

SUBJECT: Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Sumer 2
KS1 SKILLS (NC)	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>					
REC	<p>Beat and Tempo Finding basic rhythms and introduction to simple songs.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Respond to long and short sounds in movement Move in time to a steady beat Play a steady beat on a percussion instrument Create long and short sounds using their voice 	<p>Christmas Production i.e Learning Songs for Nativity:</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Follow and respond to simple musical directions and gestures (start and stop together, explain why practising is important, demonstrate patience whilst waiting to perform) 	<p>BBC Ten Pieces Listening and responding: Hall of the Mountain King Peer Gynt</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Listen with attention to short pieces of music, both live and recorded Respond to different kinds of music appropriately and with an awareness of other listeners Respond to music heard, when appropriate through movement, art or creating their own music Use musical words to describe sounds and music they hear 	<p>Spring concert Songs for Easter/Spring concert -2 songs per class -2 whole school songs (dress each class-bunnies, chicks, summer clothes)</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Follow and respond to simple musical directions and gestures (start and stop together, explain why practising is important, demonstrate patience whilst waiting to perform) 	<p>Dynamics and pitch Singing and beginning awareness of dynamics.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Imitate high and low sounds (in the environment) Recognise and describe high and low sounds, including sounds played on musical instruments Create high and low sounds with their voices Respond in movement to loud or quiet sounds & silence Respond to/create loud or quiet and silence Recognise and describe music which loud, quiet or silent 	<p>Timbre Listening to different instruments and beginning to use percussion</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Recognise and describe the different kinds of sounds instruments make and the way they are played Classify sounds by materials they are made from Choose appropriate sounds for music making Make an instrument to create a particular sound
Key Vocabulary	Pulse, beat, tempo, dynamics, texture, pitch, duration	Pulse, beat, rhythm, dynamics, pitch, melody, performance, practice	Texture, structure, rhythm, dynamics, string, woodwind, brass, percussion families, orchestra, conductor	Pulse, beat, rhythm, dynamics, pitch, melody	Dynamics, pitch, rest, pattern, melody,	Timbre, wooden, metal, dynamics, pattern, tap, scrape, shake,
Year 1	<p>Pulse and Rhythm Basic rhythm patterns, singing and composing them.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Identify pulse in music Identify long and short sounds in music Join in getting faster and slower together 	<p>Christmas Production i.e Learning Songs for Nativity:</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Find their singing voice and use their voices confidently Begin to sing with control of pitch Perform together and follow instructions that combine musical elements Sing with an awareness of other performers 	<p>BBC Ten Pieces Listening and responding: Tchaikovsky- Nutcracker</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Recall and remember short songs, sequences and patterns of sounds Respond physically when performing, composing and appraising music Identify different sound sources Identify well-defined musical features 	<p>Spring concert Songs for Easter/Spring concert -2 songs per class -2 whole school songs (dress each class-bunnies, chicks, summer clothes)</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Sing songs expressively Recognise phrase lengths and know when to breathe Perform together and follow instructions that combine musical elements Sing with an awareness of other performers 	<p>Instruments of the orchestra Listening and identifying instruments</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Identify different sound sources Identify well-defined musical features 	<p>Exploring instruments & symbols <i>What's the score? (MEx)</i></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Identify different sound sources Identify well-defined musical features Identify different groups of instruments Perform long and short sounds in response to symbols Create long and short sounds on instruments Play instruments in different ways and create sound effects

Key Vocabulary	Pulse, beat, tempo-fast and slow, dynamics-loud and quiet, texture-layers of sound, pitch-high and low, duration-fast and slow	Pitch-high & low dynamics-loud and quiet, beat, tempo-fast and slow, duration-long and short, rhythm-pattern of sound	Pitch-high & low dynamics-loud and quiet, beat, tempo-fast and slow, duration-long and short, rhythm-pattern of sound, timbre-quality of sound	Pitch-high & low dynamics-loud and quiet, beat, tempo-fast and slow, duration-long and short, rhythm-pattern of sound	Timbre-quality of sound, instrument families-string, percussion, woodwind, brass, texture-layers of sound, rhythm, dynamics, conductor, time signature	Timbre-quality of sound, instrument families-string, percussion, woodwind, brass, texture-layers of sound, rhythm-pattern of sound, dynamics-loud and quiet, duration-long and short
Year 2	<p><u>Pulse and Rhythm</u></p> <p>Exploring the difference between beat and rhythm using instruments.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Perform a rhythm to a given pulse Begin to internalise and create rhythmic patterns Accompany a chant/song by playing the pulse or rhythm 	<p><u>Christmas Production i.e. Learning Songs for Nativity:</u></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Sing songs expressively Recognise phrase lengths and know when to breathe Perform together and follow instructions that combine musical elements Sing with an awareness of other performers 	<p><u>BBC Ten Pieces</u></p> <p><u>Listening and responding:</u> No Place Like or Mozart Horn Concerto</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Recall and remember short songs, sequences and patterns of sounds Respond physically when performing, composing and appraising music Identify different sound sources Identify well-defined musical features 	<p><u>Spring concert</u></p> <p>Songs for Easter/Spring concert -2 songs per class -2 whole school songs (dress each class-bunnies, chicks, summer clothes)</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Sing songs expressively Recognise phrase lengths and know when to breathe Perform together and follow instructions that combine musical elements Sing with an awareness of other performers 	<p><u>Music from other cultures</u></p> <p>Chinese/pentatonic scale piece African music</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Create and choose sounds in a response to a given stimulus Identify well-defined musical features Change sounds to reflect different stimuli Contribute to the creation of a class composition Record their own ideas Make their own symbols as part of a class score Choose sounds and instruments carefully and make improvements to their own and other's work 	<p><u>Instruments of the orchestra</u></p> <p>Listening and Identifying (Peter and the Wolf- BBC Ten Pieces)</p> <p>Exploring instruments & symbols <i>What's the score?</i> (MEx)</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Identify different groups of instruments Identify different sound sources Identify well-defined musical features Perform long and short sounds in response to symbols Create long and short sounds on instruments
Key Vocabulary	Pulse, beat, tempo, dynamics, texture, pitch, duration, pattern, rhythm	Pitch, dynamics, beat, tempo, duration, rhythm	Pitch, dynamics, beat, tempo, duration, rhythm, texture	Pitch, dynamics, beat, tempo, duration, rhythm, texture	Timbre-quality of sound, structure, pentatonic, symbol, notation, composition	Timbre-quality of sound, instrument families-string, percussion, woodwind, brass, texture-layers of sound, rhythm-pattern of sound, dynamics-loud and quiet, duration-long and short
KS2 SKILLS (NC)	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations 					
Year 3	<p>Families of Instruments</p> <p><u>Skills</u> Identify instruments of the orchestra Keep the beat in common time Describe different sounds Evaluate a range of music from a range of historical periods. Learn about Beethoven</p>	<p>Christmas Production</p> <p><u>Skills</u> Perform a range of music across a range of periods and genres Learn to sing and use voices Sing in two parts</p>	<p>10 Pieces Firebird</p> <p><u>Skills</u> Listen and review a piece of music Explore how music is created Reflect on pitch, duration, tempo, timbre, texture. Begin to use notation to reflect musical sounds.</p>	<p>Pentatonic Melodies</p> <p><u>Skills</u> Begin to explore how music is created Think about pitch, duration, dynamics and tempo. Compose their own music and music with others.</p>	<p>10 Pieces Hoe Down</p> <p><u>Skills</u> Listen and review a piece of music Explore how music is created Reflect on pitch, duration, tempo, timbre, texture. Begin to use notation to reflect musical sounds.</p>	<p>Expression in Singing- Disney Songs</p> <p><u>Skills</u> Perform a range of music across a range of periods and genres Learn to sing and use voices Sing in two parts</p>
Key Vocabulary	Instrument names, time signature, beat, timbre, texture, dynamics, forte, piano, mezzo forte, mezzo piano.	Harmony, melody, forte, piano, mezzo forte, mezzo piano, smooth.	Beat, building block, repetition, pitch, duration, bar, coda, drone, leitmotif, ostinato, pitched percussion, tune.	Tune, note names, crotchet, quaver, rhythmic pattern	Motif, palindrome, unpitched percussion, motif, pattern.	Harmony, melody, forte, piano, mezzo forte, mezzo piano, smooth,

Year 4	<p>Ukulele</p> <p><u>Skills</u> Perform a range of music Perform rounds, part singing and call and response songs Begin to use standard notation to reflect musical sounds</p>	<p>Christmas Production</p> <p><u>Skills</u> Learn to sing and use voices with sensitivity to timbre and tone. Sing in two parts</p>	<p>Rock N Roll</p> <p><u>Skills</u> Perform a range of music across a range of periods and genres Create their own piece of music using instruments, voice and technology Perform as an ensemble Learn musical language appropriate to the task</p>	<p>Famed Composers</p> <p><u>Skills</u> Begin to use standard notation to record compositions Think about pitch, duration, dynamics and tempo. Compose their own music and music with others. Listen and reflect on a piece of orchestral music.</p>	<p>Ten Pieces Storm</p> <p><u>Skills</u> Invent their own musical motifs and structure them into a piece. Learn musical language appropriate to the task. Play and perform in ensemble contexts, using voices and playing musical instruments. Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>African Music</p> <p><u>Skills</u> Listen to and reflect on music from a range of genres, styles and traditions. Learn to sing in a different language Understand how music from different traditions is created Explore different musical instruments and how they are used.</p>
Key Vocabulary	Full dynamic range. Largo, lento, call and response, round, harmony, body, neck, head, bridge, sound hole, fretboard, nut, strings, tuning pegs.	Harmony, melody, forte, piano, mezzo forte, mezzo piano, smooth.	Coda, chorus, next-door notes, orchestrate, rondo,	Tune, note names C Major, crotchet, quaver, minim, semi quaver, rhythmic pattern	Orchestrate, ostinato, melody, found sound, graphic score.	Ostinato, polyrhythm, cross rhythm, djembe, balafon, marimba.
Year 5	<p>Pop Music & Notation</p> <p><u>Skills</u> Begin to use standard notation to record compositions Think about pitch, duration, dynamics and tempo. Compose their own music and music with others.</p>	<p>Christmas Production</p> <p><u>Skills</u> Perform a range of music across a range of periods and genres Learn to sing and use voices with sensitivity to timbre and tone. Sing in two-part harmony</p>	<p>Musical Theatre</p> <p><u>Skills</u> Play and perform in ensemble contexts, using their voices and playing musical instruments. Think about performance including actions, facial expressions and emotion Think about what emotion the character is trying to play.</p>	<p>Composition - Egypt</p> <p><u>Skills</u> Use standard notation to record simple compositions Perform own compositions Learn about standard notation for the C major scale Learn about the octave and how order of notes.</p>	<p>10 Pieces Connect It</p> <p><u>Skills</u> Listen and reflect on a piece of orchestral music Invent their own musical motifs and structure them into a piece Perform as an ensemble Learn musical language appropriate to the task</p>	<p>Summer Production Songs</p> <p>All the class will learn all of the songs.</p> <p><u>Skills</u> Play and perform in ensemble contexts, using their voices and playing musical instruments. Sing in 2/3-part harmony.</p>
Key Vocabulary	Lyricist, rhyme, rhythm, section, harmony, melody, all Italian dynamic names	Harmony, melody, forte, piano, mezzo forte, mezzo piano, smooth.	Canon, motif, percussion score, pulse, tempo, pitched values.	Tune, note names C Major, crotchet, quaver, minim, semi quaver, rhythmic pattern, bar, bar line.	Melody, imagery, stage right/left, ostinato, syncopation.	Harmony, melody, All Italian dynamic names.
Year 6	<p>Music from the 2nd World War</p> <p><u>Skills</u> Perform a range of music across a range of periods and genres Learn to sing and use voices with sensitivity to timbre and tone. Sing in two-part harmony Learn about how world events can affect music Listen to music taking in to account context. Learn about Glen Miller</p>	<p>Christmas Production</p> <p><u>Skills</u> Perform a range of music across a range of periods and genres Learn to sing and use voices with sensitivity to timbre and tone. Sing in three-part harmony Sing solo</p>	<p>Film Music</p> <p><u>Skills</u> Invent their own musical motifs and structure them into a piece. Learn musical language appropriate to the task. Play and perform in ensemble contexts, using voices and playing musical instruments. Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Advanced Rhythm</p> <p><u>Skills</u> Use standard notation to record compositions. Play and perform in ensemble contexts, using voices and playing musical instruments. Think about pitch, duration, dynamics and tempo. Invent their own musical motifs and structure them into a piece</p>	<p>10 Pieces Rhapsody in Blue</p> <p><u>Skills</u> Invent their own musical motifs and structure them into a piece. Learn musical language appropriate to the task. Play and perform in ensemble contexts, using voices and playing musical instruments. Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Summer Production</p> <p><u>Skills</u> Play and perform in ensemble contexts, using their voices and playing musical instruments. Think about performance including actions, facial expressions and emotion Think about what emotion the character is trying to play.</p>
Key Vocabulary	Harmony, triad, close harmony, wireless, dynamic range.	Harmony, melody, forte, piano, mezzo forte, mezzo piano, smooth.	Glissando, ostinato, pulse, tempo, tune, pulse, orchestrate.	Tune, note names C Major, crotchet, quaver, minim, semi quaver, rhythmic pattern, bar, bar line, common time.		Harmony, melody, All Italian dynamic names.