



MUSIC in a Nutshell



EYFS – Sparrows

Both Years	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<ul style="list-style-type: none"> • 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. 					
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> • I know some nursery rhymes. • I know when to join in with a song. • I know the names of some musical instruments. 					
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> • I can sing a range of well-known nursery rhymes and songs. • I can perform songs and rhymes with others • I can try to move in time with music. 					
Vocabulary	verse, rhyme, clap, rhythm, song, louder, quieter, in time, beat, audience, movement, beat.					



MUSIC in a Nutshell



Key Stage 1 – Skylarks & Willows

Odd Year	Autumn 1	Autumn 2	Spring 1	Summer 1
Unit title	Hey You! (Charanga Y1)	Winter Production	Hands, Feet, Heart (Charanga Y2)	Ocarinas
Concept	How Pulse, rhythm & pitch work	Performance	South African Music	Class Ensemble
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know and understand: pitch, rhythm and pitch. I know that music has a steady pulse – like a heartbeat. I know we can create rhythms from words e.g. names. 	<ul style="list-style-type: none"> I know the importance of warming up my vocal chords. I know how to project my voice. 	<ul style="list-style-type: none"> I know that music has a steady pulse – like a heartbeat. I know that rhythm is different to pulse. I know that pitch is how high or low a sound is. I know a song sometimes has a chorus. 	<ul style="list-style-type: none"> I know how to hold my Ocarina. I know what the stave is and that there are musical notes shown on the stave. I know that some musical notes are longer than others.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can find the pulse in a song. I can name one or two instruments I hear. I can copy back a rhythm. I can sing in unison. I can play C & D. 	<ul style="list-style-type: none"> I can sing in unison. I can sing in front of an audience. 	<ul style="list-style-type: none"> I can find the pulse in a song. I can explain the difference between rhythm and pulse. I can name two or more instruments I hear. I can copy back a rhythm. I can play C & D. 	<ul style="list-style-type: none"> I can follow the musical diagrams (OxPix) to help me play my Ocarina. I can recognise some musical notes on the stave. I can play in unison. I can play at least 1 simple tune.
Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.	Audience, performance, musical, project, vocal chords, warm-up.	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.	Ocarina, mouthpiece, holes, whistle, finger rest, lip guard, covered, highest, lowest, tune, stave, notes, unison.



MUSIC in a Nutshell



Key Stage 1 – Skylarks & Willows

Even Year	Autumn 2		Spring 2	Summer 2
Unit title	In the Groove (Charanga Y1)	Winter Production	Zootime (Charanga Y2)	Ocarinas
Concept	Range of different music	Performance	Animals & Reggae Music	Class Ensemble
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know that music has a steady pulse – like a heartbeat. I know we can create rhythms from words e.g. names. I know and can name different styles of music e.g. Baroque & Funk. 	<ul style="list-style-type: none"> I know the importance of warming up my vocal chords. I know how to project my voice. 	<ul style="list-style-type: none"> I know that music has a steady pulse – like a heartbeat. I know and recognise reggae music. I know we can create rhythms from words e.g. names. 	<ul style="list-style-type: none"> I know how to hold my Ocarina. I know what the stave is and that there are musical notes shown on the stave. I know that some musical notes are longer than others.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can find the pulse in a song. I can identify different musical styles e.g. Blues, Latin, Folk. I can dance to these different musical styles. I can copy back a rhythm. I can play C & D. 	<ul style="list-style-type: none"> I can sing in unison. I can sing in front of an audience. 	<ul style="list-style-type: none"> I can find the pulse in a song. I can name two or more instruments I hear. I can copy back a rhythm. I can play C & D. 	<ul style="list-style-type: none"> I can follow the musical diagrams (OxPix) to help me play my Ocarina. I can recognise some musical notes on the stave. I can play in unison. I can play at least 1 simple tune.
Vocabulary	Blues, Baroque, Latin, Irish folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.	Audience, performance, musical, project, vocal chords, warm-up.	Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.	Ocarina, mouthpiece, holes, whistle, finger rest, lip guard, covered, highest, lowest, tune, stave, notes, unison.



MUSIC in a Nutshell



Lower Key Stage 2 – Swifts & Sycamores

Odd Year	Autumn 1	Spring 1	Spring 2	Summer 1
Unit title	Three Little Birds (Charanga Y3)	Ukuleles (Norfolk Music Hub)	Easter Production	Stop! (Charanga Y4)
Concept	Reggae Music: Bob Marley and other artists	Grime and other styles of music. Class Ensemble	Performance	
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know some reggae songs by Bob Marley I know the style indicators for reggae music. I know the difference between pulse and rhythm. I know that composition is created and recorded in some way. 	<ul style="list-style-type: none"> I know at least 3 musical notes and where they are on the staff I know how to play these notes on a ukulele. I know the names for the musical notes: crotchet, minim & semibreves. 	<ul style="list-style-type: none"> I know the importance of warming up my vocal chords. I know how to project my voice. 	<ul style="list-style-type: none"> I know the difference between pulse and rhythm. I know that grime music is an electronic form of music.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can compare different reggae songs. I can sing in unison. I can play instrumental parts of the song, using C, D & E I can improvise using the notes C, D & E 	<ul style="list-style-type: none"> I can recognise 1 beat, 2 beat, 3 beat and 4 beat notes. I can play in unison. 	<ul style="list-style-type: none"> I can sing in unison. I can sing in front of an audience. 	<ul style="list-style-type: none"> I can identify the structure of Grime. I can spot different rhythm patterns. I can repeat rhythm patterns. I can compose rapped lyrics about bullying
Vocabulary	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, reggae.	Crotchet, minim, semibreve, rest, beat, repeat, staccato, bar, staff, score.	Audience, performance, musical, project, vocal chords, warm-up.	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.



MUSIC in a Nutshell



Lower Key Stage 2 – Swifts & Sycamores

Even Year	Autumn 2	Spring 2		Summer 2
Unit title	Mamma Mia (Charanga Y4)	Ukuleles/Samba (Norfolk Music Hub)	Easter Production	Lean on Me (Charanga Y4)
Concept	Abba Music	Soul/Gospel Music	Performance	Class Ensemble
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know at least 3 songs by Abba I know who Abba are and recognise their style of music. I know what instruments there might be in an Abba song. 	<ul style="list-style-type: none"> I know at least 3 musical notes and where they are on the staff I know how to play these notes on a ukulele. I know the names for the musical notes: crotchet, minim & semibreves. 	<ul style="list-style-type: none"> I know the importance of warming up my vocal chords. I know how to project my voice. 	<ul style="list-style-type: none"> I know the song: Lean on Me by Bill Withers. I know other soul and gospel songs.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can find the pulse of the song whilst listening. I can sing in unison. I can improvise with the notes G & A. I can use the riffs I have heard in my improvisation. 	<ul style="list-style-type: none"> I can recognise 1 beat, 2 beat, 3 beat and 4 beat notes. I can play in unison. 	<ul style="list-style-type: none"> I can sing in unison. I can sing in front of an audience. 	<ul style="list-style-type: none"> I can identify the pulse using clapping and movement. I can sing in unison. I can plan instrumental parts with C, E, F & G. I can compose using the notes F, G & A
Vocabulary	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison	Crotchet, minim, semibreve, rest, beat, repeat, staccato, bar, staff, score.	Audience, performance, musical, project, vocal chords, warm-up.	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo



MUSIC in a Nutshell



Upper Key Stage 2 – Swallows & Oaks

Odd Year	Autumn 1	Spring 1	Summer 1	Summer 2
Unit title	You've Got a Friend (Charanga Y6)	A New Year Carol (Charanga Y6)	Blown Away Recorders	End of Year Production
Concept	Soft pop/rock: The music of Carole King	Classical and Urban Gospel: Benjamin Britten	Class Ensemble	Performing / Musical
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know 3 songs by Carole King I know what the lyrics are about. I know the musical dimensions of the songs: e.g. rhythm, pitch, tempo, dynamics, texture and structure work together to make a song interesting. 	<ul style="list-style-type: none"> I know 3 songs by Benjamin Britten I know what instruments are using in the songs. I know the musical structure of the song. 	<ul style="list-style-type: none"> I know the musical notes A,B,C,D, E, F & G and where they are on the stave I know how to play these notes on a recorder. I know the names for the musical notes: crotchet, minim, semibreve and quavers. 	<ul style="list-style-type: none"> I know a range of songs from a musical. I know the importance of warming up my vocal chords. I know how to project my voice.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can sing in unison. I can compare 2 songs in the same style. I can play accurately and in time I can improvise using at least 2 notes I can compose using at least 3 notes 	<ul style="list-style-type: none"> I can sing in unison. I can learn some musical phrases to sing in the song. I can compare 2 songs in the same style. 	<ul style="list-style-type: none"> I can recognise 1 beat, 2 beat, 3 beat and 4 beat notes. I can play in unison. 	<ul style="list-style-type: none"> I can sing in unison. I can sing in front of an audience.
Vocabulary	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempos, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel	Crotchet, minim, semibreve, quaver, rest, beat, repeat, sharp, flat, staccato, time signatures, bar, score, tied notes, slurred notes.	Audience, performance, musical, project, vocal chords, warm-up.



MUSIC in a Nutshell



Upper Key Stage 2 – Swallows & Oaks

Even Year	Autumn 2	Spring 2	Summer 2	
Unit title	Livin' on A Prayer (Charanga Y5)	Classroom Jazz 1 (Charanga Y5)	Blown Away Recorders	End of Year Production
Concept	Rock Anthems: Music development since Beatles	Jazz & Swing: History of Jazz	Class Ensemble	Performing / Musical
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know how to identify rock as a style of music. I know at least 2 rock songs I know the musical dimensions of the songs: e.g. rhythm, pitch, tempo, dynamics, texture and structure work together to make a song interesting. 	<ul style="list-style-type: none"> I know the difference between a Bossa (3 note) and a Swing (5 notes) I know the structure of a Bossa I know the structure of a Swing 	<ul style="list-style-type: none"> I know the musical notes A,B,C,D, E, F & G and where they are on the stave I know how to play these notes on a recorder. I know the names for the musical notes: crotchet, minim, semibreve and quavers. 	<ul style="list-style-type: none"> I know a range of songs from a musical. I know the importance of warming up my vocal chords. I know how to project my voice.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can sing in unison. I can compare 2 songs in the same style. I can identify different instruments in a piece of music. I can identify the pulse of the music. 	<ul style="list-style-type: none"> I can identify different instruments in a piece of music. I can improvise in a Bossa Nova style. I can improvise in a Swing style. I can play the notes G, A, B, D & E. 	<ul style="list-style-type: none"> I can recognise 1 beat, 2 beat, 3 beat and 4 beat notes. I can play in unison. 	<ul style="list-style-type: none"> I can sing in unison. I can sing in front of an audience.
Vocabulary	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo	Crotchet, minim, semibreve, quaver, rest, beat, repeat, sharp, flat, staccato, time signatures, bar, score, tied notes, slurred notes.	Audience, performance, musical, project, vocal chords, warm-up.