang
- Shake Shakety

Instruments

Voice, Cymbals, guiro woodblock, tambourine, triangle



Recordings

From Music Express:
• Bang Bang
• Shake Shakety

Notation

Images on lyrics indicating actions and instrumental playing

Structure:

- Warm up voices, learn lyrics
- Singing
- Instrument technique
- Rehearse and perform

Purpose:

To prepare for a mini concert that comprises pieces requiring singing, body percussion and instrumental performance

Language:

- How many times
- Loud and quiet
- Take turns
- Beater, string
- Confident voice
- Woodblock, Cymbals, Tambourine, Guiro, Triangle

Cross curricular links:

Introducing ourselves
Traditional rhymes
Presenting our musicianship in a mini-concert

Year 1 – Spring 1

Music – Xylophones/metallophones

Listening

- High and Low pitch test
- Ascending and descending melody test

Combine sounds

Perform with xylophone and singing

Repertoire

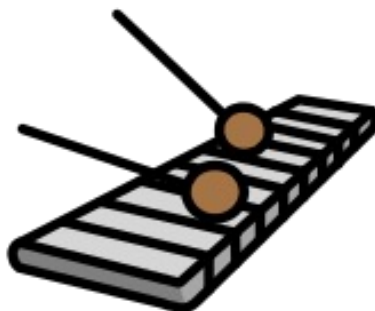
- Little Fly
- Little Bird
- Caterpillar
- 1234555
- Little teddy (ostinato)

Recordings

Zeppelin! - The Louisville Leopard Percussionists

Instruments

- Voice
- Xylophone and metallophone



Notation

Notes in letter form above lyrics, coloured accordingly to the metallophone bars

Purpose:

To perform a variety of tunes it on the xylophone along with singing accompaniment.

Structure:

- Vocal warm-up, singing
- Metallophone technique
- Rehearsing repertoire
- Performance

Language:

- Pitch
- Low and high
- Melody
- Beater
- Bar
- Bounce
- Synchronise

Cross curricular links:

English: Toys (little teddy dances)
Building reading power
Maths: Height and direction (pitch, steps/leaps and melodic movement, ascending and descending)
Science: Materials and instrument vibration and length

Year 1 – Spring 2

Music – Organology

Listening

- Listen to rhythms and put the colours in the right sequence

Combine sounds

Strumming and singing
Synchronising rhythms

Repertoire

- My dog has fleas
- Rhythms

Recordings

The Vibe: Kids
Drum Circle
Practice

Instruments

Ukulele, Djembe



Notation

Cards of different colour displayed in sequence

Structure:

- Warm up voices, learn lyrics
- Singing
- Instrument technique
- Rehearse and perform

Purpose:

To be familiar with a selection of instruments. Position and sound.

Language:

- Ukulele
- Strings
- Guitar pick
- Djembe
- Rythm

Cross curricular links:

English: Toys (little teddy dances)

Science: materials and instruments

Maths: Height and direction (pitch, steps/leaps and melodic movement, ascending and descending)

Year 1 – Summer 1-2

Music – Xylophones/metallophones

Listening

- What note? (E-D-C)

Repertoire

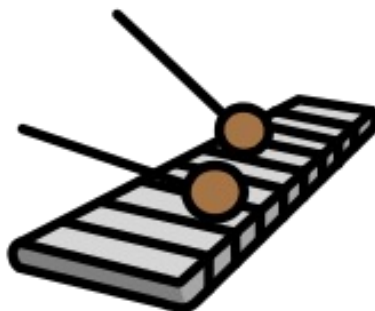
- Little Fly
- Little Bird
- Caterpillar
- 1234555
- Hot Cross Buns

Combine sounds

Perform with xylophone/metallophone and singing
Synchronise under harmonic accompaniment

Instruments

- Voice
- Xylophone and metallophone



Recordings

Zeppelin! - The Louisville Leopard Percussionists
Mario theme - metallophone

Notation

Notes in letter form above lyrics, coloured to match the metallophone bars

Structure:

- Vocal warm-up, singing
- Metallophone technique
- Call and response improvisation
- Rehearsing repertoire
- Performance

Purpose:

To perform a variety of tunes with the xylophone and the metallophone while singing along. To perform in solo or group context.

Language:

- Pitch
- Low and high
- Melody
- Beater
- Bar
- Bounce
- Synchronise

Cross curricular links:

English: Use connectives of sequence (first, second, then)

Prepositions e.g. wrap fingers around the beater

Comparative adjectives, e.g. longer lower

Maths: Height and direction (pitch, steps/leaps and melodic movement, ascending and descending)

Science: Materials and instrument vibration and length

Year 1 – Summer 2

Music – Recorders

Performance

B-A-G

- Little Fly
- Little Bird
- Caterpillar
- BAG it!
- Hot Cross Buns

Music History

- Nursery Rhymes
- Egyptians

Listening

- High and low pitch tests
- Finding the right note by comparison



Improvisation Composition

- Improvise on 3,4 or 5 notes with backing track
- Compose a melody on a rhyme

Recordings

- The Royal Wind
Music – The Earle of Essex Galiard
- Super Mario World –
for recorder quartet

Notation

Staff notation
Recorder charts

Structure:

- Note identification
- Recorder technique
- Rehearsing repertoire
- Performance

Purpose:

To identify the staff notation of a tune and perform it on the recorder, either part of an ensemble, or as a solo instrument

Language:

- Barrel, Beak, Foot, Window
- Left hand/Right hand
- Cover the holes
- Switch fingers
- Synchronise
- Line and space notes
- Staff/Stave

Cross curricular links:

English: Use connectives of sequence (first, second, then)
Prepositions e.g. blow into the recorder
Adverbs of manner, e.g. blow softly/gently
Maths: Length and height in graphs (pitch and time on the stave) taken from Y2
Identifying horizontal and perpendicular lines (staff notation, bar and rhythm)

Year 2 – Autumn 1

Music – Long and short sounds

Repertoire

- Good Day
- Tinga Layo
- Mi Caballo

Instruments

Voice, Cymbals, guiro woodblock, tambourine, triangle, metallophone

Structure:

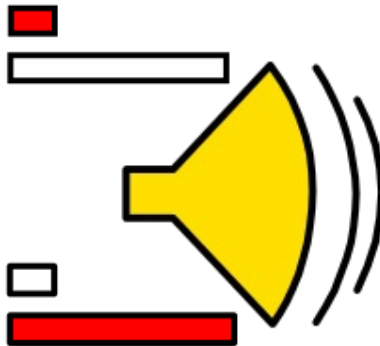
- Warm up voices, learn lyrics
- Singing
- Instrument technique
- Rehearse and perform

Language:

- Long and short
- Intro, Verse, Chorus
- Rhythm
- Metallophone
- Woodblock, Cymbals, Tambourine, Guiro, Triangle

Listening

- Listen to a sequence of long and short sounds and match them to the right graph



Notation

Graph representation of long and short sounds

Combine sounds

- Long and short
- Patterns (actions/instruments)
- Rhythmic actions and singing
- Melodic motifs and singing

Recordings

From Music Express:
• Good Day
• Tinga Layo
• Mi Caballo

Purpose:

To prepare for a mini concert that comprises pieces requiring singing, actions and instrumental (pitched and non-pitched) performance

Cross curricular links:

Science: Materials (what instruments are made of, and how the material affects the length of the sound)
Instructions to perform in an ensemble as part of a mini-concert

Year 2 – Autumn 2

Music – Xylophones/metallophones

Listening

- High and Low pitch test
- Ascending and descending melody test

Combine sounds

- Improvise on 3 notes with backing track
- Instrument and vocal performance

Repertoire

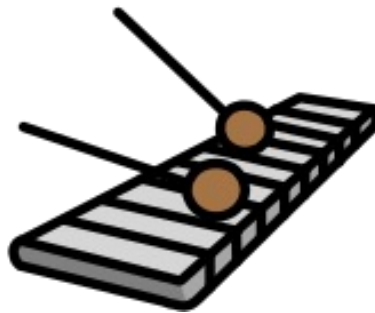
- Chest, Knees, Toes
- Mary Had a Little Lamb
- Hot Cross Buns

Recordings

- Super Mario Theme on the glockenspiel

Instruments

- Voice
- Xylophone and metallophone



Notation

Notes in letter form above lyrics, coloured accordingly to match the metallophone bars

Purpose:

To perform a variety of tunes with the xylophone or metallophone along with singing accompaniment.

Structure:

- Vocal warm-up, singing
- Metallophone technique
- Rehearsing repertoire
- Performance

Language:

- Pitch
- Low and high
- Melody
- Ascending and Descending
- Beater
- Bar
- Bounce
- Synchronise

Cross curricular links:

Maths: Height and direction (pitch, steps/leaps and melodic movement, ascending and descending)

Science: Materials and instrument vibration and length

Year 2 – Spring 1

Music – Ukuleles

Listening

- Listen to a sequence of long and short sounds and match them to the right graph

Combine sounds

- Strumming and singing

Repertoire

- Row your Boat
- My Dog Has Fleas

Instruments

Ukulele, Voice



Recordings

From YouTube
British Ukulele
Orchestra *Should I stay or Should I go*

Notation

Ukulele Tab
Graphs with lyrics

Structure:

- Ukulele terminology, Reading activity
- Learn lyrics/Singing
- Instrument technique
- Rehearse and perform

Purpose:

To perform simple pieces with the ukulele and singing accompaniment, both in solo and ensemble context

Language:

- Ukulele
- Fret
- String
- Guitar Pick
- Curve
- Strum
- Chord
- Minor/Major

Cross curricular links:

Science: Materials (what instruments are made of, and how the material affects the length of the sound)

Maths: Measurement, Length and Height (frets and strings)

Year 2 – Spring 2

Music – Xylophones/metallophones

Listening

- High and Low pitch test
- Ascending and descending melody test

Combine sounds

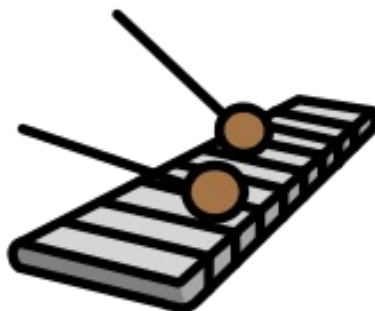
- Improvise on 3 notes with backing track
- Create a melody on a rhyme

Repertoire

- Chest, Knees, Toes
- Mary Had a Little Lamb
- Hot Cross Buns
- Wombat Stew

Instruments

- Voice
- Xylophone and metallophone



Recordings

- Super Mario Theme on the glockenspiel

Notation

Notes in letter form above lyrics, coloured accordingly to the metallophone bars

Structure:

- Vocal warm-up, singing
- Metallophone technique
- Rehearsing repertoire
- Performance

Purpose:

To perform a variety of tunes on the xylophone along with singing accompaniment.

Language:

- Pitch
- Low and high
- Melody
- Ascending and Descending
- Beater
- Bar
- Bounce
- Synchronise

Cross curricular links:

English: Wombat Stew

Maths: Height and direction (pitch, steps/leaps and melodic movement, ascending and descending)

Science: Materials and instrument vibration and length

Year 2 – Summer 1

Music – Ukuleles

Listening

- Listen to a sequence of long and short sounds and match them to the right graph

Combine sounds

- Strumming and singing

Repertoire

- Row your Boat
- My Dog Has Fleas

Recordings

From YouTube
British Ukulele
Orchestra *Should I stay or Should I go*

Instruments

Ukulele, Voice

Notation

Ukulele Tab
Graphs with lyrics



Structure:

- Ukulele terminology, Reading activity
- Learn lyrics/Singing
- Instrument technique
- Rehearse and perform

Purpose:

To perform simple pieces with the ukulele and singing accompaniment, both in solo and ensemble context

Language:

- Ukulele
- Fret
- String
- Guitar Pick
- Curve
- Strum
- Chord
- Minor/Major

Cross curricular links:

English: Subordinate conjunctions to create a complex sentence:
When, if, that, because

Science: Materials (what instruments are made of, and how the material affects the length of the sound)

Maths: Measurement, Length and Height (frets and strings)

Year 2 – Summer 2

Music – Xylophones/metallophones

Listening

- High and Low pitch test
- Ascending and descending melody test

Combine sounds

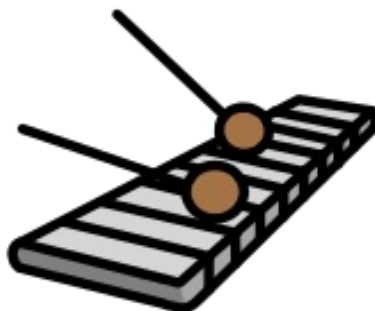
- Improvise on 3 notes with backing track
- Create a melody on a rhyme

Repertoire

- Chest, Knees, Toes
- Mary Had a Little Lamb
- Hot Cross Buns

Instruments

- Voice
- Xylophone and metallophone



Recordings

- Super Mario Theme on the glockenspiel

Notation

Notes in letter form above lyrics, coloured accordingly to the metallophone bars

Structure:

- Vocal warm-up, singing
- Metallophone technique
- Rehearsing repertoire
- Performance

Purpose:

To perform a variety of tunes on the xylophone along with singing accompaniment.

Language:

- Pitch
- Low and high
- Melody
- Ascending and Descending
- Beater
- Bar
- Bounce
- Synchronise

Cross curricular links:

English: Animals – Mary Had a Little Lamb

Maths: Height and direction (pitch, steps/leaps and melodic movement, ascending and descending)

Science: Materials and instrument vibration and length

Year 2 – Summer 2

Music – Singing playground

Listening

- Call and Response
- Question and answer

Repertoire

Higgeldy Piggeldy (sing your name)
1234555
Kumala Vista
Banaha
Alive, alert, awake
Tony Chestnut
Mana mana

Instruments

Voice, Body
Percussion



Combine sounds

Singing and body
percussion

Recordings

- Ex Cathedra
- Voces8

Notation

N/A

Structure:

- Listening and concentration games
- Warm up voices, learn lyrics
- Singing and actions
- Rehearse and perform

Purpose:

To use their voices and body in a creative way. To develop singing repertoire.

Language:

- How many times
- Loud and quiet
- Switch
- Do what I say, not what I do
- I sing, you sing

Cross curricular links:

English: All about me

Maths: Numbers one to five

Year 3 – Autumn 1

Music – Notation and Xylophones/metallophones

Listening

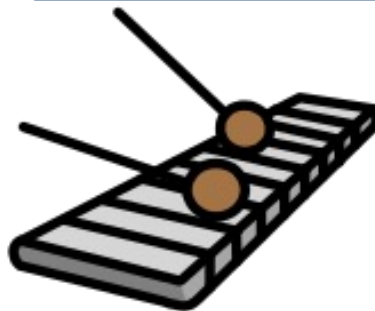
- Video demonstrations of the tunes performed with a metallophone, and analysis of melodic material, e.g. steps vs leaps, first and last note of phrase, etc.

Improvisation Composition

- Improvise on 3, 4 and 5 notes with backing track
- Create tunes from poems

Performance

- Autumn Leaves
- Poem melodies
- Indian Warrior



Recordings

- Mbule-The Lion Sleeps Tonight
- The Louisville Leopard
- Percussionists-The Crazy Train

Music History

- Nursery Rhymes
- Pop Music

Notation

Staff notation
Line, Space,
ledger line notes,
Rest

Structure:

- Note identification
- Metallophone technique
- Rehearsing repertoire
- Performance

Purpose:

To identify the staff notation of a tune and perform it on the xylophone along with singing accompaniment.

Language:

- Staff/Staff
- Line Notes/Space Notes
- EGBDF FACEB
- Beater, Bar, Bounce
- Synchronise
- Treble Clef
- Bottom to Top counting
- Semibreve, Minim, Crotchet, Quaver, Rest

Cross curricular links:

English: Use irregular simple past-tense verbs, e.g. *ring - rang*

Maths: Length and height in graphs (pitch and time on the staff) taken from Y2

Identifying horizontal and perpendicular lines (staff notation, bar and rhythm)

Year 3 – Autumn 2

Music – Recorders

Listening

- High and low pitch tests
- Finding the right note by comparison

Performance

B-A-G-E-D

- BAG it!
- Indian Warrior
- Elephants
- St. Ives
- Egyptian rhyme

Music History

- Nursery Rhymes
- Egyptians

Improvisation Composition

- Improvise on 3,4 or 5 notes with backing track
- Compose a melody on a rhyme



Recordings

- The Royal Wind Music – The Earle of Essex Galiard
- Super Mario World – for recorder quartet

Notation

Staff notation
Recorder charts

Structure:

- Note identification
- Recorder technique
- Rehearsing repertoire
- Performance

Purpose:

To identify the staff notation of a tune and perform it on the recorder, either part of an ensemble, or as a solo instrument

Language:

- Barrel, Beak, Foot, Window
- Left hand/Right hand
- Cover the holes
- Switch fingers
- Synchronise
- Line and space notes
- Staff/Stave

Cross curricular links:

English: Use irregular simple past-tense verbs, e.g. *blow* – *blew*

Maths: Length and height in graphs (pitch and time on the stave) taken from Y2

Identifying horizontal and perpendicular lines (staff notation, bar and rhythm)

Year 3 – Spring 1

Music – Rhythmic Notation and African Drums

Listening

- Writing down the rhythmic notation after listening to a clapping pattern

Performance

- One bar rhythms
- A four-bar cyclic pattern

Improvisation Composition

- Create and perform own rhythms/cyclic patterns

Music History

- West African drumming

Recordings

- YouTube: Awesome Djembe Performance
- Djembe Drumming Danielle and Heleniq
- Rhythm generator
<https://www.youtube.com/watch?v=9qICRt2E3Po>



Notation

Rhythmic notation, crotchet, quavers, semi-quavers

Structure:

- Note identification and calligraphy
- Rhythmic transcription
- Performance in groups
- Composition and performance

Purpose:

To use notation to write down, create and perform rhythms, both with body percussion and African drums

Language:

- Crotchet, Quaver, Semiquaver, Rest
- Djembe
- Rhythm
- Synchronise
- Bounce palm/ Tap fingers on the edge
- Cyclic patterns
- Bar

Cross curricular links:

English: Use irregular simple past-tense verbs, e.g. *hold - held*

Maths: Division by 2 and 4, halves and quarters
Identifying horizontal and perpendicular lines (note drawing)

Year 3 – Spring 2

Ukuleles

Listening

Identifying chords when given a selection of two

Performance

Red and Yellow
Rain Rain
Mary Had a
Little Lamb
Hot Cross Buns

Improvisation Composition

•Improvise rhythms on one or two chords

Music History

•Nursery Rhymes



Recordings

•Should I stay or should I go – The Ukulele Orchestra of Great Britain
•Langley Ukulele Ensemble – In the Mood

Notation

• Chord charts

Structure:

- Ukulele technique
- Chord position
- Chord listening
- Chord improvisation
- Song performance

Purpose:

To build ukulele repertoire and perform along with singing accompaniment

Language:

- Ukulele
- Strings
- Frets
- Machine Heads
- Melody/Harmony (chords)
- Guitar pick
- Arch fingers
- Minor and major chords

Cross curricular links:

English: Use irregular simple past-tense verbs, e.g. *ring - rang*
Maths: Complete, read and interpret information in tables eg. Match the chord chart to the sound, match the picture to the chord chart, spot the mistakes

Year 4 – Autumn 1

Music – Notation and Xylophones/metallophones

Performance

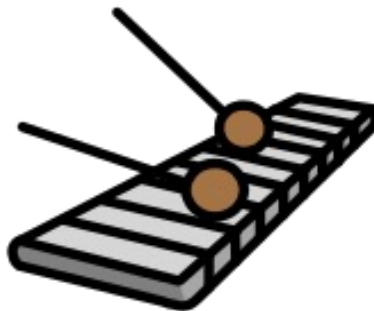
Old MacDonald
Twinkle Twinkle
Little Star
London's Burning
Ancient Greece
rhyme

Music History

- Nursery Rhymes

Listening

- Ascending and descending melodies
- Finding the a note or two by comparing three different notes



Improvisation Composition

- Improvise with backing track, add dynamics
- Create a melody on a rhyme

Recordings

- Harry Potter medley on marimba
- The Louisville Leopard Percussionists-The Crazy Train

Notation

Staff notation
Line, Space,
ledger line notes,
Rest

Structure:

- Note identification
- Metallophone technique
- Rehearsing repertoire
- Performance

Purpose:

To identify the staff notation of a tune and perform it on the xylophone along with singing accompaniment.

Language:

- Staff/Stave
- Line Notes/Space Notes
- EGBDF FACEB
- Beater, Bar, Bounce
- Synchronise
- Treble Clef
- Bottom to Top counting
- Semibreve, Minim, Crotchet, Quaver, Rest

Cross curricular links:

English: Prefixes to give the antonym: "im-", "in-", "ir-", "il-"
Maths: Interpret and present data using (notation) charts e.g. Listen and choose the right staff notation
Science: Acoustic and organology, length and quality of material and pitch

Year 4 – Autumn 2

Music – Recorders

Listening

- Call and response on one, two and three-note motif from a selection of notes

Performance

D-C-B-A-G-E-F#-D

- St. Ives
- Twinkle Twinkle Little Star
- London's Burning
- Roman rhyme

Improvisation Composition

- Improvise on up to 8 notes with backing track
- Compose a melody on a rhyme

Music History

- Nursery Rhymes
- Romans



Recordings

Woodpeckers play Vivaldi

Notation

Staff notation
Recorder charts
Sight-reading

Structure:

- Note identification
- Recorder technique
- Rehearsing repertoire
- Performance

Purpose:

To identify the staff notation of a tune and perform it on the recorder, either part of an ensemble, or as a solo instrument

Language:

- Barrel, Beak, Foot, Window
- Left hand/Right hand
- Cover the holes
- Switch fingers
- Synchronise
- Canon
- Harmony
- Line and space notes
- Staff/Stave

Cross curricular links:

English: Romans

Maths: Interpret data using (recorder) charts eg. play an unknown note by looking at a chart

Science: Organology and acoustic of the recorder, length of tube (holes) and pitch

Year 4 – Spring 1

Rhythmic notation - African drums

Listening

- Listen to one bar rhythms and write down the notation

Performance

- Single bar rhythms that contain crotchets, quavers and semiquavers.
- Structured rhythmical piece
- Los Dias de la Semana

Improvisation Composition

- Compose one/two bar rhythms containing crotchets, quavers and semiquavers



Music History

- West African music

Recordings

Yde_official Yan
Djembe Ensemble
kids Yan Djembe
Esamble 1

Notation

Rhythmical
notation of
crotchets, quavers
and semiquavers

Structure:

- Note identification and calligraphy
- Rhythmic transcription
- Performance in groups
- Composition and performance

Purpose:

To read, write, perform and compose rhythms on the djembe in groups or individually.

Language:

- Crotchet
- Quaver(s)
- Semi-quaver(s)
- Switch hands
- Bounce hand on skin
- Rhythms (Red, Yellow, Fuzzy-wuzzy)
- Synchronisation
- Cyclic pattern
- Time signature 3/4

Cross curricular links:

Maths: Fractions and division (halves, quarters)

Science: Organology and acoustic of the djembe, length of instrument, diameter of skin and pitch, "cave" and loudness or muteness

Pitch (high and low on djembe/ position of hand determining pitch)

Spanish: Los Dias de la Semana

Year 4 – Spring 2

Ukuleles

Listening

Identifying chords when given a selection of three

Performance

Rain Rain
Yellow submarine
London's Burning
London Bridge
You are my sunshine

Improvisation Composition

- Improvise chords and rhythms with rhythmical backing track
- Create harmony on a given melody

Music History

- Nursery Rhymes
- Pop music



Recordings

- YouTube 12-Year-Old Ukulele Player Gets Golden Buzzer

Notation

- Chord charts
- Pic charts

Structure:

- Ukulele technique
- Chord position
- Chord listening
- Chord improvisation
- Song performance

Purpose:

To build ukulele repertoire and perform along with singing accompaniment

Language:

- Ukulele
- Strings
- Frets
- Machine Heads
- Melody/Harmony (chords)
- Guitar pick
- Arch fingers
- Minor and major chords
- Minor/Major

Cross curricular links:

Maths: Complete, read and interpret information in tables e.g. Match the chord chart to the sound, match the picture to the chord chart, spot the mistakes
Changing patterns: What remains the same and what changes from one chord to another?
Science: Pitch, string length and thickness, how a fretted note affects the pitch.

Year 5 – Autumn 1

Music – Notation and Xylophones/metallophones

Performance

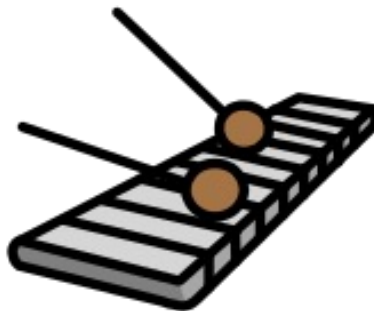
Row your boat
BINGO
Lucy Locket

Music History

•Nursery Rhymes

Listening

- Finding steps and leaps
- Pitch range within a phrase



Improvisation Composition

- Improvise with backing track on a scale

Recordings

- Viva la Vida Coldplay marimba cover
- Row your Boat - Glockenspiel

Notation

Staff notation
Line, Space,
ledger line notes,
Rest, Time
signature, scale

Structure:

- Note identification
- Metallophone technique
- Rehearsing repertoire
- Performance

Purpose:

To identify the staff notation of a tune and perform it on the xylophone along with singing accompaniment.

Language:

- Staff/Stave
- Line Notes/Space Notes
- EGBDF FACEB
- Ledger line notes
- Beater, Bar, Bounce
- Synchronise
- Treble Clef
- Bottom to Top counting
- Semibreve, Minim, Crotchet, Quaver, Rest

Cross curricular links:

Maths: Complete, read and interpret information in tables eg. Match the notation to the sound, complete the missing notes

Year 5 – Autumn 2

Music – Recorders

Listening

- Call and response on motifs and intervals up to an octave with the same starting note

Performance

D-C-B-A-G-F#-E-D-C

- Au Claire De la Lune
- BINGO
- Lucy Locket
- Little Liza Jane
- Ode to Joy

Improvisation Composition

- Improvise on up to 8 notes with backing track
- Compose a melody on a rhyme

Music History

Baroque and Classical music



Recordings

- Ode to Joy - fourth grader recorders – J-Town
- Ode to Joy in 4 part harmony on recorders

Notation

Staff notation
Recorder charts
Sight-reading

Structure:

- Note identification
- Recorder technique
- Rehearsing repertoire
- Performance

Purpose:

To identify the staff notation of a tune and perform it on the recorder, either part of an ensemble, or as a solo instrument

Language:

- Barrel, Beak, Foot, Window
- Left hand/Right hand
- Cover the holes
- Switch fingers
- Synchronise
- Canon
- Harmony
- Line and space notes
- Staff/Stave

Cross curricular links:

English: Rhymes and pieces from Europe

Maths: Complete, read and interpret information in tables e.g.. Match the recorder chart to the picture.

Science: Use scientific experience to make predictions and hypotheses e.g. Length of tube and holes vs. recorder pitch

Year 5 – Spring 1

Ukuleles

Performance

Rain Rain
Yellow submarine
Un barquito chiquitito
Octopus's Garden

Music History

- Nursery Rhymes
- Pop music

Structure:

- Ukulele technique
- Chord position
- Chord listening
- Chord improvisation
- Song performance

Language:

- Ukulele
- Strings
- Frets
- Machine Heads
- Melody/Harmony (chords)
- Guitar pick
- Arch fingers
- Minor and major chords

Listening

Identifying chords when given a selection of three or four



Notation

- Chord charts
- Ukulele TABs

Improvisation Composition

- Improvise chords and rhythms with rhythmical backing track
- Create harmony on a given melody

Recordings

- Should I stay or should I go – The Ukulele Orchestra of Great Britain
- Langley Ukulele Ensemble – In the Mood

Purpose:

To build ukulele repertoire and perform along with singing accompaniment

Cross curricular links:

Maths: Complete, read and interpret information in tables eg. Match the chord chart to the sound, match the picture to the chord chart, spot the mistakes

Spanish: Un barquito chiquitito

Year 5 – Spring 1

Ukuleles

Listening

Identifying chords when given a selection of three or four

Improvisation Composition

- Improvise chords and rhythms with rhythmical backing track
- Create harmony on a given melody

Performance

Rain Rain
Yellow submarine
Un barquito chiquitito
Octopus's Garden
For what is worth



Recordings

- Should I stay or should I go – The Ukulele Orchestra of Great Britain
- Langley Ukulele Ensemble – In the Mood

Music History

- Nursery Rhymes
- Pop music

Notation

- Chord charts
- Ukulele TABs

Structure:

- Ukulele technique
- Chord position
- Chord listening
- Chord improvisation
- Song performance

Purpose:

To build ukulele repertoire and perform along with singing accompaniment

Language:

- Ukulele
- Strings
- Frets
- Machine Heads
- Melody/Harmony (chords)
- Guitar pick
- Arch fingers
- Minor and major chords

Cross curricular links:

Topic: War songs – For what is worth
Maths: Complete, read and interpret information in tables eg. Match the chord chart to the sound, match the picture to the chord chart, spot the mistakes
Spanish: Un barquito chiquitito

Year 5 – Spring 2

Guitars

Listening

- Finding the note from a selection of three

Performance

Little/Fly/Bird/Cat
erpillar
BAG it/Hot Cross
Buns
St. Ives

Improvisation Composition

- Improvise with backing track on a scale

Music History

- Nursery Rhymes



Recordings

- Toto Africa – Guitar Quartet
- Disney Aladdin Medley – Alan Menken

Notation

Guitar TAB
notation

Structure:

- Note identification and charts
- Guitar technique
- Rehearsing repertoire
- Performance

Purpose:

To perform melodies on the guitar along with singing accompaniment

Language:

- Strings
- Fret
- Fingers (thumb, index, etc.)
- Guitar Pick
- Chord vs. Melody
- TAB Notation
- Bottom to Top counting
- Sound hole, machine head, nut, bridge

Cross curricular links:

Maths: Complete, read and interpret information in tables eg. Match the pictures to the chord charts, interpret chart to find info about finger position etc.

Year 5 – Spring 2

Guitars

Listening

- Finding the note from a selection of three

Performance

Little/Fly/Bird/Cat
erpillar
BAG it/Hot Cross
Buns
St. Ives

Improvisation Composition

- Improvise with backing track on a scale

Music History

- Nursery Rhymes



Recordings

- Toto Africa – Guitar Quartet
- Disney Aladdin Medley – Alan Menken

Notation

Guitar TAB
notation

Structure:

- Note identification and charts
- Guitar technique
- Rehearsing repertoire
- Performance

Purpose:

To perform melodies on the guitar along with singing accompaniment

Language:

- Strings
- Fret
- Fingers (thumb, index, etc.)
- Guitar Pick
- Chord vs. Melody
- TAB Notation
- Bottom to Top counting
- Sound hole, machine head, nut, bridge

Cross curricular links:

Maths: Complete, read and interpret information in tables eg. Match the pictures to the chord charts, interpret chart to find info about finger position etc.

Year 5 – Summer 2

Music – Recorders

Listening

- Call and response on motifs and intervals up to an octave with the same starting note

Performance

D-C-B-A-G-F#-E-D-C

- Au Claire De la Lune
- BINGO
- Lucy Locket
- Little Liza Jane
- Ode to Joy

Improvisation Composition

- Improvise on up to 8 notes with backing track
- Compose a melody on a rhyme

Music History

Baroque and Classical music



Recordings

- Ode to Joy - fourth grader recorders – J-Town
- Ode to Joy in 4 part harmony on recorders

Notation

Staff notation
Recorder charts
Sight-reading

Structure:

- Note identification
- Recorder technique
- Rehearsing repertoire
- Performance

Purpose:

To identify the staff notation of a tune and perform it on the recorder, either part of an ensemble, or as a solo instrument

Language:

- Barrel, Beak, Foot, Window
- Left hand/Right hand
- Cover the holes
- Switch fingers
- Synchronise
- Canon
- Harmony
- Line and space notes
- Staff/Stave

Cross curricular links:

English: Rhymes and pieces from Europe

Maths: Complete, read and interpret information in tables e.g.. Match the recorder chart to the picture.

Science: Use scientific experience to make predictions and hypotheses e.g. Length of tube and holes vs. recorder pitch

Year 6 – Autumn 1

Music – Notation and Xylophones/metallophones

Performance

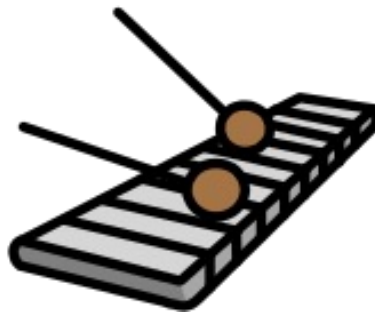
- The Wheels on the Bus
- EastEnders theme tune
- Ayre Shobe Meele

Music History

- East Enders
- Bengali music

Listening

- Play the tune by ear, with a starting phrase given



Improvisation Composition

- Improvise with backing track on the entire range of the instrument

Recordings

- Ashley Elliott - Britain's Got Talent 2012 audition
- East Enders Theme Xylophone

Notation

Staff notation
Line, Space,
ledger line notes,
Rest, Time
signature, scale,
accidentals

Structure:

- Note identification
- Metallophone technique
- Rehearsing repertoire
- Performance

Purpose:

To identify the staff notation of a tune and perform it on the xylophone along with singing accompaniment.

Language:

- Staff/Stave
- Line Notes/Space Notes
- EGBDF FACEB
- Beater, Bar, Bounce
- Synchronise
- Treble Clef
- Bottom to Top counting
- Semibreve, Minim, Crotchet, Quaver, Rest

Cross curricular links:

Topic: East Enders

Geography: Migration

Maths: Interpret and construct line graphs and use these to solve problems e.g.. Match the notation to the sound, listen to tune and write down the missing note

Science: Use scientific experience to make predictions and hypotheses e.g..

Length/width/material vs. metallophone pitch

Year 6 – Autumn 2

Music – Recorders

Listening

- Call and response on motifs and intervals up to an octave with different starting notes

Performance

D-C-B-A-G-F#-F-E-D-C

- Row your boat
- The Wheels on the Bus
- Feliz Navidad
- These Days

Improvisation Composition

- Improvise on up to 9 notes with backing track
- Compose a melody on a rhyme

Music History

Pop and folk music

Recordings

- John Williams - The Cantina Band (from Starwars Soundtrack) - for recorder quartet

Notation

Staff notation
Recorder charts
Sight-reading

Structure:

- Note identification
- Recorder technique
- Rehearsing repertoire
- Performance

Purpose:

To identify the staff notation of a tune and perform it on the recorder, either part of an ensemble, or as a solo instrument

Language:

- Barrel, Beak, Foot, Window
- Left hand/Right hand
- Cover the holes
- Switch fingers
- Synchronise
- Canon
- Harmony
- Line and space notes
- Staff/Stave

Cross curricular links:

Maths: Draw 2-D shapes using dimensions and angles e.g.. Draw a recorder chart out of a picture
Science: Use scientific experience to make predictions and hypotheses e.g.. Length of tube and holes vs. recorder pitch
Spanish: Christmas lyrics



Year 6 – Spring 1

Guitars

Listening

- Finding the note from a selection of three

Performance

BAG it/Hot Cross Buns
St. Ives
Old MacDonald
Twinkle Twinkle

Improvisation Composition

- Improvise with backing track on a scale

Music History

- Nursery Rhymes



Recordings

- Toto Africa – Guitar Quartet
- Disney Aladdin Medley – Alan Menken

Notation

Guitar TAB notation

Structure:

- Note identification and charts
- Guitar technique
- Rehearsing repertoire
- Performance

Purpose:

To perform melodies on the guitar along with singing accompaniment

Language:

- Strings
- Fret
- Fingers (thumb, index, etc.)
- Guitar Pick
- Chord vs. Melody
- TAB Notation
- Bottom to Top counting
- Sound hole, machine head, nut, bridge

Cross curricular links:

Maths: Complete, read and interpret information in tables eg. Match the pictures to the chord charts, interpret chart to find info about finger position etc.

Year 6 – Spring 2

Ukuleles

Listening

Identifying chords when given a selection of four

Performance

Yellow submarine
Los numeros y los colores
These Days
Ode to Joy

Improvisation Composition

- Improvise chords and rhythms with rhythmical backing track
- Create harmony on a given melody

Music History

- Pop music
- Classical music



Recordings

- Langley Ukulele Ensemble – Bohemian Rhapsody
- Ode to Joy – Ukulele Orchestra of Great Britain

Notation

- Chord charts
- Ukulele TABs

Structure:

- Ukulele technique
- Chord position
- Chord listening
- Chord improvisation
- Song performance

Purpose:

To build ukulele repertoire and perform along with singing accompaniment

Language:

- Ukulele
- Strings
- Frets
- Machine Heads
- Melody/Harmony (chords)
- Guitar pick
- Arch fingers
- Minor and major chords

Cross curricular links:

Maths: Complete, read and interpret information in tables eg. Match the chord chart to the sound, match the picture to the chord chart, spot the mistakes

Science: Use scientific experience to make predictions and hypotheses e.g.. Length/width of string and fret distance vs. pitch

Spanish: The numbers and the colours

Year 6 – Summer 2

Final show

Listening

Sound layering and balance between instruments

Improvisation Composition

•Solo improvisation performances

Performance

School of Rock repertoire



Recordings

•School of Rock YouTube recordings

Music History

•Rock music

Notation

- Chord charts
- Ukulele and guitar TABs
- Staff notation

Structure:

- Instrument technique
- Notation
- Rehearsal/Synchronisation
- Recording

Purpose:

To perform and records as part of a big music ensemble for the final show

Language:

- Minor/Major chords
- Music scale
- Arch fingers/bounce beater/strum strings
- Synchronise
- Melody/Harmony
- Style/Expression

Cross curricular links:

Maths: Complete, read and interpret information in tables

English: Song lyrics

Progression in Xylophone/Metallophone Playing

FS	<ul style="list-style-type: none">• To perform single note tunes in a group, along with singing.
Year 1	<ul style="list-style-type: none">• To perform tunes of up to 5 notes, which are in order• To accompany with singing• To synchronise in groups
Year 2	<ul style="list-style-type: none">• To perform tunes of up to 5 notes, which are in steps but mixed order• To accompany with singing• To synchronise in groups or perform solo• To improvise on three notes with backing track
Year 3	<ul style="list-style-type: none">• To perform tunes of up to 5 notes, steps or leaps in mixed order• To perform songs with rests• To accompany with singing• To synchronise in groups or perform solo• To improvise on four notes with backing track• To understand basic staff notation
Year 4	<ul style="list-style-type: none">• To perform tunes of up to 6 notes, steps or leaps in mixed order• To perform songs of $\frac{3}{4}$ time signature• To perform canons• To accompany with singing• To synchronise in groups or perform solo• To improvise on five notes with backing track• To sight-read basic staff notation• To understand the visual difference between slow and fast notes
Year 5	<ul style="list-style-type: none">• To perform tunes of up an octave, steps or leaps in mixed order• To perform songs of $\frac{3}{4}$ and $\frac{6}{8}$ time signature• To perform with drone, ostinato and harmony• To accompany with singing• To synchronise in groups or perform solo• To improvise on an octave with backing track• To read notation below and above the staff, including ledger line notes
Year 6	<ul style="list-style-type: none">• To perform tunes of more than an octave, steps or leaps in mixed order• To perform songs of $\frac{3}{4}$ and $\frac{6}{8}$ time signature• To perform with drone, ostinato and harmony• To accompany with singing• To synchronise in groups or perform solo• To improvise on an octave with backing track• To read notation below and above the staff, including ledger line notes• To be able to count and perform the different music values (semibreve, minim, crotchet, quaver)

Progression in Recorder Playing

FS	<ul style="list-style-type: none">• To hold the instrument appropriately.• To perform a single note tune in a group.
Year 1	<ul style="list-style-type: none">• To perform tunes of up to three notes, which are in order• To synchronise in groups
Year 2	<ul style="list-style-type: none">• To perform tunes of up to 4 notes, which may in steps but mixed order• To synchronise in groups or perform solo• To improvise on three notes with backing track
Year 3	<ul style="list-style-type: none">• To perform tunes of up to 5 notes, steps or leaps in mixed order• To perform songs with rests• To synchronise in groups or perform solo• To improvise on four notes with backing track
Year 4	<ul style="list-style-type: none">• To perform tunes of up to 6 notes, steps or leaps in mixed order• To perform songs of $\frac{3}{4}$ time signature• To perform canons• To synchronise in groups or perform solo• To improvise on five notes with backing track
Year 5	<ul style="list-style-type: none">• To perform tunes of up an octave, steps or leaps in mixed order• To perform songs of $\frac{3}{4}$ and $\frac{6}{8}$ time signature• To perform with drone, ostinato and harmony• To synchronise in groups or perform solo• To improvise on an octave with backing track
Year 6	<ul style="list-style-type: none">• To perform tunes of more than an octave, steps or leaps in mixed order• To perform songs of $\frac{3}{4}$ and $\frac{6}{8}$ time signature• To perform with drone, ostinato and harmony• To synchronise in groups or perform solo• To improvise on an octave with backing track

Progression in rhythmic notation and African drums

FS

Year 1

Year 2

Year 3

- To identify, read and write simple music values, e.g. crotchet, quaver, semiquaver
- To listen to one bar rhythms and transcribe the notation
- To synchronise one-bar rhythms in groups or perform solo
- To position the instrument appropriately and produce clear high-pitched sounds
- To compose and perform their own rhythms

Year 4

- To identify, read and write simple music values, e.g. crotchet, quaver, semiquaver
- To listen to one bar rhythms and transcribe the notation, including high and low pitched sounds
- To synchronise cyclic rhythms in groups or perform solo
- To position the instrument appropriately and produce clear high and low-pitched sounds
- To compose and perform their own cyclic rhythms

Year 5

- To identify, read and write simple music values, e.g. crotchet, quaver, semiquaver
- To listen to one bar rhythms and transcribe the notation, including high and low pitched sounds
- To synchronise cyclic rhythms in groups or perform solo
- To recognise dynamic symbols and perform accordingly
- To position the instrument appropriately and produce clear high and low-pitched sounds
- To compose and perform their own cyclic rhythms
- To perform a rhythmical piece of two different layers

Year 6

- To identify, read and write simple music values, e.g. crotchet, quaver, semiquaver
- To listen to one bar rhythms and transcribe the notation, including high and low pitched sounds
- To synchronise cyclic rhythms in groups or perform solo
- To position the instrument appropriately and produce clear high and low-pitched sounds
- To recognise dynamic symbols and perform accordingly
- To compose and perform their own cyclic rhythms
- To perform a rhythmical piece of three different layers
- To perform rhythmical canons

Progression in Ukulele Playing

FS	<ul style="list-style-type: none">• To position the ukulele appropriately• To perform open string tunes• To accompany with singing
Year 1	<ul style="list-style-type: none">• To position the ukulele appropriately• To perform simple chord tunes• To synchronise in groups with singing accompaniment• To read simple ukulele graphs displayed above lyrics
Year 2	<ul style="list-style-type: none">• To perform two-chord tunes that require one finger on the fret, e.g. C- and Am• To accompany with singing in group synchronisation• To perform solo• To read simple ukulele graphs displayed above lyrics
Year 3	<ul style="list-style-type: none">• To perform tunes of up to three chords that require one or two fingers, e.g. F• To perform songs that require frequent chord changes• To accompany with singing• To be able to listen two chords and choose that one they've been asked• To synchronise in groups or perform solo• To improvise on three chords with backing track accompaniment• To identify unknown chords by looking at pictures
Year 4	<ul style="list-style-type: none">• To perform tunes of up to four chords, including chords with three fingers on the frets, e.g. G• To perform songs of $\frac{3}{4}$ time signature, e.g. London's Burning• To perform canons, e.g. London's Burning• To accompany with singing• To synchronise in groups or perform solo• To listen and identify a chord from a group of three• To improvise on four chords with backing track accompaniment• To compose a chord sequence with known chords• To identify unknown chords by looking at pictures
Year 5	<ul style="list-style-type: none">• To perform tunes of up to five chords, including chords with three fingers on the frets, e.g. G, D• To perform songs of complex rhythmic pattern/strumming, e.g. Octopus's Garden• To accompany with singing• To synchronise in groups or perform solo• To listen and identify a chord from a group of four• To improvise on five chords with backing track accompaniment• To compose a chord sequence with known chords• To identify chords by reading chord charts
Year 6	<ul style="list-style-type: none">• To perform tunes of up to five chords, including chords in finger position 2, e.g. Em• To perform songs of complex rhythmic pattern/strumming, as well as with sudden chord changes, e.g. These Days• To perform simple ukulele melodies• To accompany with singing• To synchronise in groups or perform solo• To listen and identify a chord from a group of four• To improvise on six chords with backing track accompaniment• To compose a chord sequence with known chords• To read chord charts fluently

Progression in Guitar Playing

FS

Year 1

Year 2

Year 3

Year 4

Year 5

- To perform tunes of up to 5 notes, including open strings and fretted notes (B-A-G-E-D)
- To accompany with singing
- To synchronise in groups or perform solo
- To listen and identify a note from a group of three
- To improvise on five notes with backing track accompaniment
- To compose a note sequence with known notes

Year 6

- To perform tunes of up to 8 notes, including open strings and fretted notes (C-B-A-G-F-E-D-C)
- To accompany with singing
- To synchronise in groups or perform solo
- To listen and identify a note from a group of four
- To perform the C natural scale
- To improvise on 8 notes notes with backing track accompaniment
- To compose a note sequence with known notes

Progression in Singing

FS	<ul style="list-style-type: none">• Take part in singing, accurately following the melody.• Follow instructions on how and when to sing and combine with actions.• Make and control long and short sounds, using voice.• Imitate changes in pitch.
Year 1	<ul style="list-style-type: none">• Take part in singing, accurately following the melody.• Follow instructions on how and when to sing and combine with actions.• Make and control long and short sounds, using voice.• Imitate changes in pitch.• Clap rhythms.• Perform combining singing and actions by following a sequence of images or symbols
Year 2	<ul style="list-style-type: none">• Sing from memory with accurate pitch.• Sing in tune.• Pronounce words within a song clearly.• Show control of voice.• Perform with control and awareness of others.• Compose and perform melodic songs
Year 3	<ul style="list-style-type: none">• Show control of voice.• Perform with control and awareness of others.• Compose and perform melodic songs• To perform canons• To perform songs with rests• To accompany with body percussion• To synchronise in groups or perform solo
Year 4	<ul style="list-style-type: none">• Show control of voice.• Perform with control and awareness of others.• Compose and perform melodic songs• To perform canons• To perform songs with rests• To accompany with body percussion• To synchronise in groups or perform solo
Year 5	<ul style="list-style-type: none">• To perform tunes of up an octave, steps or leaps in mixed order• To perform songs of $\frac{3}{4}$ and $\frac{6}{8}$ time signature• To sing with drone, ostinato and harmony• To accompany with singing• To synchronise in groups or perform solo• To accompany with body percussion
Year 6	<ul style="list-style-type: none">• To perform tunes of up an octave, steps or leaps in mixed order• To perform songs of $\frac{3}{4}$ and $\frac{6}{8}$ time signature• To sing with drone, ostinato and harmony• To accompany with singing• To synchronise in groups or perform solo• To accompany with body percussion