

Music

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	Transport / Pirates under the sea	Explore the world	Explore the world	We'll meet again (WW2)	We'll meet again (WW2)
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.</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 .</p> <p>Imitate changes in pitch– high and low.</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).</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</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.</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, 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 (steady beat).</p> <p>Hear different moods in music.</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</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. - metre</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. - Canterbury bells</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. 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. Make sounds with a slight difference, with help.</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./make a map</p> <p>Start to look at basic formal notation- picture score - 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 - knights and heroes (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>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): 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 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 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>Storytime: Exploring sound Listen to 'The dance of the sugar plum fairy' & match it to picture. Listen to 'The three little pigs rap' & perform sections of rap with rhythmic vocal sound effects & untuned percussion. Our bodies: Beat Listen to 'Do as I'm doing' and others Add instruments/vocals & perform. Identify recurring rhythm pattern' & create verses to make new rhythm patterns. Travel: Performance Listen to 'Shoes a-go-go' and others & chant/step to the beat. Sing a cumulative action song with improvised actions. Perform rhythm patterns on untuned instruments with chant. Water: Pitch Listen to 'Row your boat and others' & learn to play descending melody using chime bars & perform using vocals focusing on pitch</p>	<p>Travel: Performance Listen to 'Simama Kaa and others'. Layer 4 repeating patterns to create own beat using instruments. Improvise descriptive music following a picture score & perform. Weather: Pitch Listen to 'Waiting for the bus and others' & perform chant rhythmically & with actions. Perform vocal & instrumental ostinati also using body percussion. Listen to 'Vivaldi's Winter - 'The Four Seasons' & think how the music depicts the weather. Our land: Sounds Listen to 'Loch Ness Myth and others' Explore instrumental sounds to accompany knights/heroes myths. Rehearse vocal sounds/chants & instrumental sounds & record/make a map of myths slide show. Our bodies - Beat Listen to 'The Wagon passes' & recognise/respond to ostinato using body percussion. Use instruments to combine 3 steady beats on instruments.</p>	<p>Communication Composition Identify musical features. Create lyrics for rapped verses. Learn and perform a chordal accompaniment for <i>Why, how, what</i> Time Beat Listen to <i>Canterbury Bells</i>. Identify the metre Use notation and play chime sections. Listen to syncopation. Perform a new suite of music for <i>Cinderella</i> In the past Notation Perform rhythmic and melodic ostinati. Learn a Renaissance dance melody with rhythm accompaniment. Perform a simplified version of <i>Wagner's Bridal March</i>. Food and Drink Performances Compose and perform new rhythms in rondo structure. Learn instrumental accompaniments to add to a song performance "Cooking pot band"</p>	<p>Communication Composition Identify musical features. Create lyrics for rapped verses. Learn and perform a chordal accompaniment for <i>Why, how, what</i> Time Beat Listen to <i>Canterbury Bells</i>. Identify the metre Use notation and play chime sections. Listen to syncopation. Perform a new suite of music for <i>Cinderella</i> In the past Notation Perform rhythmic and melodic ostinati. Learn a Renaissance dance melody with rhythm accompaniment. Perform a simplified version of <i>Wagner's Bridal March</i>. Food and Drink Performances Compose and perform new rhythms in rondo structure. Learn instrumental accompaniments to add to a song performance "Cooking pot band"</p>