



	Aut 1	Aut 2a	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<ul style="list-style-type: none"> <li>• Beat competency</li> <li>• Listening and discrimination skills</li> <li>• Singing/vocal development</li> <li>• Coordination - movement/dancing</li> <li>• Instrumental skills – eggs, sticks, drums, chime bars</li> <li>• Nurturing enjoyment, confidence, creativity and social and emotional development</li> </ul>					
Reception	<ul style="list-style-type: none"> <li>• Beat competency</li> <li>• Listening and discrimination skills</li> <li>• Singing/vocal development</li> <li>• Coordination - movement/dancing</li> <li>• Instrument playing – eggs, sticks, drums, chime bars</li> <li>• Nurturing enjoyment, confidence, creativity and social and emotional development</li> </ul>					
1	<ul style="list-style-type: none"> <li>• <b>Musicianship 1</b></li> <li>• Singing voice development with focus on accurate pitching.</li> <li>• Beat competency – gross motor movement, dancing, playing simple percussion</li> <li>• Rhythm skills – beat/rhythm</li> <li>• Rhythm patterns – ta, titi</li> <li>• Solfa – SM</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Musicianship 2</b></li> <li>• Coordination – dancing and singing games with movement</li> <li>• Rhythm skills development – rhythm patterns and word rhythms</li> <li>• Rhythm patterns – ta, titi, shh Solfa – SML</li> <li>• Handling percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Musicianship 3</b></li> <li>• More complex singing games with wider vocal range</li> <li>• Playing rhythm patterns on percussion</li> <li>• Rhythm patterns – ta, titi, shh, taa, tikatika(aural)</li> <li>• From notation - ta, titi, shh, Solfa - SMLD</li> </ul>			
	<ul style="list-style-type: none"> <li>• <b>Focus: Pitch and Rhythm through singing</b></li> <li>• Songs which will be played on recorder next term.</li> <li>• Development of aural awareness and musical literacy using Solfa.</li> <li>• Use of tuned percussion to increase knowledge and understanding of pitch</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recorder Introduction</b></li> <li>• Recorder skills – tonguing, minimum notes BA or CA.</li> <li>• Reading from staff notation.</li> <li>• Creating rhythm patterns for the class to echo.</li> <li>• Singing development – songs which include recorders, singing recorder pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recorder Development</b></li> <li>• Recorder skills - tonguing, minimum notes BAG or CAD</li> <li>• Reading notation</li> <li>• Improvising using known notes</li> <li>• Continuing singing development</li> </ul>			
2	<ul style="list-style-type: none"> <li>• <b>Recorder/Singing/Moving</b></li> <li>• Singing development/aural awareness</li> <li>• Singing games and rounds</li> <li>• Recorder skills – tonguing, minimum notes BAG CD</li> <li>• Mixture of rote learning, staff notation and playing from memory</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recorder/Singing/Body Percussion1</b></li> <li>• Singing development – rounds and singing games</li> <li>• Teacher led body percussion – coordination development</li> <li>• Recorder continuation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ensemble Development</b></li> <li>• Playing and singing in parts (rec/sing/body perc/ classroom perc if available)</li> <li>• Recorder skills – minimum notes BAG CD low E</li> </ul>			
	<ul style="list-style-type: none"> <li>• <b>Recorder Skills/Singing/Tambo Bamboo</b></li> <li>• Singing development – more complex rounds</li> <li>• Recorder skills- minimum notes BAG CD ED</li> <li>• Introduce Tamboo Bamboo after half term</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Body Percussion2 - group composition.</b></li> <li>• More complex body percussion patterns – teacher led</li> <li>• Small group compositions with awareness of form and structure</li> <li>• Including recorders</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ukulele Introduction</b></li> <li>• Pluck open strings – read from the stave</li> <li>• Strum open string and chord of C (minimum)</li> <li>• Recorder pieces and songs with Uke ostinato</li> </ul>			
3	<ul style="list-style-type: none"> <li>• <b>Ukulele Skill Development/Recorders</b></li> <li>• Uke skills – Pluck simple melodies read from stave.</li> <li>• Chords (minimum) C, C7, F, G7</li> <li>• Recorders - Recorder skills- minimum notes BAG CD ED</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Melodic Composition - Recorders/Ukulele</b></li> <li>• Small group compositions using recorders/ ukulele/ voice/ body perc/ class perc</li> <li>• Awareness of form and structure</li> </ul>	<ul style="list-style-type: none"> <li>• <b>African Drumming</b></li> <li>• Layering rhythms</li> <li>• Improvising</li> <li>• Singing and playing simultaneously</li> <li>• Inclusion of recorder and ukulele</li> </ul>			
	<ul style="list-style-type: none"> <li>• <b>Beatbox+Rap / Ukulele and recorder skills</b></li> <li>• Recap instrumental skills on recorder and ukulele</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Samba/singing</b></li> <li>• Layering more complex syncopated rhythms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class performance project</b></li> <li>• Bringing together everything!</li> </ul>			
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	<ul style="list-style-type: none"><li>• Beatbox – skills, composing a groove, grid notation</li><li>• Rap - group composition (based on class topic?)</li><li>• Form and structure</li><li>• Rhythmic improvisation</li></ul>	<ul style="list-style-type: none"><li>• Echo and call and response breaks</li><li>• Signals – visual and aural</li><li>• Brazilian song (incorporating instruments, recorders, ukuleles, percussion)</li></ul>	<ul style="list-style-type: none"><li>• Using recorders, ukuleles, drums/percussion and instruments played outside the classroom to create a whole class performance piece</li></ul>
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