

Music Rolling Programme

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acorns Expressive Arts and Design - Music	Experimenting with vocal sounds	Experimenting with instrumental sounds	Thoughts and Feelings in music	Music from Around the World	Making Music together - performing	Making Music together - composing
Year 1	Rhythm in the Way We Walk/Banana Rap	Christmas Preparation	Winter ABRSM Classroom 200	Having Fun With Improvisation	In The Groove	Explore Sound and Create a Story
Year 2	Hands, Feet, Heart	Christmas Preparation	Winter ABRSM Classroom 200	Exploring Feelings Through Music	I Wanna Play in a Band	Inventing a Musical Story
Willow A	Mamma Mia!	Music Vocab Development and Christmas Preparation	Composing Using Your Imagination – Your Imagination	Trout ABRSM Classroom 200	Lean on Me	Combining Elements to Make Music
Willow B	The Dragon Song	Music Vocab Development and Christmas Preparation	Enjoying Improvisation	Little Train of Caipira – BBC Ten Pieces	Three Little Birds	Composing Using Your Imagination – Looking in the Mirror
Sycamore A	Mamma Mia! (Leon and the Place Between LSO)	Music Vocab Development and Christmas Preparation	Composing Using Your Imagination – You’re a Shining Star	Lean on Me	Holst: Mars Planet Suite – BBC Ten Pieces	Combining Elements to Make Music – Take Time in Life
Sycamore B	Make You Feel My Love	Music Vocab Development and Christmas Preparation	Creating Simple Melodies Together	The Fresh Prince of Bel-Air	Finlandia – BBC Ten Pieces	Introducing Chords – Erie Canal
Oak A	Happy	Music Vocab Development and Christmas Preparation	Composing Using Your Imagination – Music Makes the World Go Round	You’ve Got A Friend	Combining Elements to Make Music – Scarborough Fair	Hans Zimmer: Earth – BBC Ten Pieces
Oak B	Night on Bare Mountain – BBC Ten Pieces	Music Vocab Development and Christmas Preparation	Livin’ on a Prayer	Creating Simple Melodies Together	The Fresh Prince of Bel-Air	Introducing Chords - Heroes

Rolling Programme Year A Curriculum Coverage

Blue – Listening and Appraising

Green – Singing and Playing Instruments

Pink – Improvising and Composing

History of Music will be covered in all listening activities

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Year 1	Rhythm in the Way We Walk/Banana Rap	Christmas Preparation	Winter ABRSM Classroom 200/ BBC Ten Pieces	Having Fun With Improvisation	In The Groove	Explore Sound and Create a Story
Skills Covered	<ul style="list-style-type: none"> find and move to the pulse of a piece of music identify sounds in music, including naming instruments use musical language (texture, tempo, dynamics) sing songs in different styles copy short rhythms and melodies rehearse and perform a song 	<ul style="list-style-type: none"> use voices expressively to sing songs control vocal pitch and match the pitch they hear understand the importance of working as a part of a group when singing 	<ul style="list-style-type: none"> listen to music in a variety of styles identify different sounds in music made by the same instrument create different musical sounds on an instrument in response to a stimulus (rain) use a graphic score to record their own composition 	<ul style="list-style-type: none"> finding a steady beat moving in response to music identify sounds in music, including naming musical instruments use musical language (tempo, dynamics) sing songs in different styles add actions to a song play a part on a tuned percussion instrument by ear use 2 or 3 notes to compose a simple melody 	<ul style="list-style-type: none"> find and move to the pulse of a piece of music. use musical language to describe what I hear (dynamics, rhythm, pitch). sing a song in different styles. play 2 notes on a xylophone, listening for the change in pitch. copy short rhythms and melodies. rehearse and perform a song with some instrumental accompaniment. 	<ul style="list-style-type: none"> finding a steady beat moving in response to music identify sounds in music, including naming musical instruments use musical language (tempo, dynamics) sing songs in different styles add actions to a song play a part on a tuned percussion instrument by ear use 2 or 3 notes to compose a simple melody

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Year 2	Hands, Feet, Heart	Christmas Preparation	Winter ABRSM Classroom 200/ BBC Ten Pieces	Exploring Feelings Through Music	I Wanna Play in a Band	Inventing a Musical Story
Skills Covered	<ul style="list-style-type: none"> • find the pulse in different pieces of music. • move in time to music. • listen and clap back rhythms. • listen to different styles of music and recognise the instruments played. • use musical language (dynamics, texture, tempo). • play the notes G and A on an instrument to accompany a song. • improvise around a piece using 2 notes (C and D). • rehearse and perform a song with instrumental accompaniment. 	<ul style="list-style-type: none"> • use voices expressively to sing songs • control vocal pitch and match the pitch they hear • respond to teacher's direction when singing – dynamics, tempo 	<ul style="list-style-type: none"> • listen to music in a variety of styles • identify different sounds in music made by the same instrument • create different musical sounds on an instrument in response to a stimulus (rain) • create a graphic score to record their own composition 	<ul style="list-style-type: none"> • sing songs in different styles • add actions to a song • use 2 or 3 notes to improvise to a backing track 	<ul style="list-style-type: none"> • find the pulse in different pieces of music. • move in time to music. • listen and clap back rhythms. • listen to different styles of music and recognise the instruments played. • use musical language (dynamics, rhythm, tempo). • play the notes C and D on an instrument to accompany a song. • improvise around a piece using 2 notes. • rehearse and perform a song with instrumental accompaniment. 	<ul style="list-style-type: none"> • sing songs in different styles • add actions to a song • use 2 or 3 notes to improvise to a backing track • compose using 3 notes

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Willow A	Mamma Mia!	Music Vocab Development and Christmas Preparation	Composing Using Your Imagination – Your Imagination	Trout ABRSM Classroom 200	Lean on Me	Combining Elements to Make Music – Looking in the Mirror
Skills Covered	<ul style="list-style-type: none"> compare different pieces of music by the same performers (ABBA). use musical language (dynamics, rhythm, tempo, pulse, timbre). find and keep the pulse throughout a piece of music. accompany a piece using a 2 note riff improvise riffs using 2 or 3 notes. use a rhythm grid to record an 8 bar riff. rehearse and perform a song with instrumental accompaniment 	<ul style="list-style-type: none"> perform in a singing ensemble understand that the words of a song convey meaning sing tunefully with expression perform actions in time with songs 	<ul style="list-style-type: none"> improvise using 3 notes develop an understanding of different styles of music sing songs play a tuned percussion part (3 notes) compose song accompaniment using known rhythm and pitch notation 	<ul style="list-style-type: none"> listen to music from a variety of eras use musical language (dynamics, rhythm, tempo, pulse, timbre). write lyrics to fit with a melody compose a piece of music to represent a river animal (focus on timbre) record my composition using graphic notation 	<ul style="list-style-type: none"> compare different pieces of music in a similar style (soul/gospel) use musical language (dynamics, rhythm, tempo, pulse, timbre). find and keep the pulse throughout a piece of music. accompany a piece using a 3 note riff improvise riffs using 2 or 3 notes. compose and notate an 8 bar accompaniment using 3 notes rehearse and perform a song with instrumental accompaniment 	<ul style="list-style-type: none"> improvise using 3 note call and answer responses improvise to a backing track using 5 notes play a tuned percussion part with up to 5 notes use music note pad to refine improvisations rehearse and perform a song with instrumental accompaniment

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Sycamore A	Mamma Mia! (Leon and The Place Between LSO)	Music Vocab Development and Christmas Preparation	Composing Using Your Imagination – You’re a Shining Star	Lean on Me	Holst: Mars Planet Suite – BBC Ten Pieces	Combining Elements to Make Music – Take Time in Life
Skills Covered	<ul style="list-style-type: none"> compare different pieces of music by the same performers (ABBA). use musical language to describe what I hear (dynamics, rhythm, tempo, pulse, timbre). find and keep the pulse throughout a piece of music. follow simple staff notation to accompany a piece of music. improvise riffs using 2 or 3 notes. use rhythm and notation grids to record an 8 bar riff. rehearse and perform a song with instrumental accompaniment 	<ul style="list-style-type: none"> perform in a singing ensemble understand that the words of a song convey meaning sing tunefully with expression perform actions in time with songs begin to sing in parts 	<ul style="list-style-type: none"> improvise using 5 notes develop an understanding of different styles of music sing songs play a tuned percussion part (3 notes) refine improvisations and record using known rhythm and pitch notation 	<ul style="list-style-type: none"> compare different pieces of music in a similar style (soul/gospel) use musical language (dynamics, rhythm, tempo, pulse, timbre). find and keep the pulse throughout a piece of music. accompany a piece using a 3 note riff improvise riffs using 3 or notes. compose and notate an 8 bar accompaniment using 5 notes rehearse and perform a song with instrumental accompaniment 	<ul style="list-style-type: none"> use musical language to describe what I hear (instrument names and playing style, tempo, ostinato) compose a piece of music with an ostinato refine a group composition and polish for performance record composition using either staff notation or graphic score perform compositions as a group 	<ul style="list-style-type: none"> use musical language to describe what I hear (style, structure, texture, major, minor) improvise using 5 note call and answer responses improvise to a backing track using 5 notes play a tuned percussion part with up to 5 notes compose and notate a melody in RnB style using 5 notes rehearse and perform a song with instrumental accompaniment

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Oak A	Happy	Music Vocab Development and Christmas Preparation	Composing Using Your Imagination – Music Makes the World Go Round	You've Got A Friend	Combining Elements to Make Music – Scarborough Fair	Hans Zimmer: Earth – BBC Ten Pieces
Skills Covered	<ul style="list-style-type: none"> compare different pieces of music with the same theme (happiness). use musical language to describe what I hear (dynamics, rhythm, tempo, pulse, timbre). learn to clap and play riffs. keep the pulse internally. improvise riffs using 2 or 3 notes. use rhythm and notation grids to record an 8 bar riff. rehearse and perform a song with instrumental accompaniment and additional riffs 	<ul style="list-style-type: none"> perform in a singing ensemble sing tunefully with expression sing in parts consider the phrasing of a melody when singing 	<ul style="list-style-type: none"> improvise using 5 notes develop an understanding of different styles of music sing songs play a tuned percussion part (4 notes) use music note pad to create own composition (pentatonic) 	<ul style="list-style-type: none"> compare different pieces of music by the same composer (Carole King). use musical language to describe what I hear learn to clap and play riffs. keep the pulse internally. improvise riffs using 3 notes. compose and notate an 8 bar accompaniment using 5 notes rehearse and perform a song with instrumental accompaniment 	<ul style="list-style-type: none"> use musical language to describe what I hear (dynamics, melody, articulation, rhythm). play a tuned rehearse and perform a song use instruments to compose a short melody in the folk style use known rhythm and pitch notation to record composition 	<ul style="list-style-type: none"> use musical language to describe what I hear (crescendo, duration, dynamics, motif) create vocal melodies and instrumental motifs inspired by Earth structure motifs into a group composition use known rhythm and pitch notation record your composition refine a group composition and polish for performance perform compositions as a group
Extra Listening (all classes during assembly times)	Largo – New World Symphony Thus Spake Zarathustra Colonel Bogey March Syncopated Clock	Hedwig's Theme Mbube Smoke on the Water Beethoven – Symphony No 5	Suspicious Minds Eine Kleine Nacht Musik Jammin' – Bob Marley In the Hall of the Mountain King	The Click Song Spring – Four Seasons Montagues and Capulets I Heard it through the Grapevine	Ode to Joy Tubular Bells Carmina Burana Storm – Four Sea Interludes	Oye Como Va Don't You - By Gramaphonedzie Horn Concerto – Mozart Jai Ho

Music in the Early Years

St John's Catholic Primary, Tiverton – Acorns Foundation Stage Unit

<p>In Little Acorns children are learning to:</p> <ul style="list-style-type: none">• Explore the sounds of different instruments.• Experiment with how sounds can be changed and combined.• Play with dynamics, tempo and pitch.• Join in repeated rhythms and keep in time with a steady pulse.• Understand that music can carry meaning and create and reflect emotions.• Respond to recorded music with their bodies and create expressive movement to music.• Be confident to sing and play in front of others.• Perform as a group using their voices, instruments and movement.• Children listen to a wide range of recorded music from a variety of musical genres and eras.	<p>In Little Acorns Learning takes place:</p> <ul style="list-style-type: none">• In weekly adult-led circle time music sessions lasting between 30 and 45 minutes.• Through daily music and dance sessions lasting between 5 and 10 minutes.• Through weekly whole unit singing and worship.• During preparation for annual performances such as the Nativity, Easter services and special events.• Through musical continuous provision which children have access to in the preschool classroom.• Children's music making is accompanied on piano, guitar and backing tracks and children also play and sing unaccompanied.
<p>In Big Acorns children are learning to:</p> <ul style="list-style-type: none">• Control the sounds of different instruments to create planned effects.• Experiment with how sounds can be changed and combined.• Recognise, name and perform differences in dynamics, tempo and pitch.• Join in more complex repeated rhythms (longer rhythmic patterns, syncopated rhythms).• Maintain a steady pulse (ostinato or drone) while other children perform rhythms or sing.• Understand that music can carry meaning and create and reflect emotions and create these in a planned way in their own music making.• Describe the sounds they hear in recorded music, inferring meaning and relating this to what they know.• Be confident to sing and play in front of others.• Have their own musical ideas and listen and respond to the musical ideas of others.• Perform as a group using their voices, instruments and movement.• Children listen to a wide range of recorded music from a variety of musical genres and eras.	<p>In Big Acorns Learning takes place:</p> <ul style="list-style-type: none">• In weekly music sessions which include a whole class sung warm up and body percussion session. Followed by either small group adult-led activities lasting between 15 and 20 minutes per group or whole class music sessions lasting around 45 minutes.• Through daily music and dance sessions lasting between 5 and 10 minutes.• Through weekly whole unit singing and worship.• During preparation for annual performances such as the Nativity, Easter services and special events.• Through musical continuous provision which children have access to in the preschool classroom.• Children's music making is accompanied on piano, guitar and backing tracks and children also play and sing unaccompanied.

