Faith Primary Academy

Loving and Learning in the Light of the Lord

Music Knowledge Tracker

Term	EYFS	KS1		KS2			
Autumn 1	**Year R**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Topic Title	**Unit A**	**Unit A**	**Unit A**	**Unit A**	**Unit A**	**Unit A**	**Unit A**
New learning	Song Set 1: Head Tum Toes (triad), Seesaw, Cobbler Cobbler. Song Set 2: Chocolate Treats (5th jump), Jack in the Box (compound time). Rhythms: Spider and fly (rhythm creatures - notation), jogging and walk (rhythm people - movements) Pitch: head, tum (body pitches) Pulse: moving 2, 3 and 4 simple time. Creative: Explore percussion instruments. Listening: Respond to high and low sounds.	Song: Welcome everybody Song Set 3: Head head tum toes, Engine engine, John Kanaka, Pumpkin Pumpkin. Pulse poem. Pulse definition. Rhythm definition. Copying 4 beat rhythm sequence. Sightreading rhythm creature patterns. Pitch: Playing 2 note pieces on bells from coloured graphic notation Rhythm: ta, titi & shh (stick notation)	Hello song: Hello everyone. Song Set 3: On my toe, Burn little candle. Song Set 4: Great big house, Li'l Liza Jane. Pulse is a steady beat poem. Ta and titi subdividing. Pentatonic solfa scale. SS1/2 Seesaw/Cobbler Cobbler (so, mi) – solfa contours, reduced stave, stick notation bars. Solfa sight sing, sight	6/8 hello song. Song Set 4: Row row row your boat (compound time), Lightly Row (2-part song), Mosquito song (minor). Major scale and arpeggio (solfa singing straight up and down). Introduction to 6/8 movement and rhythms. Doh and re sight sing and on the stave. Clef, middle line note and A on the stave.	Song Set 4: French Folk Song (d-d') Semitone Steps Tatar Folk melody (minor) Tones and semitones within a major scale (solfa) 3 time: move, read and write variety of rhythms. 3/4 composition Doh re mi fa so by step sight sing and on the stave (pitch only). Musical alphabet semitones. Ledger Lines. Creative: Create a	Song Set 5: Tumbai (3-part round) Daisy Bell/Edelweiss (ties) Solfa intervals from doh. Simple time: read music and identify time signature. Crotchet, Quaver, Semiquaver. C major: scale, arpeggio, triad, degrees. Subdividing crotchets and quavers. Time signatures: 2/4, 3/4, 4/4, Doh, re, mi, fa, so, la sight singing pitch	GarageBand: Keyboard and autoplay, keys, chords (including arpeggiator options) Drums beat sequencer. Different drumkit sounds and instruments. Subdivisions of the beat. World instruments. How to record Musical features: Chord structure. Texture Timbre Drum pattern examples.

		Space and Line movement. Creative: Improvisation solo (one bar movement/sound) Listening: Twist and Shout (Rock), The Little Train of the Caipira (20th century), Take the A train (Jazz) Can Can (Classical), La Llorona (Mexican traditional), Danse Macabre (Romantic)	singing from reduced stave. Musical alphabet. Creative: Improvisation solo (one bar percussion instrument). Put together as class to create ensemble performance. Listening: The Pianists (Romantic), That's It! (New Orleans Jazz)	Listening: Blue Danube (Romantic waltz), Ma Vlast (Romantic) Creative: Improvising a solo response to a sung question. Instrumental: Introduction to recorder (MTP 1). Aeroplane air, instrument hold, posture, tonguing tas and titis. Two notes: B&A Creative: Improvising on instrument (one note)	thematic percussion piece. Listening: Butterfly Waltz (contemporary), Fur Elise (classical), With a little help from my friends (Popular) Introduction to wind/brass instrument. Timed breathing exhalations. Doh, re, mi. 8421 fingers, tonguing, both together. Brass: buzzing. The Rocks, Hill n Gully, Chinese New Year, Dinner time Dance, Sally's sheep. First 2 notes as musical alphabet. Improvising on new instrument (one note)	and rhythm together. Function of sharps, flats and naturals Drawing the symbols. Key signature vs accidentals. Creative: Improvising on instrument with five notes Listening: Asfalt Tango (Balkan brass), Army dreamers (Popular). Instrumental: Increased timed breathing exhalation to 16. Flutes: octave jumps. Clarinets: little finger exercises. Repertoire: Twinkle Twinkle.	Motif Articulation Instrumentation. Genre. Linking stimuli (mood, narrative, image) to musical elements.
Links to prior knowledge		Pulse and rhythm previously experienced. Songs	Subdivision rhythms learnt individually and experienced in	Intervals for sight singing experienced	Intervals (Including tones and semitones) for sight	Different intervals previously experienced in	Drum sequencer: subdivision and ensemble

		played on bells and read from graphic notation previously learnt aurally. Rhythms using Kodaly stick notation previously experienced with rhythm creature names.	context of the pulse. Pentatonic scale previously learnt with body pitches. Songs explored through notation previously learnt with body pitches, rhythm creatures and rhythm people. Intervals for sight singing experienced frequently through songs.	frequently through songs. 6/8 previously experienced through songs. Notes on the stave bringing together knowledge of pitch and the musical alphabet. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship.	singing experienced frequently through songs. Notes on the stave bringing together knowledge of pitch and the musical alphabet. Sound creation and different finger patterns relating to notes transition from recorder to wind/brass. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship.	songs. Rhythms already known. Indentifying time signatures combining time signature understanding and knowledge of rhythm values. Keys – combining musical alphabet, solfa and stave knowledge. Improvisation using notes already learnt. Using bank of rhythms previously experienced. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship.	experience. Musical features experienced through Listening curriculum. Keyboard autoplay using knowledge of keys.

Term	EYFS	KS1	KS2

Autumn 2	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Title	**Unit B**	**Unit B**	**Unit B**	**Unit B**	**Unit B**	**Unit B**	**Unit B**
New learning	Song Set 1: Round and Round Song Set 2: Mrs White, Footprints. Rhythms: Snail (rhythm creatures - notation), Stride (rhythm people - movements) Pitch: toes, stretch (body pitches) Pulse: travelling movements Creative: Graphic score (one image) and movement/sound Listening: Layering of sounds, copying choreographed movements to fit with the musical elements of a piece.	Song Set 3: Winter Creeps SS1/2: Mrs White and Bells in the Steeple reading pitch and rhythm separately from graphic notation. Pitch: Playing 3 note piece on bells from coloured graphic notation Rhythm: Copying 4 beat aural stick notation sequence. Stave: Handy stave Space and Line notes on reduced stave. Creative: Composing one bar of stick notation (ta and titi) Listening: Can Can (Classical), La Llorona (Mexican traditional), Danse	Pulse vs rhythm. Ta, titi and two subdividing. SS1/2 Seesaw/Cobbler Cobbler (so, mi) – solfa on five-line stave, stick notation-percussion score. Sight singing from five-line stave. Musical alphabet 2 octaves up and down (forwards and backwards) Creative: Two bar rhythm composition. Listening: Chanukah, Oh Chanukah (Yiddish song), Li'il Liza Jane (Trad. American)	Reading 6/8 rhythms Doh, re and mi sight sing (solfa), on the stave. A, B and C on the stave. Creative: Create an accompaniment for Row row or Lightly Row. Listening: O Fortuna (20th century cantata) Recorder (MTP 2): New note: G. Pieces with three notes.	SS4 Toora Loora (compound time) Variations of major scale (e.g. broken thirds) 6/8 composing with rhythms. Doh mi soh and doh re mi on the stave so using jumps and sight singing. Triad dms rule. Notes above the stave. BAG on stave. Listening: Bahczalarda (Tatar traditional) Instrumental: Arrow air. Add fa and so. 3 note pieces: Footprints, Rain is Falling down, Hot Cross Buns, Au Claire de la Lune, Winter Creeps. First 3 notes as musical alphabet.	SS5: Frere Jacques (French, round, over an octave) Minim, semibreve. Ties: crotchets, minims and semibreves. Dotted minim. Dotted crotchet and quaver. Simple time bar analysis and dictation. G major: scale, arpeggio, triad. Doh-doh' songs from the stave, solfa sight singing. Drawing note specific sharp, flat and natural symbols. G major key signature. Creative: Create an accompaniment for song set song.	Analysing film and television music for connections between emotions and musical elements. Word mapping Tonality Form and structure. Riff Loop Process of ideas to fully formed, multi layered, instrumental composition. Presenting creative process. Using reflection to revise quality of expression in composition.

		Macabre (Romantic)				Instrumental: Repertoire: Clocks	
Links to prior knowledge		Songs played on bells and read from graphic notation previously learnt aurally. Rhythms using Kodaly stick notation previously experience with rhythm creature names.	Subdivision rhythms learnt individually and experienced in context of the pulse. Songs explored through notation previously learnt with body pitches, rhythm creatures and rhythm people. 5-line stave used previously for individual notes. Building on reduced stave for sequences. Intervals for sight singing experienced frequently through songs.	Intervals for sight singing experienced frequently through songs. 6/8 previously experienced through songs. Notes on the stave bringing together knowledge of pitch and the musical alphabet. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship	Intervals for sight singing experienced frequently through songs. Notes on the stave bringing together knowledge of pitch and the musical alphabet. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship.	Different intervals previously experienced in songs. Rhythms for new rhythm names already known. Dotted notes and ties using rhythm values already known. Keys – combining musical alphabet, solfa and stave knowledge. Improvisation using notes already learnt. Using bank of rhythms previously experienced. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship.	Tonality – major/minor knowledge. Improvisation, soundscape and composition knowledge.

Term	EYFS	KS1		KS2			
Spring 1	**Year R**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Topic Title	**Unit C**	**Unit C**	**Unit C**	**Unit C**	**Unit C**	**Unit C**	**Unit C** (not 24/25)
New learning	Hello song: Hello Hello tum knees toes. Song Set 1: Slowly Slowly (tempo change), Hey Mr Woodpecker, Jackaroos (5th jump) Song Set 2: Chinese New Year, Hot Cross Buns, Oliver Twist (compound time). Rhythms: Shh (rhythm creatures - notation), Rest (rhythm people - movements) Pitch: combining body pitches in song sequences. Creative: Composing one bar of rhythm creatures (spider and fly) Listening: Responding to fast and slow. Chinese instruments.	Hello Song: Hi Bonjour Song Set 3: Engine engine, Hill n Gully Rider, Old Brass Wagon, Hear the old church bells, Jim along Josie SS1/2: Chocolate Treats and Chinese New Year reading pitch and rhythm separately from graphic notation and playing on Bells from coloured graphic notation. Pulse: 3 time and music and movement. Rhythm: Reading 3 beat rhythm bars Two (stick notation) Stave: Five-line stave, lines and spaces.	Hello song: Hello hello how do you do. Song Set 3: Oh When the Saints Somng Set 4: Goblins, Racing car. Three-time poem. Rhythm – three (stick notation) Diatonic solfa major scale. SS1/2 Swallows (so, la) – solfa contours, reduced stave, stick notation bars. Solfa sight sing, sight singing from reduced stave. Musical alphabet: Higher pitch =forwards Lower pitch=backwards.	SS4: London Bridge (dotted rhythms) My Paddle (syncopated rhythms) Gentle Breze (harmony) Minor pentachord – solfa singing. Tay ti (dotted crotchet and quaver). Doh, re, mi sight sing from the stave. A, B, C and D on the stave. Creative: 6/8 rhythm composition. Listening: Pavane (Romantic/modernist) Recorder (MTP 3) Feather air More three note tunes.	SS4: Willum he had seven sons (minor) Ode to Joy (major, dotted rhythms) Rocking Horse (octave with leaps) Tones and semitones within a natural minor scale (solfa) Rhythm tree Rhythm maths Doh re mi fa so on the stave combining steps and jumps. Sight singing from the stave. G,-G F,-F and E,-E on the stave. Creative: 4/4 rhythm conducting Listening: Ode to Joy (classical) Instrumental: Breathing for	SS5: Bravo Bravissimo (Dotted rhythms, round, 3/4) All things Shall Perish (minor 7ths) Ties- quavers and semiquavers Dotted notes – quavers and semiquavers G major – degrees and intervals. D major – scale. Doh-doh' sight singing from the stave (pitch and rhythm together) D major key signature. Listening: Morning has Broken (traditional) Creative: Composing with pitch and rhythm	History of Chinese cultural practice Chinese instruments: Dagou, Xiagou, Tanggu, Erhu, Dizi. Chinese drumming patterns: Three, five and seven star. Drumming strokes: side, central, scraping, drum roll, walnut roll. Chinese dance. Ensemble and performance with Chinese instruments.

		Pitch definition Creative: Creating new lyrics for Engine Engine Listening: Jamaican Rumba (20th century), Winter (Baroque)	Creative: Creating new lyrics for Great big house. Listening: Oh When the Saints (Gospel), The Gnome (Romantic)		dynamics. 4 note pieces: Pease Pudding Hot, Cowboy Chorus, Sword Dance, Smooth mover. First four notes musical alphabet.	together. Instrumental: Timed breathing exhalations, reduced time breathing in 2 in, 16 out. Brass lip flexibilities across 4 harmonics. Scales: Wind – F&G major, flutes – E minor, clarinets – A minor. Brass – Bb major, G minor. Repertoire: Bravo, Bravo, Oh when the Saints, John Kanaka.	
Links to prior knowledge		Songs played on bells and read from graphic notation previously learnt aurally. Rhythms using Kodaly stick notation previously experience with rhythm creature names. Previously experienced songs in 3 time. Handy	Diatonic major scale scale previously learnt (d-l) with body pitches. Songs explored through notation previously learnt with body pitches, rhythm creatures and rhythm people. Intervals for sight singing experienced	Intervals for sight singing experienced frequently through songs. New rhythm Tay ti previously experienced through songs as well as minor tonality. 6/8 composition builds on 6/8 rhythm learning. Notes on the stave bringing together	Rhythm tree exploring realtionship of note values already learnt. Intervals for sight singing experienced frequently through songs. Notes on the stave bringing together knowledge of pitch and the musical	Different intervals previously experienced in songs. Rhythms for new rhythm names already known. Dotted notes and ties using rhythm values already known. Keys – combining musical alphabet, solfa and stave knowledge.	Pulse, rhythm and metre experience through singing and playing. Ensemble playing.

		stave to five-line stave.	frequently through songs. Musical alphabet higher/lower linked to knowledge of pitch.	knowledge of pitch and the musical alphabet. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship	alphabet. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship.	Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship. Composition combining known pitch and rhythm.	

Term	**EYFS**	**KS1**		**KS2**			
Spring 2	**Year R**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Topic Title	**Unit D**	**Unit D**	**Unit D**	**Unit D**	**Unit D**	**Unit D**	**Unit D**
New learning	Song Set 1: Bells in the Steeple (3-time, major triad) Song Set 2: Mary had a little lamb (dotted rhythms) Rhythms: slug (rhythm creatures - notation), Creative: Composing melodies using two pitches.	Song Set 3: Miss Mary Mack SS1/2: Footprints and Hot Cross Buns reading pitch and rhythm separately from graphic notation and playing on Bells from coloured graphic notation.	Rhythm – four (stick notation) Subdivision – ta, titi, tika tika. SS1/2 Swallows (so, la) – solfa on five-line stave, stick notation-percussion score. Sight singing from five-line stave.	SS4: Lightly Row and Gentle Breeze (singing in two parts) Singing with dynamics and different tempi (Italian terms) Minor scale – solfa singing. Syncopa	Schools concert song (Philharmonic Hall) Variations of natural minor scale (solfa singing) Composition – 2 bars 3/4 and 4/4 Rests – 1, 2 and 4 beat.	I thought I saw a Dodo (octave leap) Aural Grade 1: identify a pitch change in a 2-bar phrase. Beaming – quavers and semiquavers. D major – arpeggio, tonic triad, degrees, intervals.	Form and structure of songs. The origin of songs and current status. Narrative building. Create lyrics, rhythm and melody for song Chorus, then verses. Create backing track.

	Listening: Copying back rhythms on claves.	Pulse: 2 time and 6/8 music and movement. Rhythm: Tika tika (stick notation) Stave: definition Creative: Compose a two-note piece using reduced stave to notate. Listening: Haul Away Joe (sea shanty)	Stave: Draw notes shown on the five-line stave on own five-line stave. Musical alphabet: B-B' and backwards Creative: Creating new lyrics for Great big house. Listening: Short Ride in a Fast Machine (20th century).	Doh, re, mi, fa songs on the stave. ABCDE on the stave. Creative: Fanfares Listening: Going Home – based o Dvorak 9th symphony slow movement (Romantic), En Bateau (Impressionist). Recorder: New note – C Four note pieces.	Doh re mi fa so la songs from the stave. D,-D and C,-C on the stave. 3 octaves of the same note on the stave. Creative: Fanfare Listening: Missy sa sa (Balkan brass) Instrumental: Add la. Five note pieces: Once a man fell in a well. Jumping pieces: Seesaw, Cobbler cobbler, Chocolate Treats, Swallows in the Sunshine, Frere Jacques. First 6 notes as musical alphabet.	L,-m sight singing and on the stave (pitch and rhythm together). Drawing flats for specific notes Listening: Piano man (popular) Creative: Composing with an ABA structure. Instrumental: Skye boat song, Si si si, Birthday concert repertoire.	Learn and rehearse created song.
Links to prior knowledge		Songs played on bells and read from graphic notation previously learnt aurally. Rhythms using Kodaly stick notation previously experienced with	Subdivision rhythms learnt individually and experienced in context of the pulse. Songs explored through notation previously learnt with body	Intervals for sight singing experienced frequently through songs. Minor scale builds on pentachord. New rhythm Syncopa previously	Intervals for sight singing experienced frequently through songs. Notes on the stave bringing together knowledge of pitch and the musical	Different intervals previously experienced in songs. Beaming using known note values. Keys – combining musical alphabet,	Knowledge of lots of songs. Improvisation, soundscape and composition knowledge.

		rhythm creature names. Previously sung songs and listened to music in 2 time and 6/8.	pitches, rhythm creatures and rhythm people. Building on reduced stave for sequences. Intervals for sight singing experienced frequently through songs.	experienced through songs. Notes on the stave bringing together knowledge of pitch and the musical alphabet. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship	alphabet. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship.	solfa and stave knowledge. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship.	

Term	**EYFS**	**KS1**		**KS2**			
Summer 1	**Year R**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Topic Title	**Unit E**	**Unit E**	**Unit E**	**Unit E**	**Unit E**	**Unit E**	**Unit E**
New Learning	Song Set 1: Sway Trees Sway, Raining, Swing me Song Set 2: Bow wow wow, Clocks, Rain is falling down. Rhythms: combining three different rhythms (rhythm creatures - notation)	Hello song: Hello hello mi re doh. Song Set 3: Cowboy Chorus, Jelly on a plate, Circles. SS1/2: Round and round, sway trees sway, Head tum toes, reading pitch and rhythm	Hello song: Dipidu. SS4: London's Burning I've Been to Harlem Pitch: major arpeggio (solfa singing) SS1/2 so, la, mi songs – solfa contours, reduced	SS4: I'm Gonna Sing (titika) Ten Green Bottles (katim) She'll be Coming round the Mountain (dotted rhythms both ways and augmented)	SS4: Migaldi Magaldi (solfa, triplets) Zum Gali Gali (Hebrew, minor) A Branch of May (melisma) Rhythm dictation from sound only.	SS5: Down the River (compound time, round, French) Saraspondar (anacrusis) Senwa Dedende (Syncopation, ties, from Ghana) Compound time signature	Ensemble roles. Notation – suitability of different types of notation. Rehearsal technique and leadership for mixed ensemble.

	Creative: Weather soundscape Listening: Listening for specific sounds within a piece and responding. Moving to music in pairs with a shared prop.	separately from graphic notation and playing on Bells from coloured graphic notation Pulse: 4-time music and movement. Pitch: transition body pitches to solfa doh re mi and so, mi, doh. Stave: Matching notes on five-line stave to handy stave. Recognising if notes are high, medium or low pitch from the stave. Creative: Space soundscape Listening: Hoe Down (20th century ballet), Gaucho de Bage (Brazilian Gaucho)	stave, stick notation bars. Solfa sight sing, sight singing from reduced stave. Stave: how solfa works on the five-line stave (overview) Musical alphabet: Starting on any letter. Stave: Line no.3 note (B) Creative: Space soundscape with percussion instruments. Listening: Take Five (Jazz standard), Ritual Fire Dance (20th century).	Major and minor scales and arpeggios – singing solfa. Time signatures explanation. Rhythm dictation (ta, titi, tikatika, two, rest) Doh, re, mi, fa solfa sight singing, on the stave. ABCDEF on the stave Creative: Soundscape – storm. Listening: Somebody prayed for me (Gospel), Toreador song from Carmen (Opera) Recorder (MTP 4): Arrow air New note – D Five note piece – by step only	Major and Natural minor scales and arpeggios with variations. Doh re mi fa so la sight singing, on the stave. All 19 notes (two ledger lines below to two ledger lines above the stave. Sharp symbol. Creative: Soundscape (storm at sea) Listening: Bolero (Romantic), Golem tants (Klezmer) Instrumental: Timed breathing exhalations increased from 8 out to 12 out. Brass lip flexibilities (chromatic). Add ti. Repertoire: Lightly Row/Gentle Breeze, Ode to Joy, When Johnny comes home (brass). First	explanation and bar analysis. F major scale, arpeggio, triad, degrees and intervals. F major key signature. l,-m sight singing from the stave. Listening: Frozen Heart (film music) Creative: soundscape – ensemble. Instrumental: Timed breathing exhalations, reduced breath in: 1 in, 16 out. Repertoire: Ode to Joy	How we use our body for singing. Recording. Perform created song with backing track and instruments.

					eleven notes as musical alphabet.		
Links to prior knowledge		Songs played on bells and read from graphic notation previously learnt aurally. Rhythms using Kodaly stick notation previously experience with rhythm creature names. Pitch labelled with solfa previously sung with body pitches.	Triad from arpeggio (dms) previously learnt with body pitches. Songs explored through notation previously learnt with body pitches, rhythm creatures and rhythm people. Intervals for sight singing experienced frequently through songs. Solfa on the stave builds on understanding of pitch, reading of small sequences on the stave and familiarity of solfa scale.	Intervals for sight singing experienced frequently through songs. Time signature explanation uses knowledge of beats and rhythmic relation to beat. Rhythmic dictation uses rhythms well known. Notes on the stave bringing together knowledge of pitch and the musical alphabet. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship	Intervals for sight singing experienced frequently through songs. Notes on the stave bringing together knowledge of pitch and the musical alphabet. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship.	Compound time building on experience and use of 6/8. Different intervals previously experienced in songs. Keys – combining musical alphabet, solfa and stave knowledge. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship.	Instrumental playing. Standard notation and grapic notation. Ensemble experience.

Term	EYFS	KS1	KS2

Summer 2	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Title	**Unit F**	**Unit F**	**Unit F**	**Unit F**	**Unit F**	**Unit F**	**Unit E**(above)/**Unit F**
New Learning	Song Set 2: Swallows in the Sunshine, Sally go round the sun. Rhythms: Caterpillar (rhythm creatures - notation) Pulse – swinging pulse. Creative: Subdivision movement. Listening: Responding to different rhythms with movement. Ensemble performance with movement and claves.	Song Set 3: Pease Pudding, Once a Man. SS1/2: Clocks- reading pitch and rhythm separately from graphic notation. Rhythm: 4-time rhythm clock. rhythmic body percussion ensemble piece. Pitch: adding fa and la. What's this sign doh-la. Creative: Subdivision rhythm machine with more than one part. Listening: Windmills of your Mind (popular)	SS4: Dum dum deedle Pitch: major arpeggio (solfa singing) Rhythm: timka (skipty) Pulse: two time or three-time metre aural recognition. SS1/2 so, la, mi songs - solfa on five-line stave, stick notation- percussion score. Sight singing from five-line stave. Stave: drawing solfa (doh-doh') on the five-line stave Creative: Subdivision rhythm machine ensemble piece with more than one part using percussion instruments	4/4 composition Doh, re, mi, fa sightreading from the stave. ABCDEF on the stave Listening: Scotland the Brave (Traditional) Recorder (MTP 4): Five note piece – steps an jumps.	Birthday concert song. Identify metre (2/4, 3/4, 4/4 or 6/8) of recorded music. Doh re mi fa so la sight singing from the stave. Listening: Cheery Blossoms (Traditional Japanese) Instrumental: Add high doh. Repertoire: Oliver Twist, Mosquito song.	Birthday concert songs. Listening: Akudonno (Folk) Creative: Perform ensemble soundscape. Instrumental: Timed breathing exhalations with tonguing. Grade 1 repertoire and sightreading. Birthday concert repertoire.	Birthday concert songs. History of music – similarities, differences and relationships between music from different time periods, cultures and genres. How music has and is used for different purposes.

			Listening: Allegretto from Beethoven's 7th symphony (Classical).				
Links to prior knowledge		Songs read from graphic notation previously learnt aurally. Rhythms using Kodaly stick notation previously experience with rhythm creature names. Pitch labelled with solfa previously sung with body pitches.	New rhythm already experienced through singing. Songs explored through notation previously learnt with body pitches, rhythm creatures and rhythm people. Building on reduced stave for sequences. Intervals for sight singing experienced frequently through songs. Drawing on the stave follows on from reading on the stave.	Intervals for sight singing experienced frequently through songs. Notes on the stave bringing together knowledge of pitch and the musical alphabet. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship	Metre experienced through songs, instrumental repertoire, listening, moving, conducting and composing. Intervals for sight singing experienced frequently through songs. Notes on the stave bringing together knowledge of pitch and the musical alphabet. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship.	Soundscape connecting instrumental knowledge with musical elements. Instrumental rhythms, note names, solfa and repertoire previously experienced through singing and musicianship.	Repertoire of songs, instrumental pieces and music from Listening curriculum.