

Menston Primary School Music Long-Term Overview 2023-24



EYFS

Celebration Music

Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.

Exploring Sound

Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment

Music and Movement

Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.

Musical Stories

A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.

Big Band

Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn half term 1	<p>Pulse and rhythm (Theme: All about me)</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm. Describing the character, mood, or 'story' of the music they listen to (verbally or through movement). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. 	<p>Musical me</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> Recognising timbre changes and structural features in music they listen to. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work. Selecting and creating longer sequences of appropriate sounds with voices or 	<p>Creating compositions in response to an animation. (Theme: Mountains)</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. 	<p>Body and tuned percussion (Theme: Rainforests)</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> Identifying gradual dynamic and tempo changes within a piece of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decelendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. 	<p>Songs of WW2 (from Year 6 Sp 1)</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. 	<p>Looping and remixing (Year 5 Sum 1)</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed

	<ul style="list-style-type: none"> Combining instrumental and vocal sounds within a given structure. Using their voices expressively to speak and chant Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. Copying back short rhythmic and melodic phrases on percussion instruments. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of 	<p>instruments to represent a given idea or character.</p> <ul style="list-style-type: none"> Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. 	<ul style="list-style-type: none"> Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. <p>Key knowledge:</p>	<ul style="list-style-type: none"> Using musical vocabulary when discussing improvements to their own and others' work. Composing a coherent piece of music in a given style with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others work, using musical vocabulary. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that deciding the structure of music when composing can help us create 	<ul style="list-style-type: none"> Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the 	<p>musical vocabulary</p> <ul style="list-style-type: none"> Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition
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	<p>music can get faster or slower.</p> <ul style="list-style-type: none"> To know that a piece of music can have more than one section, e.g. a verse and a chorus 	<ul style="list-style-type: none"> Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it. To understand that 'accompaniment' can mean playing instruments along with a song. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. 	<ul style="list-style-type: none"> To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble. 	<p>interesting music with contrasting sections.</p> <ul style="list-style-type: none"> To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music 	<p>interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <ul style="list-style-type: none"> Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. A 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because 	<p>using all the inter-related dimensions of music to add musical interest.</p> <ul style="list-style-type: none"> Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple
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					it uses a different rhythm as well as complementary notes.	<p>staff notation.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. • To know that a loop is a repeated rhythm or melody, and is another word for ostinato. • To know that remix is music that has been changed, usually so it is suitable for dancing to.
NC mapping						
Vocabulary	Rhythm	rhythm	influence	pitter	music	accuracy

	Pulse	pulse dynamics timbre beat melody notation	listen dynamics timbre pitch repeated rhythm pattern notation ensemble compose	patter raindrop clapping clicking body percussion tempo rhythm boom snap structure texture contrast higher lower compose loop melody pitch inspiration keyboard	morale Britain troops frontline Vera Lynn contrast tempo higher and lower diaphragm melody phrase graphic score pitch Do Re Mi Fa So La Ti counter-melody harmony Solfa	backbeat body percussion fragment layers loop looped rhythm melody melody line notation ostinato remix rhythm riff structure
Link						
Links (wider curriculum)				Year 4 Science: Sound		
Commentary	This unit builds on children's experiences from EYFS where they explore music through the 'Being Imaginative' strand. This unit links to songs learnt and performed for harvest. This unit prepares children for the Year 2 'Musical Me'	This unit builds on children's experiences from Year 1 where they explored the pulse and learnt what rhythm is. This unit links to preparations for Harvest assembly songs, singing in unison and adding actions to repeated patterns. This unit prepares children for further understanding of melody and ensemble work which they will do in Year 3 'Creating Compositions'.	This unit builds on children's experiences from KS1, where they explored pulse, rhythm, melody and singing in unison as a group. This unit prepares children for Year 4 'Body and tuned percussion' where they combine different rhythms and have a variety of tempo changes.	This unit builds on children's experiences of exploring rhythm and pulse in KS1 as well as their work in Y3 where pulse and rhythm are further explored This unit prepares children for exploring rhythm further and singing together in their Y5 unit 'Songs of WW2'	This unit builds on children's experiences from LKS2 where they developed singing as part of an ensemble and also explored pitch and rhythm further. This unit prepares children for looking at loop usually being a repeated rhythm or melody in the Year 6 unit 'Looping and remixing'.	This unit builds on children's experiences from LKS2 pitch / tempo / rhythm work . This unit prepares children for secondary school music.

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn half term 2	<p><u>Timbre and rhythmic patterns</u> (Theme: fairy tales) <u>Key skills:</u></p> <ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes. • Describing the character, mood, or 'story' of music they listen to (verbally or through movement). • Describing the differences between two pieces of music. • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. • Selecting and creating short sequences of sound with voices or instruments to 	<p><u>On this island: British songs and sounds</u> <u>Key skills:</u></p> <ul style="list-style-type: none"> • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). 	<p><u>Traditional instruments and improvisation</u> (Theme: India) <u>Key skills:</u></p> <ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing 	<p><u>Adapting and transposing motifs</u> (Theme: Romans) <u>Key skills:</u></p> <ul style="list-style-type: none"> • Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Composing a coherent piece of music in a given 	<p><u>Samba and carnival sounds and instruments</u> (Year 4 Sum 1) <u>Key skills:</u></p> <ul style="list-style-type: none"> • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Beginning to improvise musically within a given style. • Creating a piece of music with at least four 	<p><u>Theme and variations (Theme: Pop Art)</u> <u>Key skills:</u></p> <ul style="list-style-type: none"> • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to

	<p>represent a given idea or character.</p> <ul style="list-style-type: none"> Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Using their voices expressively to speak and chant. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936. 	<ul style="list-style-type: none"> Singing short songs from memory, with melodic and rhythmic accuracy. Performing expressively using dynamics and timbre to alter sounds as appropriate. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music. 	<p>improvements to their own and others' work.</p> <ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that Indian music uses all of the sounds in between the 12 'notes' that we 	<p>style with voices, bodies and instruments.</p> <ul style="list-style-type: none"> Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Suggesting improvements to others work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control 	<p>different layers and a clear structure.</p> <ul style="list-style-type: none"> Suggesting improvements to others' work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance Playing syncopated rhythms with accuracy, control and fluency. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. To understand that a rhythmic break is a place in the music where 	<p>musical vocabulary.</p> <ul style="list-style-type: none"> Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered
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			<p>are used to in western music.</p> <ul style="list-style-type: none"> • To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. • To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'. • To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. • To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. 	<p>of subtle dynamic changes.</p> <ul style="list-style-type: none"> • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. <p>Key knowledge:</p> <ul style="list-style-type: none"> • To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). • To know that 'transposing' a melody means changing its key, making it higher or lower pitched. • To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. 	<p>some of the instruments play a new rhythm before going back to the original rhythms.</p>	<p>piece of music from a given stimulus with voices, bodies and Instruments.</p> <ul style="list-style-type: none"> • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Constructively critique their own and others' work, using musical vocabulary. • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in
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						<p>time and communicating with the group.</p> <ul style="list-style-type: none">• Performing with accuracy and fluency from graphic and staff notation and from their own notation. <p>Key knowledge:</p> <ul style="list-style-type: none">• To know that a 'theme' is a main melody in a piece of music.• To know that 'variations' in music are when a main melody is changed in some way throughout the piece.• To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p>
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NC mapping						
Vocabulary	<p>timbre pulse rhythm syllables strings timpani oboe clarinet bassoon french horn flute</p>	<p>composition duration dynamics inspiration pitch structure tempo texture timbre</p>	<p>Bollywood drone dynamics notation rag sitar tabla tanpura tala tempo</p>	<p>in-time in-tune key key signature loop lyrics minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps tempo transpose tuned instrument vocal warm-ups</p>	<p>Crescendo cowbell dynamics ensemble features ganza influenced metronome off-beat percussion pulse repique rhythm rhythmic break Samba Samba breaks structure surdo syncopated rhythms tamborim texture unison untuned percussion</p>	<p>3/4 time 4/4 time accidentals body percussion diaphragm legato motif orchestra percussion phrases pitch pizzicato pulse quaver rhythm rhythmic elements section semi-quaver staccato tempo theme TIKI-TIKI, TI-TIKI, TIKI-TI translate variations vocal line woodwind</p>
Link						
Links (wider curriculum)						
Commentary	<p>This unit builds on children’s experience of finding the beat / rhythm and pulse in Autumn 1.</p> <p>This unit prepares children for developing their knowledge of timbre and pulse in Year 2.</p>	<p>This unit builds on children’s experiences from across EYFS and Year 1 where they developed understanding of beat, pulse and tempo.</p> <p>This unit prepares children for further development of dynamics, tempo and pitch in Year 3 and 4.</p>	<p>This unit builds on children’s experiences from EYFS and year 2 ‘dynamics and tempo’.</p> <p>This unit prepares children for ‘Adapting and transposing’ unit in Year 4 where they learn that transposing a melody is</p>	<p>This unit builds on children’s experiences from Year 1 exploring musical notes, Year 2 exploring feelings through music and Year 3 exploring traditional instruments and music from across cultures.</p>	<p>This unit builds on children’s experiences from Year 3 ‘traditional instruments and improvisation’.</p>	<p>This unit builds on children’s experiences from KS1 where the explored pitch / rhythm for through traditional tales. It also builds on units in Y____</p>

			changing or adapting a key or pitch.	This unit prepares children for exploring other musical genres and styles.		
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Spring half term 1</p> <p>BBC TENS PIECE INSTEAD CHANGED UNITS ROUND</p>	<ul style="list-style-type: none"> • . <p>Musical vocabulary (Theme: Musical Instruments)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Recognising and describing the character, mood and texture of music. • Understanding the relationship between musical vocabulary and the music they listen to. • Recognising basic musical vocabulary. • Describing the character, mood and texture of music. • Describing the different parts of a piece of music. • Selecting and creating musical vocabulary. • Combining instrumental and vocal patterns within a given structure. • Creating simple musical pieces. • Choosing dynamics and tempo. • Copying back sheet music. • Responding to simple musical pieces. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To understand that pitch means how high or low a note sounds. • To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. • To know that music has layers called 'texture'. 	<p>Myths and legends</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Recognising timbre changes in music they listen to. • Recognising structural features in music they listen to. • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Suggesting improvements to their own and others' work. • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Choosing appropriate dynamics, tempo 	<p>Pentatonic melodies and composition</p> <p>(Theme: Chinese New Year)</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary 	<p>Changes in pitch, temp and dynamics</p> <p>(Theme: Rivers)</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to 	<p>Blues</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Improvising coherently within a given style. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. 	<p>Dynamics, pitch and tempo</p> <p>(Theme: Fingal's Cave)</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Using musical vocabulary correctly when describing and

		<p>and timbre for a piece of music.</p> <ul style="list-style-type: none"> Using letter name and graphic notation to represent the details of their composition. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. <p>Key knowledge:</p> <ul style="list-style-type: none"> Know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917. 	<p>(related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <ul style="list-style-type: none"> Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, 	<p>their own and others' work.</p> <ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. 	<ul style="list-style-type: none"> Suggesting and demonstrating improvements to own and others' work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that a chord is the layering of 	<p>evaluating the features of a piece of music.</p> <ul style="list-style-type: none"> Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition
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incorporating rhythm and pitch and being able to identify these symbols using musical terminology

Key knowledge:

- To know that the word 'crescendo' means a sound getting gradually louder.
- To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.
- To understand that a pentatonic melody uses only the five notes C D E G A.

Key knowledge:

- To know that when you sing without accompaniment it is called 'A Cappella'.
- To know that harmony means playing two notes at the same time that usually sound good together.
- To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice
- To know that 'performance directions' are words added to musical notation to tell the performers how to play.

several pitches played at the same time.

- To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.
- To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.
- To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.
- To understand that a chord is the layering of several pitches played at the same time.

and changes in dynamics, pitch and texture.

- Recording own composition using appropriate forms of notation and/or technology.
- Constructively critiquing their own and others' work, using musical vocabulary.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- Performing a solo or taking a leadership role within a performance
- Performing with accuracy

						<p>and fluency from graphic and staff notation and from their own notation.</p> <ul style="list-style-type: none">• Performing by following a conductor's cues and directions. <p><u>Key knowledge:</u></p> <ul style="list-style-type: none">• To know that the conductor beats time to help the performers work well together.• To understand that improvisation means making up music 'on the spot'.• To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.
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						<ul style="list-style-type: none"> To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.
NC mapping						
Vocabulary	<p>pulse</p> <p>dynamics</p> <p>tempo</p> <p>celeste</p>	<p>beat</p> <p>compose</p> <p>composition</p> <p>dynamics</p> <p>graphic score</p> <p>legend</p> <p>melody</p> <p>myth</p> <p>notation</p> <p>pitch</p>	<p>tempo</p> <p>crescendo</p> <p>dynamics</p> <p>timbre</p> <p>duration</p>	<p>a cappella</p> <p>breathing</p> <p>dynamics</p> <p>harmony</p> <p>listen</p> <p>texture</p> <p>tempo</p> <p>ostinato</p> <p>percussion</p> <p>layer</p>	<p>Blues</p> <p>chord</p> <p>12-bar Blues</p> <p>bar</p> <p>scale</p> <p>Blues scale</p> <p>bent notes</p> <p>ascending scale</p> <p>descending scale</p> <p>improvisation</p>	<p>audio/video</p> <p>depicting</p> <p>texture</p> <p>pitch</p> <p>dynamics</p> <p>conductor</p> <p>improvisation</p> <p>notation</p> <p>graphic score</p> <p>composition</p>

	timbre pitch rhythm structure texture graphic score	rhythm stave notation structure tempo texture timbre				practising group work ensemble
Link						
Links (wider curriculum)						
Commentary	<p>This unit builds on children’s learning about beat in a piece of music and how it can tell a story which EYFS cover.</p> <p>It prepares children for learning about keeping a steady pulse and melody in Year 2.</p>	<p>This unit builds on children’s experiences from exploration of songs and instruments in EYFS.</p> <p>This unit prepares children for melodies and composition in Year 3.</p>	<p>This unit builds on children’s experiences from KS1 where they use traditional tales to deepen understanding of rhythm and pulse.</p> <p>This unit prepares children for further development of compositions in Year 4 and 5.</p>	<p>This unit builds pitch, tempo and dynamics from KS1 and Year 3 units.</p>	<p>This unit builds on children’s experiences of discussing different genres, styles and traditions of music using musical vocabulary.</p> <p>This unit prepares children for</p>	<p>This unit builds on children’s knowledge of pitch, dynamics and tempo across KS1 and more so in KS2.</p> <p>This unit prepares children for Secondary school music.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring half term 2	<p><u>Pitch and temp</u> (Theme: Superheroes) <u>Key skills:</u></p> <ul style="list-style-type: none"> Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or ‘story’ 	<p><u>Orchestral instruments</u> (Theme: Traditional stories) <u>Key skills:</u></p> <ul style="list-style-type: none"> Recognising timbre changes and structural features in music they listen to. 	Whole class brass lessons	<p><u>Developing singing technique</u> (Theme: The Vikings) <u>Key skills:</u></p> <ul style="list-style-type: none"> Understanding that music from different parts of the world, and different times, has different features. 	<p><u>Composition to represent the festival of colour</u> (Theme: Holi festival) <u>Key skills:</u></p> <ul style="list-style-type: none"> Representing the features of a piece of music using graphic notation, and colours, justifying 	<p><u>Film Music</u> <u>Key skills:</u></p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of music and relating it to

	<p>of music they listen to (verbally or through movement).</p> <ul style="list-style-type: none"> • Describing the differences between two pieces of music. • Expressing a basic opinion about music (like/dislike). • Listening and responding to other performers by playing as part of a group. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • Responding to simple musical instructions such as tempo and dynamic changes as part 	<ul style="list-style-type: none"> • Listening to and recognising instrumentation • Beginning to use musical vocabulary to describe music. • Suggesting improvements to their own and others' work. • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Performing expressively using dynamics and timbre to alter sounds as appropriate. <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that musical instruments can be used to create 'real life' sound effects. • To know that woodwind instruments, like flutes, are played 		<ul style="list-style-type: none"> • Recognising and explaining the changes within a piece of music using musical vocabulary. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Composing a piece of music in a given style with voices and instruments. • Combining melodies and rhythms to compose a multi-layered composition in a given style. • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Singing songs in a variety of musical styles with accuracy and control, demonstrating 	<p>their choices with reference to musical vocabulary.</p> <ul style="list-style-type: none"> • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama). • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Working as a group to perform 	<p>other aspects of the Arts.</p> <ul style="list-style-type: none"> • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Confidently using detailed
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	<p>of a class performance.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • To understand that tempo can be used to represent mood or help tell a story. • To understand that ‘tuned’ instruments play more than one pitch of notes. • To know that following a leader when we perform helps everyone play together accurately. 	<p>by blowing air into or across a mouthpiece.</p> <ul style="list-style-type: none"> • To know that stringed instruments, like violins, make a sound when their strings vibrate. • To know that a brass instrument is played by vibrating your lips against the mouthpiece. • To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. 		<p>developing vocal technique.</p> <ul style="list-style-type: none"> • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that the group of pitches in a song is called its ‘key’ and that a key decides whether a song sounds happy or sad. • To know that different notes have different durations, and that crotchets are worth one whole beat. • To understand that ‘reading’ music means using how the written note symbols look and their position to know what notes to play. • To know that written music tells 	<p>a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <ul style="list-style-type: none"> • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest. <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that a vocal composition is a piece of music created only using voices. • To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. • To understand that human voices have their own individual timbre, and that this can be 	<p>musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <ul style="list-style-type: none"> • Improvising coherently and creatively within a given style, incorporating given features. • Recording own composition using appropriate forms of notation and/or technology. • Constructively critique their own and others’ work, using musical vocabulary. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as
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				<p>you how long to play a note for.</p>	<p>adapted by using the voice in different ways.</p> <ul style="list-style-type: none">• To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	<p>required, keeping in time and communicating with the group.</p> <ul style="list-style-type: none">• Performing with accuracy and fluency from graphic and staff notation and from their own notation. <p><u>Key knowledge:</u></p> <ul style="list-style-type: none">• To know that a film soundtrack includes the background music and any songs in a film.• To understand that 'major' key signatures use note pitches that sound cheerful and upbeat• To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.• To know that 'graphic notation'
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						means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.
NC mapping						
Vocabulary	<p>accelerando high pitched low pitch perform performance pitch pitch pattern tempo</p>	<p>orchestra instruments strings woodwind brass percussion vocals sound effect timbre dynamics tempo</p>		<p>composition melody notation tempo minim crotchet quaver coordinated disciplined</p>	<p>synesthesia dynamics Holi graphic score vocal composition performance</p>	<p>accelerando body percussion brass characteristics chords chromatics clashing composition convey crescendo descending dynamics emotion imagery improvise interpret interval major melodic minor modulate orchestral</p>

						pitch sequence solo soundtrack symbol
Link						
Links (wider curriculum)						Year 6 Geography: North America
commentary	<p>This unit builds on children's learning about understanding the difference between creating a rhythm pattern and a pitch pattern.</p> <p>It prepares children for learning more about musical styles in Year 3.</p>	<p>This unit builds on children's experiences from Year 1 where they explored pitch and tempo.</p> <p>This unit prepares children for developing knowledge of orchestral instruments and their features in KS2.</p>	<p>This unit builds on children's experiences from EYFS where they freely explored music independently and within a group.</p> <p>This unit links to Band and choir for KS2.</p> <p>This unit prepares children for playing within a band or choir.</p>	<p>This unit builds on children's experiences from KS1 where the children sing together for Harvest and Christmas productions.</p> <p>This unit prepares children for their 'WW2 songs' in Autumn term Year 5 and also end of Year 6 productions.</p>	<p>This unit builds on children's experiences from composing in Year 3 and Year 4.</p> <p>This unit prepares children for using key musical vocabulary in Year 6 such as notation, tempo, crotchet etc..</p>	<p>This unit builds on children's experiences from across KS1 where they explored music through traditional tales and local areas. It also builds on knowledge of changes in pitch, dynamics and musical vocabulary.</p> <p>This unit prepares children for secondary school music.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer half term 1	<p><u>Musical vocabulary</u> (Theme: Under the sea) <u>Key skills:</u></p> <ul style="list-style-type: none"> Recognising and understanding the difference 	<p><u>Own unit: create music in response to a non-musical stimulus</u> (picture of the Titanic)</p> <ul style="list-style-type: none"> Use music technology, if available, to capture, change 	Whole class brass lessons	<p><u>Haiku music and performance</u> (Theme: Hanami) <u>Key skills:</u></p> <ul style="list-style-type: none"> Recognising, naming and explaining the effect of the interrelated 	<p><u>South and West Africa</u> <u>Key skills:</u></p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music 	<ul style="list-style-type: none"> <u>Baroque</u> Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed.

	<p>between pulse and rhythm.</p> <ul style="list-style-type: none"> • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes. • Describing the character, mood, or 'story' of music they listen to (verbally or through movement). • Describing the differences between two pieces of music. • Listening and responding to other performers by playing as part of a group. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental 	<p>and combine sounds</p> <ul style="list-style-type: none"> • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. 		<p>dimensions of music.</p> <ul style="list-style-type: none"> • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion and looping. • Creating a piece of music with at least four different layers and a clear structure. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • Singing and playing in time with peers with accuracy and 	<p>using musical vocabulary.</p> <ul style="list-style-type: none"> • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • Improvising coherently within a given style. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a 	
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	<p>and vocal sounds within a given structure.</p> <ul style="list-style-type: none"> • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. <p>Key knowledge:</p> <ul style="list-style-type: none"> • To understand that pitch means how high or low a note sounds. • To know that 'timbre' means the quality of a sound; e.g. that different instruments 			<p>awareness of their part in the group performance.</p> <ul style="list-style-type: none"> • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that a glissando in music means a sliding effect played on instruments or made by your voice. • To know that expressive language (like a poem) can be used as inspiration for composing music. • To understand that both instruments and voices can create audio effects that describe something you can see. • To know that grouping instruments according to their timbre can create contrasting 'textures' in music. 	<p>graphic score, keeping in time with others and communicating with the group.</p> <ul style="list-style-type: none"> • Using staff notation to record rhythms and melodies <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. • To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. • To understand that major chords create a bright, happy sound. • To know that poly-rhythms means many rhythms played at once. 	
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	<p>would sound different playing a note of the same pitch.</p> <ul style="list-style-type: none"> To know that music has layers called 'texture'. 					
NC mapping						
Vocabulary	<p>pulse dynamics tempo celeste timbre pitch rhythm structure texture graphic score</p>			<p>Hanami cherry blossom pitch sound glissando pizzicato composer composition col legno haiku syllables melody dynamics tempo</p>	<p>a cappella call and response dynamics performance chord improvisation ostinato break poly-rhythms master drummer syncopation metronome</p>	
Link					Year 5 Geography: South America	
Links (wider curriculum)					<p>Accelerando Crescendo Motif Off-beat Ostinato Pitched percussion Programme music Tempo Unpitched percussion</p>	
Commentary	This unit builds on children's	This unit builds on children's experiences from	SEE Spring 2 as the same	This unit builds on children's experiences from KS1 where	This unit builds on children's experiences of recognising	This unit builds on children's experiences from

	understanding of pitch and rhythm in EYFS through play.	EYFS and Year 1 where they explore music to create their own pieces. This unit prepares children for own composition in KS2.		they explored music through stories and local area. This unit prepares children for exploring orchestral instruments higher up school.	and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary from KS1 and LKS2. This unit prepares children for creating exploring 'Film music' in Year 6 and continuing to use musical vocabulary.	KS1 where the explored pitch / rhythm for through traditional tales. It also builds on units in Y_____
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer half term 2	<u>Vocal and body sounds</u> (Theme: By the sea) <u>Key skills:</u> <ul style="list-style-type: none"> Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two 	<u>West African call and response song</u> (Theme: Animals) <u>Key skills:</u> <ul style="list-style-type: none"> Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work. Selecting and creating longer sequences of 	Whole class brass lessons	<u>Composition notation</u> (Theme: Egypt) Year 5 Aut 1 unit <u>Key skills:</u> <ul style="list-style-type: none"> Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of 	<u>Musical theatre</u> <u>Key skills:</u> <ul style="list-style-type: none"> Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their 	<u>Composing and performing a Leavers' song</u> <u>Key skills:</u> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music.

	<p>pieces of music.</p> <ul style="list-style-type: none"> • Expressing a basic opinion about music (like/dislike) • Listening and responding to other performers by playing as part of a group. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Choosing dynamics, tempo and timbre for a piece of music. • Creating a simple graphic score to represent a composition. • Using their voices expressively to speak and chant. 	<p>appropriate sounds with voices or instruments to represent a given idea or character.</p> <ul style="list-style-type: none"> • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that dynamics can change the effect a sound has on the audience. • To know that the long and short sounds of a spoken phrase can be represented by a rhythm. • To understand that structure means the organisation of sounds within music, e.g. a 		<p>music) to discuss and evaluate their own and others' work.</p> <ul style="list-style-type: none"> • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. • Using staff notation to record rhythms and melodies. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work. 	<p>own and others' work.</p> <ul style="list-style-type: none"> • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. • Using staff notation to record rhythms and melodies. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work. • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Improvising coherently and creatively within a given style, incorporating given features. • Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. • Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. • Recording own composition using appropriate forms of notation and/or technology and incorporating. • Constructively critique their own and others' work, using musical vocabulary. • Singing songs in two or more secure parts from
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	<ul style="list-style-type: none"> • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. • Performing from graphic notation. <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that dynamics can change how someone listening feels about music. • To know that your voice can be used as a musical instrument. • To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. • To understand that music can be represented by pictures or symbols. 	<p>chorus and verse pattern in a song.</p> <ul style="list-style-type: none"> • To understand that the tempo of a musical phrase can be changed to achieve a different effect. • To understand that an instrument can be matched to an animal noise based on its timbre. 		<ul style="list-style-type: none"> • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that simple pictures can be used to represent the structure 	<ul style="list-style-type: none"> • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that simple pictures can be used to represent the structure (organisation) of music. • To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. 	<p>memory, with accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. • Performing a solo or taking a leadership role within a performance. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor's cues and directions. <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that a chord progression is a sequence of chords that repeats throughout a song. • To know that a melody can be adapted by
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				<p>(organisation) of music.</p> <ul style="list-style-type: none"> To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. 	<ul style="list-style-type: none"> To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. 	<p>changing its dynamics, pitch or tempo.</p> <ul style="list-style-type: none"> To know that chord progressions are represented in music by Roman numerals.
NC mapping						
Vocabulary	body percussion dynamics graphic score instruments pitch seaside sounds tempo timbre	timbre dynamics tempo call and response rhythm structure		features notation repeating unison composition structure repetition melody tempo compose ensemble minor key	features notation repeating unison composition structure repetition melody tempo compose ensemble minor key	allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody mood musical features notation

						piano poetic structure repetitive rhyme ritardando tempo sequence stave notation upbeat verse
Link						
Links (wider curriculum)						
Commentary	<p>This unit builds on children's learning throughout Year 1.</p> <p>It prepares children for 'Body percussion' in Year 4.</p>	<p>This unit builds on children's experiences from Year 1 where they explore timbre and pitch and tempo through traditional tales and seaside links.</p> <p>This unit prepares children higher up school to know that dynamics can change the effect a sound has on the audience.</p>	<p>See Spring 2 as the same.</p>	<p>This unit builds on children's experiences from Year 3 where they improvise and compose using notation.</p> <p>This unit prepares children for more composition in Year 5 and 6 using more specific musical vocabulary.</p>	<p>This unit builds on children's experiences from KS1 and LKS2 where children used dynamics, pitch and tempo to change a piece of music and its mood.</p> <p>This unit prepares children for independent composing work in Year 6, notably end of year performance and 'Film' work unit.</p>	<p>This unit builds on children's experiences from Year 3, 4 and Year 5 units where they listen, compose and perform.</p> <p>This unit links to end of Year 6 work for their end of year assembly and work on moving on.</p> <p>This unit prepares children for the next step in their musical studies at secondary school.</p>