

**Music**

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
<b>Topic</b>	Dinosaurs/ Traditional tales	London	London	Disappearing Rainforest	Disappearing Rainforest
<b>Skills:</b>					
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.</p> <p>Follow instructions on how and when to sing/play an instrument.</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 - weather .</p> <p>Imitate changes in pitch– high and low - animal and weather</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.</p> <p>Perform in ensemble with instructions from the leader.</p> <p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration) ( beat - patterns- 2 diff beat patterns)</p> <p>Carefully choose instruments to combine layers of sound, showing awareness of the combined effect - water on chime bars.</p> <p>Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases</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.</p> <p>Play notes on instruments clearly and include steps/ leaps in pitch - Around the world.</p> <p>Improvise (including call and response) within a group using 1 or 2 notes- building.</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 - building.</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 - when filming soundscape, making beats in Pattern).</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 - weather.</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>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 (2 beat) (ostinati) with a range of instruments.</p> <p>Effectively choose, order, combine and control sounds (texture/ structure).</p>	<p>Compose (rondo) and perform melodies using three or four notes.</p> <p>Make creative use of the way sounds can be changed, 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 (rondo) 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) - beatbox</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>

		<b>Create a simple rhythm by clapping or using percussion</b>			
<b>Responding and reviewing (appraising)</b>	<b>Take note of others when performing</b>	<p><b>Hear the pulse in music - beat.</b></p> <p>Hear different moods in music.</p> <p><b>Identify texture– one sound or several sounds? Animal noises</b></p> <p><b>Choose sounds to represent different things - weather</b> (ideas, thoughts, feelings, moods etc.).</p> <p><b>Say what they like or dislike about a piece of music</b></p>	<p><b>Identify the pulse in music.</b></p> <p><b>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).</b></p> <p><b>Start to recognise different instruments.</b></p> <p><b>Explain what they like about a piece of music and why</b></p>	<p><b>Internalise the pulse in music.</b></p> <p><b>Know the difference between pulse and rhythm.</b></p> <p><b>Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure.</b></p> <p><b>Use these words to identify where music works well/ needs improving.</b></p>	<p><b>Know how pulse stays the same but rhythm changes in a piece of music.</b></p> <p>Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</p> <p><b>Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</b></p> <p>Identify orchestral family timbres. Identify cyclic patterns.</p>
<b>Listening and applying knowledge and understanding</b>	<b>Choose sounds to represent different things (the thunder, sea etc...)</b>	<p><b>Listen for different types of sounds.</b></p> <p><b>Know how sounds are made and changed. Make sounds with a slight difference, with help - pitch.</b></p> <p><b>Use voice in different ways to create different effects - chants.</b></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><b>Listen carefully and recall short rhythmic and melodic patterns.</b></p> <p><b>Use changes in dynamics, timbre and pitch to organise music - pitch lines.</b></p> <p><b>Change sounds to suit a situation - nutcracker - music to suit situation.</b></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><b>Know music can be played or listened to for a variety of purposes (in history/ different cultures).</b></p> <p><b>Follow a simple piece of written rhythmic notation.</b></p> <p><b>Describe basic elements of a piece of music (e.g. pace, volume, emotion).</b></p> <p><b>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) - nutcracker</b></p>	<p><b>Use musical dimensions together to compose music.</b></p> <p><b>Know number of beats</b> 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><b>Describe different purposes of music in history/ other cultures.</b></p> <p>Use written symbols both standard and invented to represent sounds.</p> <p><b>Use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece.</b></p> <p><b>Recognise changes in the music using words like ‘pitch’ (high/low), ‘timbre’ (sound quality), ‘dynamics’ (loud or soft) and ‘tempo’ (fast or slow).</b></p>	<p><b>Combine sounds expressively (all dimensions).</b></p> <p><b>Read notes and know how many beats they represent</b> (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</p> <p><b>Know that sense of occasion affects performance.</b></p> <p><b>Describe different purposes of music in history/ other cultures.</b></p> <p><b>Follow a basic melody line, using standard notation.</b></p> <p><b>Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary.</b></p> <p>Describe how a piece of music makes them feel, making an attempt to explain why.</p> <p><b>Recall sounds with increasing aural memory</b></p>
<b>Knowledge</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>

<p><b>What does each lesson cover and how does it link together over time? NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-4):</b></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><b>Our school:</b> Exploring sound Listen to 'classroom sounds' and others. Explore materials/sounds of percussion instruments. Film the N,S,E &amp; W of the school. Create a soundscape.</p> <p><b>Pattern:</b> Beat Listen to 'Creature beat' and others. Find different ways of marking a strong beat using technology</p> <p><b>Animals:</b> Pitch Move like animals listening to 'Noises in the night' &amp; others. perform a chant using high/low pitched voices. Compare pitch of different animal sounds using voices.</p> <p><b>Weather:</b> Pitch Listen to 'Mr Wind' &amp; others perform action song. Make wind sounds using voice &amp; body percussion. Explore instrumental sounds for thunder, wind &amp; rain.</p>	<p><b>Water:</b> Pitch Perform percussion listening to 'Frog score' and others. Learn to play musical effects on chime bars to describe water. Explore musical ideas using tuned/untuned percussion instruments.</p> <p><b>Pattern:</b> Beat Listen to 'Spider song' and others &amp; count 4-beat pattern. Listen to 'insect leg dance' &amp; perform a song with 2 diff beat patterns.</p> <p><b>Animals:</b> Pitch Listen to 'The lion sleeps tonight' &amp; perform actions Create pitch lines to represent variation. Perform with pitch line compositions.</p> <p><b>Storytime:</b> Exploring sounds Identify 2 percussion instruments played at the same time by their sound. Listen to 'The Nutcracker' &amp; consider how music reflects the actions. Perform music depicting the nutcracker storyboard</p>	<p><b>Sounds</b> Exploring Learn songs which include beatbox sounds Listen to <i>When the Saints</i> and others and identify well known instruments. Sing a 3-part round</p> <p><b>Recycling</b> Structure Accompany a movie using paper sounds and performance art. Use junk instruments (add to <i>Jazz Junk</i>) and compose a rondo.</p> <p><b>Building</b> Beat Create a layered rhythm piece. Identify the structure of "Departure" from "Winter Bonfire". Improvise melodies on a rondo performance.</p> <p><b>Around the World</b> Pitch Listen to pentatonic melodies in <i>Swing Low, Sweet Chariot</i> and others. Follow the pitch shape of a melody with audio and notation. Play tuned percussions.</p>	<p><b>Sounds</b> Exploring Learn songs which include beatbox sounds Listen to <i>When the Saints</i> and others and identify well known instruments. Sing a 3-part round</p> <p><b>Recycling</b> Structure Accompany a movie using paper sounds and performance art. Use junk instruments (add to <i>Jazz Junk</i>) and compose a rondo.</p> <p><b>Building</b> Beat Create a layered rhythm piece. Identify the structure of "Departure" from "Winter Bonfire". Improvise melodies on a rondo performance.</p> <p><b>Around the World</b> Pitch Listen to pentatonic melodies in <i>Swing Low, Sweet Chariot</i> and others. Follow the pitch shape of a melody with audio and notation. Play tuned percussions.</p>
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