



Progression Documents

Music



Curriculum Overview: Learning for life



We are **CONFIDENT COMMUNICATORS** who listen and share our ideas confidently.

We are **RESILIENT RESEARCHERS** who don't give up and learn from our mistakes.

We are **ASPIRATIONAL AMBASSADORS** who strive to be the best we can be.

We are **COLLABORATIVE CITIZENS** who work together and respect others.

Intent	Implementation	Impact
<p>Early years Foundation Stage: In EYFS the framework is organised across 7 areas of learning rather than subject areas. As part of this document we have planned how the skills taught across EYFS feed into the national curriculum and which statements from the 2020 Development Matters are prerequisite skills for music within the National Curriculum.</p> <p>KS1 and KS2: In KS1 and KS2 the music curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon'.</p> <p>To ensure that pupils develop a secure knowledge that they can build on, our music curriculum has been mapped out using our Key Concepts.</p> <p>When covering each of these strands, the content will be carefully organised by each year group through our subject overview.</p> <p>Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the Year group Frameworks.</p> <p>Music is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.</p>	<p>The Early years Foundation Stage (EYFS) follows the 'Development Matters' in the EYFS guidance. In EYFS music is taught as part of 'Expressive art and Design' and will be seen as part of the continuous and adult lead provision across the classroom, not as a discrete subject.</p> <p>In KS1 and KS2, music is taught as a discrete subject every week to allow time to embed skills in the subject.</p> <p>The core teaching of music is through the 'Charanga' Scheme of Work and adapted to meet the needs of the learners in our school.</p> <p>All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.</p> <p>Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.</p>	<p>Impact is measured through regular learning walks, lesson visits, work scrutiny and pupil voice.</p> <p>Work will show that a range of topics are being covered as well as progression across each unit of work in every year group and across year groups.</p> <p>Children will be able to talk about the skills and knowledge they have acquired, through pupil voice, and will be engaged in lessons and want to find out more.</p> <p>Teachers will use Assessment for Learning to ensure all lessons are relevant and will help to plan for next steps.</p> <p>Subject coordinators will be given regular time to ensure resources are kept up to date, to monitor their subject across the school, create action plans and impact reports and to provide subject feedback to SLT as appropriate.</p>

Breadth of study

Breadth of Study EYFS:

Three and Four Year-Olds	Communication and Language	<ul style="list-style-type: none"> Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
	Physical Development	Combine different movements with ease and fluency.
	Expressive Arts and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.
ELG	Expressive Arts and Design	Being Imaginative and Expressive
		<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Breadth of study Key Stage 1:

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Make and combine sounds using the inter-related dimensions of music.

Breadth of study Key Stage 2:

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand the basics of the stave and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Threshold Concepts

Listen and appraise	Musical Activity	Perform
Children will learn to sing and use their voices to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence	Children will be taught to sing and play musically with increased confidence and control. They will develop an understanding of musical composition, organize and manipulate ideas within musical structure and reproducing sounds from aural memory.	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increased accuracy, fluency, control and expression.
Knowledge Categories		
	Games	Singing
	Playing	Improvising
	Compose	

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical Activity	Listen and Appraise	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p>	<p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song. 	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song. 	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? 	<p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity
	Games	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Rhythms are different from the steady pulse.</p> <p>We add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>Know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat.</p> <p>Know the difference between a musical question and an answer.</p>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to
	Singing	<p>To confidently sing or rap five songs from memory and sing them in unison.</p>	<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group <p>To know why you must warm up your voice</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group <p>To know why you must warm up your voice</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics <p>To know and explain the importance of warming up your voice</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics <p>To know and explain the importance of warming up your voice</p>
Playing	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p>	<p>To know and be able to talk about:</p> <p>The instruments used in class (a glockenspiel, a recorder)</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends 	

Improvising	<p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise!</p>	<p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise, and you can use one or two notes.</p>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the challenges in your improvisations 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians
	Composing	<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p>	<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol
Perform	<p>A performance is sharing music with other people, called an audience.</p>	<p>A performance is sharing music with an audience.</p> <p>A performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>An audience can include your parents and friends.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music

MUSIC OVERVIEW

	Autumn		Spring		Summer	
Year 1	<p><u>Title</u> Hey You</p> <p><u>Style of main song</u> Old School Hip-Hop</p> <p><u>Unit theme</u> How pulse, rhythm and pitch work together.</p>	<p><u>Title</u> Rhythm In The Way We Walk and The Banana Rap</p> <p><u>Style of main song</u> Reggae</p> <p><u>Unit theme</u> Pulse, rhythm and pitch, rapping, dancing and singing.</p>	<p><u>Title</u> In the Groove</p> <p><u>Style of main song</u> Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p><u>Unit theme</u> How to be in the groove with different styles of music.</p>	<p><u>Title</u> Round and Round</p> <p><u>Style of main song</u> Bossa Nova</p> <p><u>Unit theme</u> Pulse, rhythm and pitch in different styles of music.</p>	<p><u>Title</u> Your Imagination</p> <p><u>Style of main song</u> Pop</p> <p><u>Unit theme</u> Using your imagination.</p>	<p><u>Title</u> Reflect, Rewind & Replay</p> <p><u>Style of main song</u> Classical</p> <p><u>Unit theme</u> The music of music, look back and consolidate your learning, learn some of the language of music.</p>
Year 2	<p><u>Title</u> *Friendship Song</p> <p><u>Style of main song</u> Pop</p> <p><u>Unit theme</u> A song about being friends</p>	<p><u>Title</u> Ho, Ho, Ho</p> <p><u>Style of main song</u> A song with rapping and improvising for Christmas</p> <p><u>Unit theme</u> Festivals and Christmas</p>	<p><u>Title</u> I Wanna Play in a Band</p> <p><u>Style of main song</u> Rock</p> <p><u>Unit theme</u> Playing together in a band</p>	<p><u>Title</u> Zootime</p> <p><u>Style of main song</u> Reggae</p> <p><u>Unit theme</u> Reggae and animals</p>	<p><u>Title</u> *Hands, Feet, Heart</p> <p><u>Style of main song</u> Afropop, South African</p> <p><u>Unit theme</u> South African music</p>	<p><u>Title</u> Reflect, Rewind & Replay</p> <p><u>Style of main song</u> Classical</p> <p><u>Unit theme</u> The music of music, look back and consolidate your learning, learn some of the language of music</p>
Year 3	<p><u>Title</u> Let Your Spirit Fly</p> <p><u>Style of main song</u> RnB</p> <p><u>Unit theme</u> RnB and other styles</p>	<p><u>Title</u> Glockenspiel Stage 1</p> <p><u>Style of main song</u> N/A</p> <p><u>Unit theme</u> Exploring & developing playing Skills</p>	<p><u>Title</u> Three Little Birds</p> <p><u>Style of main song</u> Reggae</p> <p><u>Unit theme</u> Reggae and animals</p>	<p><u>Title</u> The Dragon Song</p> <p><u>Style of main song</u> A Pop song that tells a story</p> <p><u>Unit theme</u> Music from around the world, celebrating our differences and being kind to one another</p>	<p><u>Title</u> Bringing Us Together</p> <p><u>Style of main song</u> Disco</p> <p><u>Unit theme</u> Disco, friendship, hope and unity</p>	<p><u>Title</u> Reflect, Rewind & Replay</p> <p><u>Style of main song</u> Classical</p> <p><u>Unit theme</u> The music of music, look back and consolidate your learning, learn some of the language of music</p>
Year 4	<p><u>Title</u> Mamma Mia</p> <p><u>Style of main song</u> Pop</p> <p><u>Unit theme</u> ABBA's music</p>	<p><u>Title</u> Glockenspiel 2</p> <p><u>Style of main song</u> Mixed styles</p> <p><u>Unit theme</u> Exploring and developing playing skills using the glockenspiel</p>	<p><u>Title</u> Stop!</p> <p><u>Style of main song</u> Grime</p> <p><u>Unit theme</u> Writing lyrics linked to a theme</p>	<p><u>Title</u> Lean On Me</p> <p><u>Style of main song</u> Gospel</p> <p><u>Unit theme</u> Soul/Gospel music and helping one another</p>	<p><u>Title</u> Blackbird</p> <p><u>Style of main song</u> The Beatles/Pop</p> <p><u>Unit theme</u> The Beatles, equality and civil rights</p>	<p><u>Title</u> Reflect, Rewind & Replay</p> <p><u>Style of main song</u> Classical</p> <p><u>Unit theme</u> The music of music, look back and consolidate your learning, learn some of the language of music</p>
Year 5	<p><u>Title</u> Livin' On a Prayer</p> <p><u>Style of main song</u> Rock</p> <p><u>Unit theme</u> Rock Anthems</p>	<p><u>Title</u> Classroom Jazz 1</p> <p><u>Style of main song</u> Bossa Nova and Swing</p> <p><u>Unit theme</u> Jazz and Improvisation</p>	<p><u>Title</u> Make You Feel My Love</p> <p><u>Style of main song</u> Pop Ballads</p> <p><u>Unit theme</u> Pop Ballads</p>	<p><u>Title</u> The Fresh Prince of Bel-Air</p> <p><u>Style of main song</u> Old-School Hip-Hop</p> <p><u>Unit theme</u> Old School Hip-Hop</p>	<p><u>Title</u> Dancing in the Street</p> <p><u>Style of main song</u> Motown</p> <p><u>Unit theme</u> Motown</p>	<p><u>Title</u> Reflect, Rewind & Replay</p> <p><u>Style of main song</u> Classical</p> <p><u>Unit theme</u> The music of music, look back and consolidate your learning, learn some of the language of music</p>
Year 6	<p><u>Title</u> Happy</p> <p><u>Style of main song</u> Pop/Neo Soul</p> <p><u>Unit theme</u> Being happy!</p>	<p><u>Title</u> Classroom Jazz 2</p> <p><u>Style of main song</u> Bacharach and Blues</p> <p><u>Unit theme</u> Jazz, improvisation and composition</p>	<p><u>Title</u> A New Year Carol</p> <p><u>Style of main song</u> Classical or Urban Gospel</p> <p><u>Unit theme</u> Benjamin Britten's music and cover versions</p>	<p><u>Title</u> You've Got A Friend</p> <p><u>Style of main song</u> 70s Ballad/Pop</p> <p><u>Unit theme</u> The music of Carole King</p>	<p><u>Title</u> Music and Me</p> <p><u>Style of main song</u> Create your own music inspired by your identity and women in the music industry</p>	<p><u>Title</u> Reflect, Rewind & Replay</p> <p><u>Style of main song</u> Classical</p> <p><u>Unit theme</u> The music of music, look back and consolidate your learning, learn some of the language of music</p>

MUSIC OVERVIEW: EYFS

	Listen and Appraise	Interrelated Dimensions (games)	Singing	Playing	Improvising	Composition	Performance
Year EYFS	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.	To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.	To sing or rap nursery rhymes and simple songs from memory. Songs have sections.				A performance is sharing music.

	Autumn		Spring		Summer	
Year EYFS	<p style="text-align: center;"><u>Title</u> Me</p> <p style="text-align: center;"><u>Style of main song</u> Pat-a-cake 1, 2, 3, 4, 5 Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <p style="text-align: center;"><u>Unit theme</u> Respond to music moving according to volume, mood, and tempo Move, loud, quiet, speed, mood, feelings.</p>	<p style="text-align: center;"><u>Title</u> My Stories</p> <p style="text-align: center;"><u>Style of main song</u> I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p style="text-align: center;"><u>Unit theme</u> Respond to music moving according to volume, mood, and tempo Move, loud, quiet, speed, mood, feelings.</p>	<p style="text-align: center;"><u>Title</u> Everyone!</p> <p style="text-align: center;"><u>Style of main song</u> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p> <p style="text-align: center;"><u>Unit theme</u> Respond to music with quick/slow movements To express how music makes them feel / likes/dislikes Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions</p>	<p style="text-align: center;"><u>Title</u> Our World</p> <p style="text-align: center;"><u>Style of main song</u> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p style="text-align: center;"><u>Unit theme</u> Respond to music with quick/slow movements To express how music makes them feel / likes/dislikes Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions</p>	<p style="text-align: center;"><u>Title</u> Big Bear Funk</p> <p style="text-align: center;"><u>Style of main song</u> Big Bear Funk</p> <p style="text-align: center;"><u>Unit theme</u> Give simple movement instructions to guide others Perform songs, rhymes, and poems Volume, perform, confident, proud</p>	<p style="text-align: center;"><u>Title</u> Reflect, Rewind & Replay</p> <p style="text-align: center;"><u>Style of main song</u> Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <p style="text-align: center;"><u>Unit theme</u> Give simple movement instructions to guide others Perform songs, rhymes, and poems Volume, perform, confident, proud</p>