

### Music Topic Plan and Coverage Overview

	Year R	Year 1			Year 2		
		Autumn 1	Autumn 2	Summer 1	Autumn 1	Spring 2	Summer 1
Topic		This is me	Gruffalos, Giants and Flying Brooms	Castles	Dragonology	Planet Earth	British Monarchy
NC focus	<p><b>Communication and language</b> Sing a large repertoire of songs Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Talk about the differences between materials and changes they notice.</p>	<ul style="list-style-type: none"> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>play tuned and untuned instruments musically</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	Listen with concentration and understanding to a range of high-quality live and recorded music	Experiment with, create, select and combine sounds using the inter-related dimensions of music

	<p>Explore and talk about different forces they can feel.</p> <p>Expressive Art and Design</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>						
--	---	--	--	--	--	--	--

Target tracker objectives	Sings in a group or on his/her own, increasingly matching the pitch and following the melody.	Listen to music with sustained concentration.			Listen with concentration and understanding to a range of high-quality live and recorded music.		
	Sings a range of well-known nursery rhymes and songs (ELG).	Use the correct musical language to describe a piece of music.			Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.		
	Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music (ELG).	Discuss feelings and emotions linked to different pieces of music.			Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.		
	Learns rhymes, poems and songs.	Learn and perform chants, rhymes, raps and songs.			Develop an understanding of melody, the words and their importance in the music being listened to.		
	Listens carefully to rhymes and songs, paying attention to how they sound.	Learn to follow the conductor or band leader.			Play instruments using the correct techniques with respect.		
	Explores and engages in music making and dance, performing solo or in groups.	Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.			Experiment with, create, select and combine sounds using the inter-related dimensions of music.		
		Find the pulse whilst listening to music and using movement	Recognise different instruments	Understand that pitch describes how high or low sounds are.	Improvise a simple rhythm using different instruments including the voice.	Build an understanding of the pulse and internalise it when listening	Understand that timbre describes the character or quality of a sound.

						to a piece of music.	
		Listen to, copy and repeat a simple rhythm or melody.	Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.	Understand that tempo describes how fast or slow the music is.	Sing a song in two parts.	Use tuned and untuned classroom percussion to compose and improvise.	Understand that texture describes the layers within the music.
				Understand that dynamics describe how loud or quiet the music is.	Use tuned and untuned classroom percussion to play accompaniments and tunes.		Understand that structure describes how different sections of music are ordered.
							Practice, rehearse and present performances to audiences with a growing awareness of the people watching
<b>Perform / Create &amp; compose own music</b>	Performing area – continued provision includes stage, instruments, Music linked to topic and changes each half term	Play / explore with instruments to represent sounds & actions.	Name and identify instruments. Suggest instruments to represent a character from the Gruffalo story.	Explore instruments and symbols, long & short sounds. Create actions to perform during verses. Invent new verses	Use instruments to perform simple patterns. Play in time with group.	Play to instructions of conductor.	Performances to an audience
<b>Listen to and respond to music</b>	Songs throughout the school day – tidy up, come to the carpet, make a circle, different maths song each week  IPOD dock in outside area with a variety of different songs/music	Entry of the Gladiators - Fucik  Carnival of the Animals - Saint- Saens  The Greatest Showman  Marches by Sousa - American Marches  Bug Club – Welcome to the Circus by Sean Callery	Grieg's In the Hall of the Mountain King.	Jessica's Welcome by Whapweasel, Easy  Disco by Weapons of Sound, Death and Glory March from the sound track of the film Brassed Off	Variety of different types of music including classical.	Film trailer – Charlotte's Web; Carnival of the animals Introduction music; Lion running; Tortoise walking; Saint-Saëns' tortoise; Wild donkeys music clip; Elephants music clip;	

						Lion music clip; Birds music clip.	
Learn to sing	Continuous through the year Singing Assembly Nursery Rhymes Aut 1 Nativity Aut 2 Jack and the Beanstalk Spr 2	Singing Assembly	Nativity songs Singing Assembly	Copy simple word rhythm patterns. Singing Assembly	sing with a sense of melody Singing Assembly	Singing Assembly	Singing Assembly Leavers Assembly
Learn a musical instrument	Making sounds in different ways	percussion	percussion	percussion	percussion	percussion	percussion
Use Technology appropriately	Charlie Chimp – put music with your firework display						
Understand & explore how music is created, produced & communicated	Sources of music  Body percussion – keeping in time  Listening skills	Listen for music patterns. Learn to keep a steady beat and keep in time with a piece of music.  Listen to, copy and repeat a simple rhythm or melody.	Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse	Explore duration (exploring, responding to and recognising patterns of long and short sounds and to steady beats in music heard and performed) and texture (exploring, responding to and recognising solo sounds and layers of sounds)	Know the difference between beat and rhythm. Represent sounds with symbols.	Build an understanding of the tempo, pulse. Name instruments in an orchestra and how they can be played. Discuss conductors role.	Understand that structure describes how different sections of music are ordered. Understand that texture describes the layers within music. Understand that timbre describes the character and quality of a sound.