

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Main topics	<p>Religious festivals.</p> <p>Cultures around the world.</p> <p>National festivals – St. Georges day, Burns night etc.</p> <p>Songs taught relating to these topics -</p> <ul style="list-style-type: none"> -Nocturnal and diurnal. -People who help us. -minibeasts -Commotion in the ocean. 	<p>Little Red Riding Hood (BBC)</p> <p>Ten pieces – BBC music</p> <p>Finlandia</p> <p>Bring the noise (Take you home)</p> <p>Countries and cultures (African drumming)</p> <p>Songs taught related to these topics:</p> <ul style="list-style-type: none"> -Transport -Plants -Seasons -Animals -PSHE 	<p>Long and short sounds</p> <p>Rhythm and beat</p> <p>Instruments and pitch</p> <p>Compose using symbols</p> <p>Accompany music</p> <p>Performing and playing instruments</p>	<p>Composition / Musical stories</p> <p>The Orchestra</p> <p>Music from around the world</p> <p>Ancient Greek music and instruments</p> <p>Painting with sounds</p>	<p>Rhythm of time</p> <p>Environmental music/ WW2 compositions/poetry</p> <p>Rhythmic drumming</p>	<p>Conducting</p> <p>Jazz</p> <p>Tudors</p>	<p>Jazz and Blues and Improvisation</p> <p>History of music (Ancient Egypt /Victorians focus)</p> <p>Three part harmony singing</p>

<p>What children will know</p>	<p>Children will know that different instruments make different sounds.</p> <p>Children understand that you can change the sound of an instrument through the way that you play it – e.g. hitting a drum with a hard stick, a softer stick, our hands, a pen etc.</p> <p>Children build a repertoire of songs and dances.</p> <p>Children are aware of songs and music from different cultures and religions.</p>	<p>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>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</p>	<p>Know that sounds can be long and short. Understand that our voices and instruments can make long and short sounds. Identify sequences of long and short sounds in the <i>Tinga layo rhythms</i>.</p> <p>Understand that beats and rhythm are used to create music. Know how to use beats and rhythm to create music.</p> <p>Identify different instruments and understand the sounds they can make. Know what pitch is and how to change, respond and control pitch.</p>	<p>Class/ group compositions based on Peter and the Wolf. Creating own animal stories + group compositions for them. Developing appreciation of different timbres and how important they are in musical story-telling.</p> <p>Learning about the instruments in each family. Listening to a wide selection of orchestral music, featuring individual instruments. Learn what a Concerto is and how to appreciate its musical structure. Develop use of musical language in appraisal of</p>	<p>Revising duration and note values. Developing an internal pulse. Identifying metre in a piece of music. Identifying and performing ostinato accompaniments. Developing choral speaking. Reading rhythms in staff notation. The four seasons and different environments provide the stimuli for compositions. Discover how the environment has inspired composers throughout history. Exploring different timbres to accompany a poem. Explore music and poetry in WW2 and what lasting</p>	<p>Learn about different metres (times) in music. Conduct 2, 3 and 4 time music. - Develop ability to recognise 2, 3 and 4 time music. Writing lyrics for a class version of a community song based on local places of interest. Listening and appraising different genres/ styles.</p> <p>Begin Grade 1 Music theory book.</p> <p>Make junk instruments to perform jazz patterns on. Understanding syncopation. Interpreting notation and improvising. Understanding ABA Ternary and</p>	<p>Listen to jazz and blues music from a range of time periods – discuss the progressions and stylistic qualities using musical terminology. Play Duke Ellington’s C-Jam Blues together on tuned instruments. - Improvise for 8 counts while the rest of the class play the 12 bar blues. - Compose and perform a 12 Bar Blues with chords, riff and improvisations. Explore the history of music and musical instruments. Develop knowledge of Ancient music and instruments (Africa, Asia, Egypt), Medieval,</p>
---------------------------------------	---	---	---	---	---	---	--

		musical excellence	<p>Know that symbols can be used to represent sounds. Understand how symbols can be used to compose changing sounds.</p> <p>Understand that music can be used to accompany stories to help tell stories and convey the mood.</p> <p>Know that their voice can be used expressively and creatively by singing songs. Understand how to play tuned and untuned instruments to perform songs.</p>	<p>orchestral pieces. Creating a class orchestra with classroom instruments (Creepy Crotchets – percussion piece Understanding the pentatonic scale. Listen to and play music from China, Africa, India. Improvise and compose, using the pentatonic scale. Play tuned percussion reading graphic scores. Develop their awareness and appreciation of music from around the world through folktales and learn to sing in different languages. Compare ragas with pentatonic scales and the western solfa scale. Develop</p>	<p>affect it had on people. Exploring combinations of different timbres to accompany a song. Learn how to accompany a song with drone and ostinato on a variety of tuned instruments for a class performance. Compose an introduction of a song.</p> <p>Develop ability to copy increasingly challenging rhythms. Recall sounds with increasing aural memory. Develop effective improvising within a pulse.</p>	<p>Rondo music structures. - Watch a 'Stomp' clip and compose sequences using junk instruments, moving and body percussion. Explore music of the Tudor times. Identify the characteristics of Baroque music. Learn about the evolution of instruments, compositions, musical styles and famous/iconic composers.</p>	<p>Renaissance, Baroque and Classical/Romantic music. Learn about the evolution of instruments, compositions, musical styles and famous/iconic composers. Looking at the different decades (1920's - 2010's) and developing an understanding of how not only instruments have evolved and changed but musical styles too. Recap and expand on Jazz and Blues. Learn about Bebop, Ragtime, Rock 'n' Roll, Pop, R&B, Soul, Funk, Country, Folk, Rock, Disco, Punk, Hip hop and Dance. Learn to play different styles of music as</p>
--	--	--------------------	--	---	---	--	--

				<p>confidence and accuracy of performance.</p> <p>Sing songs in multiple parts with increasing confidence. Understanding that melodies have phrases. Exploring layers in musical structure. Identifying key features of minimalist structure.</p>			<p>well as sing songs from the different decades. Singing in 3 part harmony Developing song cycles for performance, incorporating mixed media. - Learn to sing major and minor note patterns accurately.</p>
--	--	--	--	---	--	--	--

<p>What skills will children Develop?</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing their compositions.</p> <p>Children represent their own ideas, thoughts and feelings through music.</p> <p>Children can hear the words to a song, sung by another child or adult and repeat the words, simultaneously learning the tune.</p> <p>Children can repeat a simple pattern made by clapping, stamping etc.</p>	<p>Create their own graphic score.</p> <p>To recognise tempo and pitch in music.</p> <p>To 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>To recognise rhythm and beat in a piece of music. To create their own beat.</p>	<p>Identify long and short sounds. Use voice and instruments to create long and short sounds. Create sequences using long and short sounds.</p> <p>Identify beats and rhythm in songs. Create music with beats and rhythm. Perform different rhythms to a beat accompanied with instruments.</p> <p>Identify instruments and their sounds. Observe how sounds can be changed. Perform using instruments with different pitches.</p>	<p>Identify timbres in music and be able to use them in their own compositions</p> <p>Compose coherent pieces of music with instruments and/or body percussion.</p> <p>Identify families and instruments of the orchestra both visually and aurally. Identify a concerto and use musical language to describe and analyse orchestral pieces.</p> <p>Identify the pentatonic scale visually and aurally. Compare and know the difference between the solfa and pentatonic scale. Identify traditional music</p>	<p>Recognise a range of different instruments and the sounds they make. Confidently recognise a range of music styles and traditions and know the basic style indicators.</p> <p>Use musical language to appraise a piece or style of music.</p> <p>Sing as part of an ensemble with increased confidence and precision. Play or sing in solo or ensemble performance with increased confidence.</p> <p>Listen to and recall sounds and rhythms with increasing aural memory.</p>	<p>Understand and demonstrate how pulse and rhythm work together.</p> <p>Compose complex rhythms from increasing aural memory.</p> <p>Use and understand basic formal written notation.</p> <p>By the end of the year children will have completed Grade 1 theory book and have a basic understanding of it all.</p> <p>Sing and play in ensemble or solo performance with increased confidence and accuracy.</p>	<p>Use musical terminology to describe jazz and blue characteristics.</p> <p>Play/sing in performance with full confidence.</p> <p>Compose with chords, riffs and improvise with increased confidence.</p> <p>Identify genres of music and their stylistic characteristics with increased confidence.</p> <p>Begin to read music and sing with increased confidence in three parts.</p>
--	---	---	---	--	---	---	---

			<p>symbols used to represent sounds. Compose music using symbols to represent sounds. Compose using symbols to represent changing sounds.</p> <p>Observe how music is used to accompany and tell stories to convey mood. Identify how music can be used to convey mood. Use music to accompany stories to convey mood.</p> <p>Sing songs expressively and creatively. Play tuned and untuned instruments musically. Perform graduation songs.</p>	<p>from China, Africa, India. Play tuned percussion reading graphic scores. Be able to sing in different languages.</p> <p>Sing in two/three-part harmony with greater confidence. Identify ancient Greek instruments and music. Play and perform with greater confidence and artistic qualities.</p>			
--	--	--	---	---	--	--	--

Vocabulary	<p>Songs Tune Melody Instrument Fast Slow Rhythm Rhyme Pitch Tempo Beat Expression</p>	<p>Songs Chants Rhymes Tune Melody Instruments Tuned Untuned Fast Slow Rhythm Rhyme Pitch Tempo Beat Body percussion</p>	<p>Long sounds, short sounds, voice, instrument, sequences, rhythm</p> <p>Beats, rhythm, instrument, pitch, sounds</p> <p>Beats, rhythm, instrument, pitch,</p>	<p>Conductor, composer, timbre, minim and semibreve rests, concerto, orchestral families and their instruments.</p> <p>Pentatonic scale, ragas, improvising,</p>	<p>Duration, ostinato, graphic and staff notation, metre, chords, musical structure: ternary form, major/minor, tones/ semitones, fanfare and tablature.</p> <p>Timbre, composition, djembe, call and response, pentatonic melodies and</p>	<p>Metres - 2, 3 and 4 time, lyric writing, appraising, dynamics, texture, rhythm, melodic ostinato, staff notation, time signatures, dotted notes, stave, bass and treble clefs.</p> <p>Major/ minor scales, accidentals, semitones, tones, ties, slurs,</p>	<p>Jazz, swing, big band instruments, 12 bar blues, riff, improvisation. Djembe, aural memory, effective improvising, call and response, rhythm cycles, descriptive composition, finale. Modern genres: Bebop, Ragtime, Rock 'n' Roll, Pop, R&B, Soul, Funk, Country, Folk,</p>

			<p>sounds, change, respond, control</p> <p>Compose, symbols, represent, sounds</p> <p>Accompany, stories, music, convey, mood, sound, instruments, beat, rhythm</p> <p>Sing, voice, tuned, untuned, instruments, perform</p>	<p>composing, graphic scores</p> <p>Melodic phrases, texture, minimalist structure</p>	<p>syncopated rhythms.</p> <p>Ensemble skills, drone, ostinato, song introduction, genres.</p>	<p>syncopation, improvisation, Ternary and Rondo music structures</p> <p>Italian musical terms (performance directions), intervals, tonic triads, upbeats, beaming notes, Gamelan instruments, texture, genres: Medieval, Renaissance, Baroque and Classical/Romantic music</p>	<p>Rock, Disco, Punk, Hip hop and Dance</p>
--	--	--	--	--	--	---	---