

| Year Group and Class | Unit 1  | Unit 2   | Unit 3   | Unit 4  | Nativity  | Class Assembly   |
|----------------------|---|--|--|---|---|--|
| Reception Elm        | <b>My Stories</b> – learning the stories music can tell. Nursery rhymes and action songs.             | <b>Big bear funk</b> – funk unit. Listen and appraise funk music, introduce the interrelated dimensions of music using voices and instruments. | <b>Everyone!</b> – Listening and responding to different styles of music. Learning to sing or sing along with nursery rhymes and action songs.   | <b>Reflect, Rewind and replay</b> – Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Sing and revisit nursery rhymes and action songs. Play instruments within the song. Improvisation using voices and instruments. | Children perform a musical nativity during December.                                  | The class perform an assembly for the school and parents. Children use singing and instruments during the performance.               |
| Breadth              | Use their voices expressively by singing songs and speaking chants and rhymes. Learn 6 nursery rhymes | Make and combine sounds using the inter-related dimensions of music.   | Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments | Consolidation of learning and contextualising the history of music.   | Use their voices expressively by singing songs and speaking chants and rhymes.        | Use their voices expressively by singing songs and speaking chants and rhymes.<br><br>Play tuned and un tuned instruments musically. |
| Threshold Concepts   | Perform<br>This concept involves understanding that music is created to be performed                  | This concept involves appreciating the features and effectiveness of musical elements  | Explore high pitch and low pitch in the context of the songs. Copy-clap some rhythms of phrases from the   |   | Perform<br>This concept involves understanding that music is created to be performed. | Perform<br>This concept involves understanding that music is created to be performed.  |

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|            |   |   | songs. Invent ways to find the pulse. |   |  |  |
| Milestones | <ul style="list-style-type: none"> <li>• To take part and accurately follow the melody.</li> <li>• Follow simple instructions on how to sing or play a simple instrument.</li> <li>• Clap rhythms and create sequences with long and short sounds.</li> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul> | <ul style="list-style-type: none"> <li>• Follow instructions on how and when to sing or play an instrument</li> <li>• Make and control long and short sounds using voice or instruments.</li> <li>• Identify the beat of a tune.</li> </ul> | •                                     | • | <ul style="list-style-type: none"> <li>• To take part and accurately follow the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• To take part and accurately follow the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument</li> <li>•</li> </ul> |