

Lytham Church of England Primary School

Music Curriculum

Autumn 1 - Music

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
	Exploring Sound	Pulse & rhythm: All About Me	African: Call and response song: Animals	Ballads	Body & Tuned percussion: Rainforests	Composition notation: Ancient Egypt	Dynamics, pitch and texture- Coast Fingal's Cave
Nursery Rhymes	<ol style="list-style-type: none"> 1. To explore using voices to make a variety of sounds. 2. To explore how to use our bodies to make sounds. 3. To explore the sounds of different instruments. 4. To identify sounds in the environment and differentiate between them. 5. To use voices to imitate nature sounds. <p><u>Key Knowledge</u> To understand how to listen carefully and talk about what I hear.</p>	<ol style="list-style-type: none"> 1. To use my voice and hands to make music. 2. To clap and play in time to the music. 3. To play simple rhythms on an instrument. 4. To listen to and repeat short rhythmic patterns. 5. To understand the difference between pulse and rhythm. <p><u>Key Knowledge</u> To know that rhythm means a pattern of long and short notes.</p>	<ol style="list-style-type: none"> 1. To create short sequences of sound. 2. To copy a short rhythm. 3. To learn a traditional song from Ghana. 4. To create rhythms based on call and response. 5. To add dynamics (loudness) to a structure of rhythms. <p><u>Key Knowledge</u> To know that dynamics can change the effect a sound has on the audience. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>	<ol style="list-style-type: none"> 1. To use musical vocabulary to explain the stylistic features of a ballad. 2. To explore how actions can affect performance. 3. To plan a musical structure inspired by a story. 4. To create lyrics to match a melody. 5. To show awareness of the style, structure and features to perform a ballad. <p><u>Key Knowledge</u> To know that a ballad tells a story through song.</p>	<ol style="list-style-type: none"> 1. To identify structure and texture in music. 2. To use body percussion. 3. To create musical rhythms using body percussion. 4. To create simple tunes. 5. To build and improve a composition. <p><u>Key Knowledge</u> To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can</p>	<ol style="list-style-type: none"> 1. To sing with accuracy, fluency control and expression. 2. To explore and use different forms of notation. 3. To understand note length. 4. To read simple pitch notation. 5. To use hieroglyphs and stave notation to write a piece of music. <p><u>Key Knowledge</u> To know that simple pictures can be used to represent the structure</p>	<ol style="list-style-type: none"> 1. To appraise the work of a classical composer (Felix Mendelssohn). 2. To improvise as a group, using dynamics and pitch. 3. To improvise as a group, using texture. 4. To use knowledge of dynamics, texture and pitch to create a group composition. 5. To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.

	<p>To know that sounds can be copied by my voice, body percussion and instruments.</p> <p>To understand that instruments can be played loudly or softly.</p> <p>To know that music often has more than one instrument being played at a time.</p> <p><u>Key Skills</u> <u>Listening</u> Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p>	<p>To know that pulse is the regular beat that goes through music.</p> <p>To understand that the pulse of music can get faster or slower.</p> <p>To know that a piece of music can have more than one section, eg a versed and a chorus.</p> <p><u>Key Skills</u> <u>Listening</u> Recognising and understanding the difference between pulse and rhythm.</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement.</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p><u>Composing</u></p>	<p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To understand that an instrument can be matched to an animal noise based on its timbre.</p> <p><u>Key Skills</u> <u>Listening</u> Recognising timbre changes in music they listen to. Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p> <p><u>Composing</u> Selecting and creating longer sequences of appropriate sounds</p>	<p>To know that lyrics are the words of a song.</p> <p>To know that in a ballad, a 'stanza' is a verse.</p> <p><u>Key Skills</u> <u>Listening</u> Discussing the stylistic features of different genres, styles and traditions.</p> <p>of music using musical vocabulary.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p><u>Composing</u></p>	<p>create layers of sound we call 'texture'.</p> <p>To know that a 'loop' in music is a repeated melody or rhythm.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p> <p><u>Key Skills</u> <u>Listening</u> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decelscendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p><u>Composing</u> Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Developing melodies using rhythmic variation,</p>	<p>(organisation) of music.</p> <p>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p> <p><u>Key Skills</u> <u>Listening</u> Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p><u>Composing</u> Composing a detailed piece of music from a given</p>	<p><u>Key Knowledge</u> To know that the conductor beats time to help the performers work well together.</p> <p>To understand that improvisation means making up music 'on the spot'.</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p> <p><u>Key Skills</u> <u>Listening</u> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Representing changes in pitch,</p>
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	<p>Listening to and repeating a simple rhythm. Understanding that different instruments make different sounds and grouping them accordingly.</p> <p><u>Composing</u> Experimenting with body percussion and vocal sounds to respond to music. Experimenting with playing instruments in different ways.</p> <p><u>Performing</u> Remembering and maintaining their role within a group performance. Stopping and starting playing at the right time.</p>	<p>Combining instrumental and vocal sounds within a given structure.</p> <p><u>Performing</u> Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. Copying back short rhythmic and melodic phrases on percussion instruments.</p>	<p>with voices or instruments to represent a given idea or character. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.</p> <p><u>Performing</u> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	<p>Composing a piece of music in a given style with voices and instruments.</p> <p><u>Performing</u> Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>	<p>transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others work, using musical vocabulary.</p> <p><u>Performing</u> Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Using staff notation to record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.</p> <p><u>Performing</u> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and</p>	<p>dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p><u>Composing</u> Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work,</p>
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						<p>communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>	<p>using musical vocabulary. <u>Performing</u> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.</p>
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Autumn 2 - Music

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
	Celebration Music	Tempo: Snail & Mouse	Orchestral Instruments- Traditional Western Stories	Creating Compositions in response to an animation- Mountains	Haiku music and performance- Hanami festival	Blues	Songs of World War 2
Baa Baa Black Sheep Down at the station Nativity Songs	<p>1. To learn about music from another culture, particularly when related to the festival of Diwali. To respond to music with movement.</p> <p>2. To learn the names of some traditional Jewish musical instruments. To play and move to traditional Jewish Hanukkah music.</p> <p>3. To learn about music from another culture, particularly when related to the festival of Kwanzaa. To take part in a traditional call and response song.</p> <p>4. To take part in a group song involving singing, voice sounds and playing instruments.</p>	<p>1. To explore using voices and bodies expressively.</p> <p>2. To practice a rhyme using fast and slow beats on instruments.</p> <p>3. To use voices to perform a song with a fast and slow beat.</p> <p>4. To use singing voices and an instrument to perform a song with a fast and slow beat.</p> <p>5. To demonstrate fast and slow beats within the context of a story.</p> <p><u>Key Knowledge</u> To understand that the pulse of the music can change. To know that sounds</p>	<p>1. To listen to and analyse an orchestral version of Goldilocks and the Three Bears.</p> <p>2. To listen to and analyse a film musical version of a traditional story.</p> <p>3. To select appropriate sounds to match events, characters and feelings in a story.</p> <p>4. To write a playscript and select appropriate musical sounds to accompany it.</p> <p>5. To perform a story script of Jack and the Beanstalk with accompanying music.</p> <p><u>Key Knowledge</u> To know that musical instruments can be used to create 'real life' sound effects. To know that woodwind</p>	<p>1. To tell a story from a piece of music through movement.</p> <p>2. To create a soundscape using percussion instruments.</p> <p>3. To create a range of sounds to accompany a story.</p> <p>4. To compose and perform a rhythm to accompany a story.</p> <p>5. To compose and notate a short melody to accompany a story.</p> <p><u>Key Knowledge</u> To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together.</p>	<p>1. To describe the festival of Hanami using words and sounds.</p> <p>2. To represent a blossom tree using sounds.</p> <p>3. To identify different musical features.</p> <p>4. To work as a group to create a piece of music to celebrate Hanami.</p> <p>5. To perform a piece of music to celebrate Hanami.</p> <p><u>Key Knowledge</u> To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that expressive language (like a poem) can be</p>	<p>1. To know the key features of Blues music.</p> <p>2. To play the first line of the 12-bar Blues.</p> <p>3. To be able to play the 12-bar Blues.</p> <p>4. To be able to play the Blues scale.</p> <p>5. To be able to improvise with notes from the Blues scale.</p> <p><u>Key Knowledge</u> To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music,</p>	<p>1. To use musical vocabulary to identify features of different eras of music.</p> <p>2. To improve accuracy in pitch and control, singing with expression and dynamics.</p> <p>3. To identify pitches within an octave when singing.</p> <p>4. To use knowledge of pitch to develop confidence when singing in parts.</p> <p>5. To be able to notate a melody using pitches up to an octave.</p> <p><u>Key Knowledge</u> To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during</p>

	<p>To sing and move to a Christmas song. 5. To suggest appropriate actions to match song lyrics. To sing and move to Christmas songs. <u>Key Knowledge</u> To know that there are special songs we can sing to celebrate events. To understand that my voice or an instrument can match an action in a song. To know that moving to music can be part of a celebration. To recognise that different sounds can be long or short. To recognise music that is 'fast' or 'slow'. <u>Key Skills</u> <u>Listening</u> Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions.</p>	<p>can help tell a story. To know that my voice, body and instruments can show fast and slow beats. <u>Key Skills</u> Describing the character, mood, or 'story' of music they listen to (verbally or through movement.) Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. <u>Composing</u> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p>	<p>instruments, like flutes, are played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. <u>Key Skills</u> <u>Listening</u> Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Listening to and repeating a short, simple melody by ear.</p>	<p>To know that to perform well, it is important to listen to the other members of your ensemble. <u>Key Skills</u> <u>Listening</u> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when</p>	<p>used as inspiration for composing music. To understand that both instruments and voices can create audio effects that describe something you can see. To know that grouping instruments according to their timbre can create contrasting 'textures' in music. <u>Key Skills</u> <u>Listening</u> Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. <u>Composing</u> Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically</p>	<p>made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. <u>Key Skills</u> <u>Listening</u> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. <u>Composing</u></p>	<p>WW2. To know that the Solfa syllables represent the pitches in an octave. A 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. <u>Key Skills</u> <u>Listening</u> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch,</p>
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	<p>Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. Listening to sounds and matching to the object or instrument. Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics. Understanding that different instruments make different sounds and grouping them accordingly.</p> <p><u>Composing</u> Playing untuned percussion 'in time' with a piece of music. Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate</p>	<p>Combining instrumental and vocal sounds within a given structure. Beginning to make improvements to their work as suggested by the teacher.</p> <p><u>Performing</u> Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>Suggesting improvements to their own and others' work.</p> <p><u>Composing</u> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Choosing appropriate dynamics, tempo and timbre for a piece of music. Beginning to suggest improvements to their own work.</p> <p><u>Performing</u> Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	<p>discussing improvements to their own and others' work.</p> <p><u>Composing</u> Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary.</p> <p><u>Performing</u> Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>	<p>within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p> <p><u>Performing</u> Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>Improvising coherently within a given style. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.</p> <p><u>Performing</u> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered</p>	<p>dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p><u>Composing</u> Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p><u>Performing</u> Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music</p>
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	<p>instruments to represent action and mood.</p> <p><u>Performing</u></p> <p>Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p> <p>Stopping and starting playing at the right time.</p>					<p>composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p>	<p>as required, keeping in time and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>
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Spring 1– Music

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>To sing a range of well known Nursery rhymes and songs Sing simple songs from memory To rehearse and perform with others.</p>	<p>Musical Stories</p>	<p>Timbre and rhythmic patterns – Fairy tales</p>	<p>Musical Me</p>	<p>Pentatonic melodies and composition – Chinese New Year</p>	<p>Changes in pitch, tempo and dynamics (Rivers)</p>	<p>South and West Africa</p>	<p>Film Music</p>
<p>1.Humpty Dumpty 2.Incy Wincy Spider 3.Jack and Jill 4.Mary, Mary Quite Contrary</p>	<p>1. To move to the music, changing their movements to reflect the tempo, pitch or dynamics of the piece. 2. To use actions to tell the story of “The Sleeping Princess” before singing and performing a group song based on a story. 3. To use instruments to represent actions. 4. To write, compose and practise their own musical story. 5. To perform their own musical story using movements to express moods</p>	<p>1. To use voices expressively to speak and chant. 2. To select suitable instrumental sounds to represent a character. 3. To compose and play a rhythm. 4. To recognise how timbre is used to represent characters in a piece of music. 5. To keep the pulse using untuned instruments.</p>	<p>1. To sing and play an instrument at the same time. 2. To choose and play appropriate dynamics and timbres for a piece of music 3. To use musical notation to play melodies. 4. To use letter notation to write my own melody. 5. To use timbre and dynamics in musical composition.</p>	<p>1. To learn about the music used to celebrate the Chinese New Year festival. 2. To play a pentatonic melody. 3. To write and perform a pentatonic melody. 4. To perform a group composition. 5. To perform a piece of music as a group.</p>	<p>1. To sing in two parts using expression and dynamics. 2. To recognise key elements of music. 3. To perform a vocal ostinato. 4. To create and perform an ostinato. 5. To improve and perform a piece of music based around ostinatos.</p>	<p>1. To sing a traditional African song unaccompanied. 2. To use untuned percussion to play a chord progression. 3. To use vocals or untuned percussion to perform a piece of music in an ensemble. 4. To play call and response rhythms using percussion instruments. 5. To create an 8 beat break to play within a performance.</p>	<p>1. To appraise different musical features in a variety of film contexts. 2. To identify and understand some composing techniques in film music. 3. To use graphic scores to interpret different emotions in film music. 4. To create and notate musical ideas and relate them to film music. 5. To play a sequence of musical ideas to convey emotion.</p>

	<p>or actions within the story.</p> <p><u>Key Knowledge</u> To understand that a piece of music can tell a story with sounds. To know that different instruments can sound like a particular character. To understand what 'high' and 'low' notes are. <u>Key Skills</u> <u>Listening-</u> Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and matching to the</p>	<p><u>Key Knowledge</u> To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936. <u>Key Skills</u> <u>Listening-</u> Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences</p>	<p><u>Key Knowledge</u> To understand that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it. To understand that 'accompaniment' can mean playing instruments along with a song. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. <u>Key Skills</u> <u>Listening-</u> Recognising timbre changes in music they listen to. Recognising structural features</p>	<p><u>Key Knowledge</u> To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A. <u>Key Skills</u> <u>Listening-</u> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the</p>	<p><u>Key Knowledge</u> To know that when you sing without accompaniment it is called 'A Capella'. To understand that harmony means playing two notes at the same time, which usually sound good together. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To know that 'performance directions' are words added to music notation to tell the performers how to play. <u>Key Skills</u> <u>Listening-</u> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising, naming and explaining the effect of the interrelated</p>	<p><u>Key Knowledge</u> To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once. <u>Key Skills</u> <u>Listening-</u> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music</p>	<p><u>Key Knowledge</u> To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. <u>Key Skills</u> <u>Listening-</u> Recognising and confidently discussing the stylistic features of</p>
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	<p>object or instrument. Listening to sounds and identifying high and low pitch. Listening to and repeating simple lyrics. Understanding that different instruments make different sounds and grouping them accordingly.</p> <p><u>Composing</u> Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways.</p> <p><u>Performing</u> Using their voices to join in with well-known songs from memory. Performing, remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions.</p>	<p>between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.</p> <p><u>Composing</u> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music.</p> <p><u>Performing</u> Using their voices expressively to speak and chant. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic</p>	<p>in music they listen to.</p> <p>Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p> <p><u>Composing</u> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p>	<p>timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p><u>Composing</u> Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary.</p> <p><u>Performing</u></p>	<p>dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work.</p> <p><u>Composing</u> Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p> <p><u>Performing</u> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in</p>	<p>using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p><u>Composing</u> Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p><u>Performing</u> Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies.</p>	<p>music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p><u>Composing</u></p>
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	<p>Participating in performances to a small audience. Stopping and starting playing at the right time.</p>	<p>changes as part of a class performance.</p>	<p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.</p> <p><u>Performing</u></p> <p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p>	<p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p>	<p>time with peers with accuracy and awareness of their part in the group performance.</p>		<p>Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary.</p> <p><u>Performing</u></p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>
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			<p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>				
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Spring 2– Music

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>To sing a range of well known Nursery rhymes and songs Sing simple songs from memory To rehearse and perform with others.</p>	<p>Music and Movement</p>	<p>Pitch and Tempo-Superheroes</p>	<p>Dynamics, Timbre, Tempo and motifs.-Space</p>	<p>Traditional instruments and improvisation-India</p>	<p>Rock and Roll</p>	<p>Composition to reflect festivals of colour- Holi Festival.</p>	<p>Theme and Variations- Pop Art</p>
<p>1. Miss Polly had a Dolly 2. One, Two Buckle My Shoe 3. Pat-A-Cake</p>	<p>1. To learn that some songs have actions and learn some Makaton signs to accompany a song. 2. To explore the beat through music and express their feelings and emotions through movement to music. 3. To explore the beat through body movements and express feelings and emotions through movement to music. 4. To explore pitch and tempo through scarf dancing and body movements. 5. To perform action songs to a small audience.</p> <p><u>Key Knowledge</u></p>	<p>1. To understand the concept of pitch and recognise high and low notes. 2. To create a pattern using two pitches. To play or sing a pattern. 3. To understand the concept of tempo. To recognise and perform fast and slow music. 4. To create a Superhero theme tune. To compose and perform as part of a group. 5. To perform confidently as part of a group and say what I am good at and what I need to improve.</p> <p><u>Key Knowledge</u> To understand that tempo can be used</p>	<p>1. To create a simple soundscape for effect using their voices and dynamics. 2. To listen for a recognise some basic elements of music- dynamics, name instruments and comment on mood using appropriate musical vocabulary. 3. To compare two pieces of music by the same composer. 4. To be able to create a short sequence of sound called a motif and use a visual notation to describe it. 5. To perform a motif with accuracy.</p> <p><u>Key Knowledge</u> To know that a 'soundscape' is a landscape created</p>	<p>1. To explain an opinion of Indian music- commenting on tempo and dynamics. 2. To be able to improvise using given notes and create a rag. 3. To improvise using given notes and add a drone. 4. To create a piece of music using a drone, rag and tal. 5. To perform a piece of music using musical notation.</p> <p><u>Key Knowledge</u> To know that Indian music uses all of the</p>	<p>1. To understand the history of Rock and Roll music and be able to keep in time with the music. 2. To be able to perform with a sense of style. To sing in a small group, in time and in tune. 3. To play a walking bass line on tuned percussion. To read graphic notation to know which notes to play. 4. To play a rock and roll bass line accurately and in time. 5. To play a rock and roll piece of music with accuracy, in time and as part of a group.</p> <p><u>Key Knowledge</u> To know that rock and roll music uses</p>	<p>1. To understand that music can be represented with colours. 2. To represent a piece of music as a graphic score. 3. To create a vocal composition based on a picture using dynamics, tempo and pitch. 4. To create a piece of music that reflects a colour and record it as a graphic score. 5. To work as a group to perform a piece of music. To know my role in the group. To keep in time and communicate with my group.</p> <p><u>Key Knowledge</u> To know that a vocal composition is a</p>	<p>1. To explore the musical concept of theme and variations in relation to Pop Art. 2. To compare and contrast variations in the piece, "The Young Person's Guide to the Orchestra." 3. To use complex rhythms to be able to perform a theme. 4. To play Tiki-Tiki, Ti-Tiki and Tiki-Ti rhythms in ¾ time. 5. To use music notation to create visual representations of Tiki-Tiki, Ti-Tiki and Tiki-Ti rhythms.</p> <p><u>Key Knowledge</u> To know that a 'theme' is a main</p>

	<p>To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow.' To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To know that signals can tell us when to start or stop playing. <u>Key Skills</u> <u>Listening-</u> Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and identifying high and low pitch.</p>	<p>to represent mood or help tell a story. To understand that 'tuned' instruments play more than one pitch of notes. To know that following a leader when we perform helps everyone play together accurately. <u>Key Skills</u> <u>Listening-</u> Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening and responding to other performers by playing as part of a group. <u>Composing</u> Selecting and creating short sequences of sound with voices or instruments to represent a</p>	<p>using only sounds. To know that a composer is someone who creates music and writes it down. To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music. <u>Key Skills</u> <u>Listening-</u> Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work. Composing Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p>	<p>sounds in between the 12 'notes' that we are used to in western music. To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar.' To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. <u>Key Skills</u> <u>Listening-</u> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p>	<p>blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that playing in time means all performers playing together at the same speed. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. <u>Key Skills</u> <u>Listening-</u> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p>	<p>piece of music created only using voices. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. <u>Key Skills</u> <u>Listening-</u> Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed</p>	<p>melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. <u>Key Skills</u> <u>Listening</u> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of</p>
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	<p>Listening to and repeating simple lyrics.</p> <p><u>Composing</u> Experimenting with body percussion and vocal sounds to respond to music.</p> <p><u>Performing</u> Using their voices to join in with well-known songs from memory. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time.</p>	<p>given idea or character. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music.</p> <p><u>Performing</u> Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p><u>Composing</u> Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.</p> <p><u>Performing</u> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	<p>Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p><u>Composing</u> Composing a piece of music in a given style with voices and instruments. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p><u>Performing</u></p>	<p>Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work.</p> <p><u>Performing</u> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned</p>	<p>musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p><u>Composing</u> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p><u>Performing</u> Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p>	<p>the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p><u>Composing</u> Improvising coherently and creatively within a given style, incorporating given features. Composing a</p>
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				<p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p>	<p>instruments with accuracy and control and developing instrumental technique.</p>		<p>multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p><u>Performing</u></p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p>
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							Performing with accuracy and fluency from graphic and staff notation and from their own notation.
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Summer 1 - Music

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>To sing a range of well known Nursery rhymes and songs Sing simple songs from memory To rehearse and perform with others.</p>	<p>Transport</p>	<p>Vocal and Body Sounds- By the Sea</p>	<p>On this Island- British Songs and Sounds</p>	<p>Develop singing techniques- The Vikings</p>	<p>Samba and carnival sounds and instruments- Theme: South America</p>	<p>Looping and remixing</p>	<p>Baroque</p>
<p>Nursery Rhymes 1. Ring-a-Ring-a-Roses 2. Round and Round the Garden 3. Row, Row, Row Your Boat</p>	<p>1. To explore the sounds of different types of vehicles and create sound effects. 2. To explore and mimic the sounds of trains at different speeds. 3. To explore the sounds heard in and around boats moving to different tempos. 4. To interpret symbols to show a change in speed-cars. 5. To demonstrate simple rhythms using instruments. To interpret a simple score to show tempo changes. <u>Key Knowledge</u> To recognise that voices and instruments can</p>	<p>1. To understand that music can be used to represent an environment. 2. To understand that music can represent changes in an environment. 3. To select instruments to make seaside sounds. 4. To recognise and use dynamics and tempo. 5. To write music down and perform from a graphic score. <u>Key Knowledge</u> To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument.</p>	<p>1. To learn about the music of the British Isles. 2. To learn about the music of the British Isles and create music of our own. 3. To learn about the music of the British Isles and create music of our own. 4. To compose a piece of music as part of a group. 5. To evaluate and improve a group composition. <u>Key Knowledge</u> To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.</p>	<p>1. To sing in time with others. 2. To sing in time with others. 3. To recognise simple rhythmic notation by ear and by sight. 4. To use simple rhythmic notation to compose a simple Viking battle song. 5. To perform music with confidence and discipline. <u>Key Knowledge</u> To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that different notes have different durations, and that crotchets are worth one whole beat.</p>	<p>1. To recognise and identify the main features of Samba music. 2. To understand and play syncopated rhythms. 3. To play syncopated rhythms as part of a group. 4. To compose a basic rhythmic break. 5. To perform rhythmic breaks within the Samba piece. <u>Key Knowledge</u> To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the 'on beat' is the pulse of a piece of</p>	<p>1. To be able to play a simple looped rhythm from notation. 2. To create a piece of music using pre-written loops. 3. To be able to play a melody line accurately and fluently. 4. To select a section of a tune and perform it as a loop. 5. To combine loops to create a remix. <u>Key Knowledge</u> To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals To know that a loop is a repeated rhythm or melody, and is</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the</p>

	<p>imitate sounds from the world around us (eg. vehicles). To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow.'</p> <p><u>Key Skills</u> <u>Listening-</u> Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Listening to and following a beat using body percussion and instruments. Considering whether a piece of music has a fast, moderate or slow tempo. Listening to and repeating simple lyrics.</p> <p><u>Composing</u> Experimenting with body percussion and vocal sounds to respond to music. Experimenting with playing instruments in different ways</p>	<p>To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. To understand that music can be represented by pictures or symbols.</p> <p><u>Key Learning</u> <u>Listening-</u> Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening and responding to other performers by playing as part of a group.</p> <p><u>Composing</u> Selecting and creating short sequences of sound with voices or</p>	<p>To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.</p> <p><u>Key Skills</u> <u>Listening-</u> Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music.</p> <p><u>Composing</u> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Choosing appropriate dynamics, tempo</p>	<p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that written music tells you how long to play a note for.</p> <p><u>Key Skills</u> <u>Listening-</u> Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p><u>Composing</u> Composing a piece of music in a given</p>	<p>music, and the 'off beat' is beats that fall in between these. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</p> <p><u>Key Skills</u> <u>Listening-</u> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music.</p> <p><u>Composing</u> Beginning to improvise musically within a given style.</p>	<p>another word for ostinato. To know that remix is music that has been changed, usually so it is suitable for dancing to.</p> <p><u>Key Skills</u> <u>Listening-</u> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p><u>Composing</u> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix,</p>	<p>features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p><u>Composing</u> Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or</p>
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	<p><u>Performing</u> Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time.</p>	<p>instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. <u>Performing</u> Using their voices expressively to speak and chant. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.</p>	<p>and timbre for a piece of music. <u>Performing</u> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	<p>style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. <u>Performing</u> Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p>	<p>Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others work, using musical vocabulary. <u>Performing</u> Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Colours, Stories, Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. <u>Performing</u> Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>	<p>technology and incorporating. Constructively critique their own and others' work, using musical vocabulary. <u>Performing</u> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>
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Summer 2 – Music

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>To sing a range of well know Nursery rhymes and songs Sing simple songs from memory To rehearse and perform with others.</p>	<p>Big Band</p>	<p>Classical Music- Dynamics and tempo- Theme: Animals</p>	<p>Myths and Legends</p>	<p>Jazz</p>	<p>Adapting and transposing motifs</p>	<p>Musical Theatre</p>	<p>Composing and performing a Leaver’s song</p>
<p>1. The Grand Old Duke of York 2. The Wheels on the Bus 3. Twinkle, Twinkle, Little Star 4. Wind the Bobbin up</p>	<p>1. To create and play their own instrument made from recycled materials. 2. To learn about the four groups of musical instruments that make up an orchestra. 3. To follow a beat using an untuned instrument and play their instruments together to match the beat. 4. To experiment with playing tuned and untuned instruments. To play in time to simple songs. 5. To choose appropriate instruments to represent different parts of a song. To perform a song in</p>	<p>1. To use percussion and my body expressively in response to music. 2. To sing songs in sections. 3. To perform a song. 4. To use instruments to create different sounds. 5. To create and choose sounds. <u>Key Knowledge</u></p>	<p>1. To create a rhythm. 2. To show structure on a graphic score. 3. To write a graphic score to show texture. 4. To compose music with a given structure. 5. To perform a group composition. <u>Key Knowledge</u> I know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem'</p>	<p>1. To sing and play a syncopated rhythm for a Jazz style song. 2. To improvise a call and response. 3. To be able to scat sing using a call and response format. 4. To create a jazz motif. 5. To create a jazz motif. <u>Key Knowledge</u> To understand that 'syncopation' means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the</p>	<p>1. To sing in tune and in time. 2. To understand what a musical motif is. 3. To compose and notate a motif. 4. To develop and transpose a musical motif. 5. To combine and perform different versions of a musical motif. <u>Key Knowledge</u> To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>1. To understand the history of musical theatre. 2. To identify character songs and action songs. 3. To create a musical theatre scene. 4. To rehearse a musical theatre scene. 5. To perform a musical theatre scene. <u>Key Knowledge</u> To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of</p>	<p>1. To listen to and describe music. 2. To write lyrics for a song. 3. To organise lyrics into a song structure. 4. To use vocal improvisation and known melodies against a backing track. 5. To compose a melody. <u>Key Knowledge</u> To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are</p>

	<p>front of a small audience.</p> <p><u>Key Knowledge</u> To know that an orchestra is a big group of people playing a variety of instruments together.</p> <p>To know that music often has more than one instrument being played at a time.</p> <p>To understand that performing means playing a finished piece of music for an audience.</p> <p><u>Key Skills</u> <u>Listening-</u> Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching to the object or instrument.</p> <p>Listening to sounds and identifying high</p>		<p>written by Arthur Bax in 1917.</p> <p><u>Key Skills</u> <u>Listening-</u> Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Suggesting improvements to their own and others' work.</p> <p><u>Composing</u> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Choosing appropriate dynamics, tempo</p>	<p>USA about 120 years ago.</p> <p>To know that 'scat singing' is using made-up words to create the sound of an instrument playing.</p> <p><u>Key Skills</u> <u>Listening-</u> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world, and different times, has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of</p>	<p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p> <p><u>Key Skills</u> <u>Listening-</u> Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p><u>Composing</u> Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p>	<p>steps or moves in a dance.</p> <p>To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.</p> <p><u>Key Skills</u> <u>Listening-</u> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p><u>Composing</u> Composing a detailed piece of music from a given stimulus with</p>	<p>represented in music by Roman numerals.</p> <p>To understand that all types of music notation show note duration.</p> <p><u>Key Skills</u> <u>Listening-</u> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p><u>Composing</u> Improvising coherently and creatively within a given style, incorporating given</p>
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	<p>and low pitch. Listening to and repeating a simple rhythm. Understanding that different instruments make different sounds and grouping them accordingly. <u>Composing</u> Playing untuned percussion 'in time' with a piece of music. Selecting classroom objects to use as instruments. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways. <u>Performing</u> Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. Participating in performances to a small audience. Stopping and</p>		<p>and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. <u>Performing</u> Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	<p>music) when discussing improvements to their own and others' work. <u>Composing</u> Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. <u>Performing</u> Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>	<p>Developing melodies using rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Suggesting improvements to others work, using musical vocabulary. <u>Performing</u> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>voices, bodies and instruments (Remix, Colours, Stories, Drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. <u>Performing</u> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p>	<p>features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary. <u>Performing</u> Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required,</p>
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	starting playing at the right time.			Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.			keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.
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