**EYFS**

• 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.

• Uses movement and sounds to express experiences, expertise, ideas and feelings.

• Experiments and creates movement in response to music, stories and ideas.

•Listen attentively, move to and talk about music, expressing their feelings and responses.

• Watch and talk about dance and performance art, expressing their feelings and responses.

• Sing in a group or on their own, increasingly matching the pitch and following the melody.

• Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.

• Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs.

• 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.

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Unit Title:**  Rectangular-KS1Units_0010_Me! | **Unit Title:**  Rectangular-KS1Units_0009_My-Stories | **Unit Title:**  Rectangular-KS1Units_0011_Everyone | **Unit Title:**  Our_world-02 | **Unit Title:**  Bbf_lrg | **Unit Title:**  R_R_R_ad-02 |
| **Prior skills and Knowledge:**  Explore instruments, sing nursery rhymes and songs | **Prior skills and Knowledge:**  Explore high and low sounds, finding the pulse. | **Prior skills and Knowledge:**  Make patterns using one note.  Exploring pitch | **Prior skills and Knowledge:**  Creating melodic patterns  Copy clapping the rhythm. | **Prior skills and Knowledge:**  Creating melodic patterns  Copy clapping the rhythm. | **Prior skills and Knowledge:**  Creating melodic patterns using 3 notes.  Copy clapping the rhythm. |
| **Skills:**   * Can I clap the rhythm of my name? * Can I find the pulse? | **Skills:**   * Can I copy clap the rhythm of short phrases * Can I find the pulse? | **Skills:**   * Can I invent a way to find the pulse? * Can I copy clap phrases from songs? | **Skills:**   * Can I invent a way to find the pulse and show others my idea? * Can I copy clap phrases from songs? | **Skills:**   * Can I keep the beat of a song? * Can I copy clap 3-4 word phrases from songs? | **Skills:**   * Can I appraise a piece of classical music? |
| **Knowledge:**   * Know that the pulse is a steady beat. | **Knowledge:**   * Know that pitch means how high or low a sound is. | **Knowledge:**   * Know how to make a melodic pattern. | **Knowledge:**   * Know how to make a melodic pattern. | **Knowledge:**   * Know how to make a pattern using 3 notes. | **Knowledge:**   * Know that rhythm is a combination of long and short sounds. |
| **Key moments:**  Videos of the games | **Key moments:**  Videos of the games | **Key moments:**  Videos of the games | **Key moments:**  Videos of the games | **Key moments:**  Videos of the games | **Key moments:**  Videos of the children’s appraisals. |
| **Final outcome:**  Video of singing performance. | **Final outcome:**  Video of patterns created | **Final outcome:**  Video of melodic patterns created | **Final outcome:**  Video of melodic patterns created | **Final outcome:**  Video performance | **Final outcome:**  Video performance |
| **Key Vocabulary:**  Rhythm, pulse, high, low | **Key Vocabulary:**  Rhythm, pulse, high, low, pitch | **Key Vocabulary:**  Rhythm, pulse, high, low, pitch | **Key Vocabulary:**  Rhythm, pulse, high, low, pitch | **Key Vocabulary:**  Rhythm, pulse, high, low, pitch, funk music | **Key Vocabulary:**  Rhythm, pulse, high, low, pitch |
| **Curriculum links:**  English  PSHE | **Curriculum links:**  RE | **Curriculum links:**  Geography  PSED | **Curriculum links:**  Geography  Science | **Curriculum links:** | **Curriculum links:**  History |