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|  | **UNIT 1**  **AUTUMN 1**  **ME!** | **UNIT 2**  **AUTUMN 2**  **MY STORIES** | **UNIT 3**  **SPRING 1**  **EVERYONE!** | **UNIT 4**  **SPRING 2**  **OUR WORLD** | **UNIT 5**  **SUMMER 1**  **BIG BEAR FUNK** | **UNIT 6**  **SUMMER 2**  **REFLECT, REWIND, REPLAY** |
| **Listen and Appraise** | To enjoy listening to music & respond through dancing or other movement | To enjoy listening to music & respond through dancing or other movement & begin to find the pulse naturally | To enjoy listening to music and respond to different speeds through dancing or other movement, finding the pulse naturally | To continue to enjoy listening to a variety of music and respond to different speeds through dancing or other movement, finding the pulse naturally | To enjoy listening and dancing to funk music and begin to talk about it | To listen to a piece of music and discuss what they can hear, how the music makes them feel, how old the piece of music is, does the music tell a story? |
| **Words, Story, Song** | To know that the words of songs can tell stories and paint a picture | To recognise & name some of the characters & stories in the songs & invent imaginary characters through movement & dancing |  |  |  |  |
| **Identification** |  |  |  |  |  | To be able to identify different instruments and voices from a short piece of music |
| **Pulse** | To know that we can find the pulse in a piece of music | To know how to find the pulse in different ways & show this through actions (marching, jumping) moving like a character from the song | To know how to find the pulse in different ways, show through actions & create their own ideas | To know how to find the pulse and show others your ideas | To find the pulse in different ways & show this through actions – funky monkey, funky chicken, funky bear | To understand that the pulse is the heartbeat of music, a steady beat, and the foundation of all music learning |
| **Rhythm, Pitch etc.** | To copy back the rhythm of their name, and to explore high & low sounds using voices and glockenspiels | To know how to copy back a rhythm from the words of the song & copy phrases from the songs to discuss high/low pitched sounds | To know how to copy back the rhythms & phrases in a song and choose a phrase to clap the rhythm. Begin to explore pitch of their voices | To know how to copy back the rhythms & phrases in songs and choose phrases to clap the rhythm. Explore pitch using images from the songs | To know how to copy-clap 3- or 4-word phrases from a song |  |
| **Singing** | To sing simple songs or rhymes from memory, including any actions |  | To learn to sing a song or rap the songs/rhymes in unison with support, adding actions or substitute words in some sections | To learn to sing songs/rhymes in unison, adding actions or substitute words in some sections | To continue to learn new songs/rhymes in unison adding actions and sing some from memory | To know 20 nursery rhymes off by heart |
| **Playing Instruments** |  | To know how to play a pitched note or sound in time with the pulse & begin to find a pattern on an instrument, using one note | To know how to play a 1-note pattern in time with the pulse | To know how to play a 1-note pattern in time with the pulse and begin to invent a 2-note repeated pattern | To know how to play the pulse with a pitched or untuned percussion instrument and begin to experiment with 2-note or 3-note patterns (C, D, E) | To know how to compose a simple 1 or 2-note tune, as a whole class and play this on their instruments |
| **Performance** | To choose a song/rhyme and perform it with any actions they have created | To choose a song & perform it with any actions they have created and perform using the backing track | To choose one of the songs, rhymes or raps & perform it with actions they have created and listen back to the performance | To be able to choose one of the songs & perform it with actions they have created. Listen back to the performance and enjoy the challenge of performing with just the backing track | To choose one of the songs/rhymes and perform it with actions they have created. Listen back to the performance and talk about it | To perform any favourite nursery rhymes, songs, or activities from the year |