

Music

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	All about me/ Fabulous Festivals	Famous People	Famous People	Tomb Raiders	Tomb Raiders
Skills:					
Controlling sounds through singing and playing (performing)	<p>Take part in singing.</p> <p>Follow instructions on when to sing or to play an instrument</p>	<p>Take part in singing showing awareness of melody - vocal sounds <i>John Kanaka and the ghosties'</i></p> <p>Follow instructions on how and when to sing/play an instrument - call and response song.</p> <p>Take notice of others when performing.</p> <p>Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking (triangle for long/drum for short)</p> <p>Imitate changes in pitch– high and low. - cuckoo call</p>	<p>Sing songs in ensemble following the tune (melody) well.</p> <p>Use voice to good effect understanding the importance of warming up first. (Exploring vocal sounds)</p> <p>Perform in ensemble with instructions from the leader (If you're feeling blue)</p> <p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration) - Toys - beat</p> <p>Carefully choose instruments to combine layers of sound, showing awareness of the combined effect.</p> <p>Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases - Ourselves - exploring</p>	<p>Sing songs from memory with accurate pitch and in tune.</p> <p>Show control in voice and pronounce the words in a song clearly (diction).</p> <p>Maintain a simple part within an ensemble - Ancient worlds</p> <p>Play notes on instruments clearly and include steps/ leaps in pitch.</p> <p>Improvise (including call and response) within a group using 1 or 2 notes.</p> <p>Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments.</p> <p>Sing songs confidently both solo and in groups</p>	<p>Sing in tune, breathe well, pronounce words, change pitch and dynamics.</p> <p>Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).</p> <p>Perform with control and awareness of what others are singing/ playing.</p> <p>Improvise within a group using more than 2 notes.</p> <p>Perform significant parts from memory and from notation, either on a musical instrument or vocally.</p> <p>Maintain a simple part within an ensemble</p>
Creating and developing musical ideas (composing)	<p>Clap short, rhythmic patterns</p> <p>Make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc...- timbre)</p>	<p>Carefully choose sounds to achieve an effect (including use of ICT).</p> <p>Order sounds to create an effect (structure- beginnings/endings).</p> <p>Create short musical patterns.</p> <p>Create sequences of long and short sounds- rhythmic patterns (duration) in different ways – e.g hitting, blowing, shaking, clapping.</p> <p>Control playing instruments so they sound as they should.</p> <p>Use pitch changes to communicate an idea.</p> <p>Start to compose with two or three notes.</p> <p>Create a simple rhythm by clapping or using percussion</p>	<p>Compose and perform melodies using two or three notes.</p> <p>Use sound to create abstract effects (including using ICT).</p> <p>Create/ improvise repeated patterns (ostinati) with a range of instruments.</p> <p>Effectively choose, order, combine and control sounds (texture/ structure).</p>	<p>Compose and perform melodies using three or four notes.</p> <p>Make creative use of the way sounds can be changed (accompaniments), organised and controlled (including ICT).</p> <p>Create accompaniments for tunes using drones or melodic ostinato (riffs).</p> <p>Create (dotted) rhythmic patterns with awareness of timbre and duration.</p> <p>Create and repeat extended rhythmic patterns, vocally or by clapping</p>	<p>Compose and perform melodies using four or five notes.</p> <p>Use a variety of different musical devices including melody, rhythms and chords.</p> <p>Record own compositions.</p> <p>Create own songs (raps- structure).</p> <p>Identify where to place emphasis and accents in a song to create effects (duration).</p> <p>Create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments</p>

<p>Responding and reviewing (appraising)</p>	<p>Take note of others when performing</p>	<p>Hear the pulse in music - beat</p> <p>Hear different moods in music - call and response song.</p> <p>Identify texture– one sound or several sounds?</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> <p>Say what they like or dislike about a piece of music - comparing the cuckoo versions.</p>	<p>Identify the pulse in music.</p> <p>Recognise changes in timbre (sound quality: smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p> <p>Start to recognise different instruments.</p> <p>Explain what they like about a piece of music and why</p>	<p>Internalise the pulse in music.</p> <p>Know the difference between pulse and rhythm.</p> <p>Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure.</p> <p>Use these words to identify where music works well/ needs improving.</p>	<p>Know how pulse stays the same but rhythm changes in a piece of music.</p> <p>Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</p> <p>Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p> <p>Identify orchestral family timbres.</p> <p>Identify cyclic patterns.</p>
<p>Listening and applying knowledge and understanding</p>	<p>Choose sounds to represent different things (the thunder, sea etc...)</p>	<p>Listen for different types of sounds.</p> <p>Know how sounds are made and changed.</p> <p>Make sounds with a slight difference, with help - faster/slower</p> <p>Use voice in different ways to create different effects.</p> <p>Begin to represent sounds with drawing</p> <p>Listen to a piece of music, describing if it is fast or slow, happy or sad</p>	<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p> <p>Make own sounds and symbols to make and record music.</p> <p>Start to look at basic formal notation- play by ear first.</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p> <p>Follow a simple piece of written rhythmic notation.</p> <p>Describe basic elements of a piece of music (e.g. pace, volume, emotion).</p> <p>Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder)</p>	<p>Use musical dimensions together to compose music.</p> <p>Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</p> <p>Play with a sound-than symbol approach.</p> <p>Use silence for effect and know symbol for a rest (duration).</p> <p>Describe different purposes of music in history/ other cultures.</p> <p>Use written symbols both standard and invented to represent sounds.</p> <p>Use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece.</p> <p>Recognise changes in the music using words like ‘pitch’ (high/low), ‘timbre’ (sound quality), ‘dynamics’ (loud or soft) and ‘tempo’ (fast or slow).</p>	<p>Combine sounds expressively (all dimensions).</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</p> <p>Know that sense of occasion affects performance.</p> <p>Describe different purposes of music in history/ other cultures.</p> <p>Follow a basic melody line, using standard notation.</p> <p>Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary.</p> <p>Describe how a piece of music makes them feel, making an attempt to explain why.</p> <p>Recall sounds with increasing aural memory</p>

Knowledge	Reception	Year 1	Year 2	Year 3	Year 4
<p><u>What does each lesson cover and how does it link together over time?</u> NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-4):</p> <p>M1: 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</p> <p>M2: 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</p> <p>M3: 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.</p>	<p>Children are encouraged to sing, dance and play percussion instruments across the curriculum, both as independent activities and adult led opportunities such as: Christmas songs, exploring dinosaur music and movement in PE, transport songs, matching music to movement by moving like different sea creatures.</p> <p>Harvest song - actions and sing</p>	<p>Ourselves: Exploring sound Explore vocal sounds. Listen to 'John Kanaka and the ghosties' and others & add body percussion and instruments.. Perform call/response song expressing mood with voice.</p> <p>Number: Beat Show steady beat from 'The Nutcracker Ballet Suite' and others Accompany with percussion and create class performance.</p> <p>Machines: Beat Listen to 'Copenhagen steam railway galop' and others Play instruments together getting faster/slower. Play a beat to a speed by a speedometer.</p> <p>Seasons: Pitch Listen to 'Cuckoo call' & 'Cuckoo in the tree' & sing the song/identify pitch. Mark steady beat with body percussion & practice chant. Listen to 'The cuckoo' from <i>The carnival of the animals</i> & compare instrumental version.</p> <p>Harvest song - learn poem and read with actions.</p>	<p>Ourselves: Exploring Explore vocal sounds. Listen to 'If you're feeling blue' and others. Add body percussion/vocal sounds/instruments to respond to song. Perform. Match sounds to mood.</p> <p>Toys: Beat Listen to 'Scooter girl and others' & learn song with faster/slower sections. Perform changes in tempo to match</p> <p>Number: Beat Listen to 'Schiarezula marazula' and others. Identify beat/rhythm pattern in dance music. & compose an ostinato for percussion using instruments.</p> <p>Seasons: Pitch Listen to 'Round the seasons' & learn to sing with makaton signs for the seasons. Sing an ostinato. Transfer vocal ostinato onto body percussion & instruments.</p> <p>Harvest song - rhyming poem to create as a class.</p>	<p>Ancient Worlds (Egyptian) Structure Recognise features of a layered structure. Rehearse a complete performance of <i>Amazing Procession</i> with chorus singing groups and instruments.</p> <p>Singing Spanish Pitch Learn to sing traditional Spanish songs. Create accompaniments. Perform <i>Chocolate, molinillo</i> with maracas and tuned instruments.</p> <p>Poetry Performance Listen to "From a railway carriage" and others. Combine the poem and ostinati in a performance. Perform arrangement of percussion and voices & evaluate</p> <p>Environment Composition Listen to "Vivaldi's Four Seasons" and others. Select different timbres. Compose and introduction to a song inspired by listening extracts.</p> <p>Harvest acrostic poem - written and sang</p>	<p>Ancient Worlds (Egyptian) Structure Recognise features of a layered structure. Rehearse a complete performance of <i>Amazing Procession</i> with chorus singing groups and instruments.</p> <p>Singing Spanish Pitch Learn to sing traditional Spanish songs. Create accompaniments. Perform <i>Chocolate, molinillo</i> with maracas and tuned instruments.</p> <p>Poetry Performance Listen to "From a railway carriage" and others. Combine the poem and ostinati in a performance. Perform arrangement of percussion and voices & evaluate</p> <p>Environment Composition Listen to "Vivaldi's Four Seasons" and others. Select different timbres. Compose and introduction to a song inspired by listening extracts.</p> <p>Harvest acrostic poem - written and sang</p>