

SUBJECT: Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Sumer 2
	<p>Through continuous and enhanced provision children in Reception will:</p> <p>EAD - Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>CL - Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying attention to how they sound. Learn new vocabulary and use throughout the day</p> <p>PSED - Express their feelings and consider the feelings of others. See themselves as a valuable</p> <p>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>M - Continue, copy and create repeating patterns. Count objects, actions and sounds.</p> <p>KUW - Recognise some similarities and differences between life in this country and life in other countries.</p>				<p>Continuous provision areas and activities that support learning and skill development that relate to music are:</p> <p>Computing lessons Computing area – CD player, keyboard Outdoor music centre Topic tables</p>	
Reception Enhanced Provision (Music lesson)	<p><u>Beat and Tempo</u> 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><u>Christmas Production such as Learning Songs for the Nativity:</u></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><u>BBC Ten Pieces</u> <i>Listening and responding:</i> 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><u>Musical Stories</u> Exploring instruments Singing the Tiny Caterpillar song Playing instruments using different dynamics</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><u>Dynamics and pitch</u> 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><u>Timbre</u> 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	Character, song, lyrics, tempo, fast, slow, dynamic, loud, quiet, musical story, pitch, high, low, names of untuned and tuned percussion instruments, timbre	Dynamics, pitch, rest, pattern, melody,	Timbre, wooden, metal, dynamics, pattern, tap, scrape, shake,

<p>KS1 SKILLS (NC)</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>					
<p>Year 1</p>	<p>Pulse and Rhythm Basic rhythm patterns, singing and composing them. <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 such as Learning Songs for the Nativity: <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 <i>Listening and responding:</i> Tchaikovsky- Nutcracker <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>Superheroes Composing simple songs with instruments <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 <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?</i> <i>(MEx)</i> <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
<p>Listening</p>	<p>Rondo Alla Turka -Mozart Classical 1783</p>	<p>Wild Man- Kate Bush Modern - 2011</p>	<p>Fanfarra- Sergio Mendes Regional Brazilian 1992</p>	<p>Mars – Holst Classical 1914</p>	<p>Mendes – Brasil Regional Brazilian 2014</p>	<p>Runaway Blues- Ma Rainey Blues- 1830</p>
<p>Key Vocabulary</p>	<p>Pulse, beat, tempo-fast and slow, dynamics-loud and quiet, texture-layers of sound, pitch-high and low, duration-fast and slow</p>	<p>Pitch-high & low dynamics-loud and quiet, beat, tempo-fast and slow, duration-long and short, rhythm-pattern of sound</p>	<p>Pitch-high & low dynamics-loud and quiet, beat, tempo-fast and slow, duration-long and short, rhythm-pattern of sound, timbre-quality of sound</p>	<p>Pitch-high & low dynamics-loud and quiet, beat, tempo-fast and slow, duration-long and short, rhythm-pattern of sound</p>	<p>Timbre-quality of sound, instrument families-string, percussion, woodwind, brass, texture-layers of sound, rhythm, dynamics, conductor, time signature</p>	<p>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</p>
<p>Year 2</p>	<p>Pulse and Rhythm Exploring the difference between beat and rhythm using instruments. <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>Christmas Production i.e Learning Songs for Nativity: <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>BBC Ten Pieces <i>Listening and responding:</i> No Place Like or Mozart Horn Concerto <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>Musical Me Singing simple songs and accompanying with instruments <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>Music from other cultures Chinese/pentatonic scale piece African music <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>Instruments of the orchestra Listening and Identifying (Peter and the Wolf- BBC Ten Pieces Exploring instruments & symbols <i>What's the score?</i> <i>(MEx)</i> <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

Listening	Night Ferry- Anna Clyne Electro-Acoustic 2012	Baris- Gamalen -Indonesia Traditional Indonesian n/a	With A little Help- The Beatles Pop – Rock N Roll 1967	Bolero- Ravel Modern Classical- 1928	Baris- Gamalen -Indonesia Traditional Indonesian n/a	Hound Dog- Elvis Pop- Rock N Roll 1956
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 Florence Price No 1</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, rondo.	Tune, note names, crotchet, quaver, rhythmic pattern	Motif, palindrome, unpitched percussion, motif, pattern.	Harmony, melody, forte, piano, mezzo forte, mezzo piano, smooth,
Listening	I Got You- James Brown RnB Soul - 1968	Night on Bare Mountain- Mussorgsky Orchestral 1967	Sahela Re- Amonkar India Indian Classical- 1961	Hallelujah Messiah- Handel Classical Oratorio- 1747	Wonderwall- Oasis Indie Rock-1995	Jai Ho - A R Rahman Bollywood/ Soundtrack 2014
Year 4	<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>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>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>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>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>
Listening	Symphony No 5 Beethoven Classical 1808	O Euchari- Hildegard Seasonal-2005 (1502)	Bhabiye Akh Larr Gayee – India Indian Fusion 1970	Tropical Bird- Trinidad Steel Band Jazz- 1976	Take the A Train- Ellington Jazz/Pop 1941	For The Beauty of The Earth- Rutter Choral 1994

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.	Tab, head, body, neck, fretboard, sound hole, bridge, tab, minor, major, seventh, chord, ostinato,	Orchestrate, ostinato, melody, found sound, graphic score.	Tune, note names C Major, crotchet, quaver, minim, semi quaver, rhythmic pattern	
Year 5	Pop Music & Notation <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.	Christmas Production <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	Musical Theatre <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.	Composition - Egypt <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.	10 Pieces Connect It <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	Summer Production Songs All the class will learn all of the songs. <u>Skills</u> Play and perform in ensemble contexts, using their voices and playing musical instruments. Sing in 2/3 part harmony.
Listening	<u>English Folk Suite- Vaughn Williams</u> <u>Classical Folk Trad. 1928</u>	<u>Play Dead- Bjork</u> <u>Alternative Pop- 1993</u>	<u>Small Town Boy- Bronski Beat</u> <u>Electro 1984</u>	<u>Symphonic Variations on an African Air- Coleridge Taylor</u> <u>Orchestral - 1906</u>	<u>Jin-Go-La-Ba (Drums of Passion) - Africa</u> <u>Inkanyezi Nezazi – Ladysmith</u> <u>Black Mambazo</u> <u>Afro Beat 1959</u>	<u>The Little Babe- Britten</u> <u>Choral- 1942</u>
Key Vocabulary	Lyricist, rhyme, rhythm, section, harmony, melody, all Italian dynamic names	Harmony, melody, forte, piano, mezzo forte, mezzo piano, smooth.	Libretto, lyrics, tempo, scene, character, action, prop, costume, set	Tune, note names C Major, crotchet, quaver, minim, semi quaver, rhythmic pattern, bar, bar line, notation, stave.	Melody, imagery, stage right/left, ostinato, syncopation.	Harmony, melody, All Italian dynamic names.
Year 6	Music from the 2 nd World War <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 contex. Learn about Glen Miller	Christmas Production <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	Film Music <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	Advanced Rhythm <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	10 Pieces Rhapsody in Blue <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	Summer Production <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.
Listening	<u>1812- Tchaikovsky</u> <u>Classical 1880</u>	<u>Small Town Boy- Bronski Beat</u> <u>Electro 1984</u>	<u>Sprinting Gazelle- Reem Kelani</u> <u>Palestinian Folk 2006</u>	<u>Say My Name- Destiny's Child</u> <u>RnB 199</u>	<u>Sea Shanties</u>	<u>Mazurkas Op 24 Chopin</u> <u>Libertango - Piazzolla</u> <u>Classical /Polish Folk- 1825-49</u>
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	Harmony, melody, All Italian dynamic names.