

Term: Autumn Term	Subject: Music	
NC Objectives	Key knowledge	Vocabulary
<p>EYFS: – <u>Autumn Term Focus: Singing, Performing</u></p> <p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely with consideration for themselves and others Move energetically ... jumping, dancing ... <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> To sing a range of well-known nursery rhymes and songs To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music <p>Dimensions of Music</p> <ul style="list-style-type: none"> Pulse/beat 	<ul style="list-style-type: none"> Know the difference between singing and speaking Know the words and actions to a range of well-known nursery rhymes Know the actions to new songs Know the words to new songs Know how to sing together with others Know that performances need moments of quietness Know how to move to the beat Know how to move around safely when moving to music 	<p>singing, speaking, nursery rhymes, songs, actions, movement, together, join in, music, quiet, beat, pulse, rhyme</p>
<p>YEAR 1 – <u>Autumn Term Focus: Singing, Performing</u></p> <p>Performing</p> <ul style="list-style-type: none"> Prepare a song to perform Add actions to the song Choose a song/songs to perform to a well-known audience <p>Singing</p> <ul style="list-style-type: none"> Copy back intervals of an octave and fifth (high, low) Sing in unison <p>Playing Instruments</p>	<ul style="list-style-type: none"> Know that performing means having an audience. Know that we can add actions to a song. Know how to make high and low pitch when singing Know that singing with others is called 'in unison' Begin to know how to improvise using given notes Know how to use different length notes to create a rhythm 	<p>perform, audience, pitch, unison, improvise, rhythm, notes, steady beat, pulse, percussion, tuned, untuned, instruments, appraise, rhythmic patterns, tempo</p>

<ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation <p>Composing</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale • Create a simple melody using crotchets and minims <p>Listening and Appraising</p> <ul style="list-style-type: none"> • Move and dance with the music • Talk about feelings created by the music/song • Begin to understand where the music fits in the world <p>Understanding Music</p> <ul style="list-style-type: none"> • Find and keep a steady beat • Use body percussion, instruments and voices • Copy back simple rhythmic patterns using long and short <p>Notation</p> <ul style="list-style-type: none"> • Explore ways of representing long and short sounds <p>Dimensions of Music</p> <ul style="list-style-type: none"> • Pulse/beat • Rhythm • Pitch • Tempo 	<ul style="list-style-type: none"> • Know that music creates feelings that make us want to move to the rhythm and beat • Begin to know that music is diverse around the world • Know what the steady beat is in the music they hear • Know how to use voices, instruments and body percussion to create sounds • Know how listening is important to be able to copy back simple rhythmic patterns • Begin to know how to represent long and short sounds using symbols • Know that tempo is the speed of the steady beat • Begin to know the names of some tuned and untuned instruments 	
<p>YEAR 2 – <u>Autumn Term Focus: Singing, Performing</u></p> <p>Performing</p> <ul style="list-style-type: none"> • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence 	<ul style="list-style-type: none"> • Know how actions can help us remember the words to a song. • Know that when we perform, we: look at the audience, use what we have practiced, smile! 	<p>perform, audience, posture, leader, conductor, unison, expression, by ear, notation, improvise, minims, crotchets, steady beat, pulse, call and response,</p>

<ul style="list-style-type: none"> Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance <p>Singing</p> <ul style="list-style-type: none"> Demonstrate good singing posture Understand and follow the leader or conductor Sing in unison and sometimes in parts Sing songs from memory and/or from notation Sing to communicate the meaning of the words <p>Playing Instruments</p> <ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part by ear or from notation <p>Composing</p> <ul style="list-style-type: none"> Explore improvisation within a major scale Create a simple melody using crotchets and minims <p>Listening and Appraising</p> <ul style="list-style-type: none"> Move and dance with the music confidently Join in sections of the song e.g. call and response Talk about how the song makes you feel <p>Understanding Music</p> <ul style="list-style-type: none"> Find and keep a steady beat Copy back simple melodic patterns using high and low Use body percussion, instruments and voices Copy back simple rhythmic patterns using long and short 	<ul style="list-style-type: none"> Know what good singing posture is Know how to watch the leader/conductor for instructions Know how to sing in unison Know learned songs off by heart Know how to sing with expression Begin to know how to play by ear Begin to read music from simple notation Know that practise is important when learning to play instrumental parts Know how to improvise with given notes Know the length of sound of minims and crotchets Know how to move to the beat Know how to respond to a musical question (call and response) Know that tempo is the speed of the steady beat Know the names of some tuned and untuned instruments 	<p>tempo, rhythm, pitch, tuned, untuned, names of instruments</p>
---	---	---

<p>Notation</p> <ul style="list-style-type: none"> • Explore ways of representing high and low sounds, long and short sounds and rests <p>Dimensions of Music</p> <ul style="list-style-type: none"> • Pulse/beat • Rhythm • Pitch/melody • Tempo 		
<p>YEAR 3 – <u>Autumn Term Focus: Playing Instruments, Performing (WCET) OR Singing, Listening and Appraising</u></p> <p>Performing</p> <ul style="list-style-type: none"> • Practise, rehearse and share a song that has been learned in the lesson, from memory, or with notation and with confidence • Reflect on feelings about sharing and performing e.g. excitement, nerves, enjoyment <p>Singing</p> <ul style="list-style-type: none"> • Copy back simple melodic phrases using the voice • Sing with awareness of following the beat • Sing with attention to clear diction • Sing in unison <p>Playing Instruments</p> <ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part by ear or from notation <p>Composing</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale 	<ul style="list-style-type: none"> • Know how to choose a song for an audience • Know how to talk about the way a performance made us feel • Know how to change pitch and rhythm to copy a sung melody • Know how to sing at the right tempo for the song • Know how to use diction (emphasise some phonemes) to ensure listeners can hear and understand the words • Know how to sing as part of an ensemble • Know a piece of music learned by ear or from notation • Know how to improvise with a given selection of notes • Know how to compose using crotchets and minims • Know how to find and demonstrate a steady beat 	<p>audience, performance, pitch, melody, rhythm, tempo, diction, ensemble, beat, groove, minims, crotchets, quavers, rests, improvise, percussion, notation, tempo, tuned, untuned, dynamics</p>

<ul style="list-style-type: none"> • Create a simple melody using crotchets and minims <p>Listening and Appraising</p> <ul style="list-style-type: none"> • Find the beat or groove of the music • Invent different actions to move in time with the music <p>Understanding Music</p> <ul style="list-style-type: none"> • Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests • Use body percussion, instruments and voices • Copy back and improvise simple melodic patterns <p>Notation</p> <ul style="list-style-type: none"> • Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation <p>Dimensions of Music</p> <ul style="list-style-type: none"> • Pulse/beat • Rhythm • Pitch/Melody • Tempo • Dynamics 	<ul style="list-style-type: none"> • Know how to use minims, crotchets, quavers and their rests when improvising and copying rhythms • Know how to use body percussion, instruments and voices to create music • Know how to create simple melodic patterns • Begin to know some ways of representing different sounds in written form • Know that tempo is the speed of the steady beat • Know that the tempo can change in some music • Know the names of some tuned and untuned instruments from around the world • Know that dynamics means loud and quiet sounds 	
<p>YEAR 4 – <u>Autumn Term Focus: Playing Instruments, Composing, Notation</u></p> <p>Performing</p> <ul style="list-style-type: none"> • Perform, with confidence, a song from memory or using notation 	<ul style="list-style-type: none"> • Know that notation can help us perform. • Know the cultural context of a song we have performed. • Know that a performance has a purpose. 	<p>notation, performance, posture, diction, pitch, melody, tempo, time signature, musical style, notation, by ear, improvise, major scale, crotchets, minims, pulse, structure, lyrics, semibreves, dotted</p>

<ul style="list-style-type: none"> • Explain why the song was chosen, including its composer and the historical and the cultural context of the song • Communicate the meaning of the words and articulate them clearly • Use the structure of the song to communicate its mood and meaning in the performance <p>Singing</p> <ul style="list-style-type: none"> • Demonstrate good singing posture • Demonstrate vowels, blended sounds, and consonants • Sing 'on pitch' and 'in time' • Sing in 2/4, 3/4, 4/4 • Talk about the different styles of singing used for different styles of song <p>Playing Instruments</p> <ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part by ear or from notation <p>Composing</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale • Create a simple melody using crotchets and minims <p>Listening and Appraising</p> <ul style="list-style-type: none"> • Find and demonstrate the steady beat • Identify the tempo as fast, slow, or steady • Recall by ear memorable phrases heard in the music • Discuss the structures of songs • Talk about the words of a song 	<ul style="list-style-type: none"> • Know how to use posture, how to stand and hold the body for excellent voice and breath control • Know how to use good diction when singing • Know how to change their voice to adapt to pitch and tempo • Know that songs can be in 2/4, 3/4, 4/4 time • Know that there are different styles of song and different styles of singing for each of them • Know a piece of music learned by ear or from notation • Know how to improvise within a major scale • Know how to compose using crotchets and minims • Know how to find and demonstrate a steady beat • Know how to identify the tempo as fast, slow or steady • Know that some music has memorable phrases, and recall them by ear • Know that songs have a structure • Know that song lyrics have meanings • Know that songs are written for a reason • Know how to use semibreves, minims, dotted crotchets, crotchets, quavers 	<p>crotchets, quavers, rhythm, percussion, tuned, untuned, dynamics, timbre</p>
--	--	---

<ul style="list-style-type: none"> • Think about why the song was written <p>Understanding Music</p> <ul style="list-style-type: none"> • Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation • Use body percussion, instruments and voices • Copy back melodic patterns <p>Notation</p> <ul style="list-style-type: none"> • Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation <p>Dimensions of Music</p> <ul style="list-style-type: none"> • Pulse/beat • Rhythm • Pitch/Melody • Tempo • Dynamics • Timbre • Structure (Form) 	<p>and their rests when improvising and copying rhythms</p> <ul style="list-style-type: none"> • Know how to use body percussion, instruments and voices to create music • Know how to create simple melodic patterns • Know some ways of representing different sounds in written form including standard notation • Know the names of some tuned and untuned instruments from around the world • Know that dynamics means loud and quiet sounds • Begin to know that timbre is the particular sound of an instrument 	
<p>YEAR 5 – <u>Autumn Term Focus: Listening and Appraising, Understanding Music</u></p> <p>Performing</p> <ul style="list-style-type: none"> • Explain why the song was chosen, including its composer and the historical and the cultural context of the song • Explain how well the performance communicated the mood of each piece 	<ul style="list-style-type: none"> • Know how the context of a song affects how it is performed • Know how to lead a group in a performance • Know how to evaluate our performance using feedback from the audience • Know how to rehearse and learn songs from memory or notation 	<p>performance, leader, audience, rehearse, notation, time signature, on pitch, in time, soloist, by ear, major scale, composition, structure, verse, chorus, bridge, instrumental break, percussion, dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, stave, treble clef, timbre, texture, dynamics</p>

<ul style="list-style-type: none"> • A student leads part of the rehearsal and part of the performance • Collect feedback from the audience and reflect how future performances might be different <p>Singing</p> <ul style="list-style-type: none"> • Rehearse and learn songs from memory and/or with notation • Sing in 2/4, 3/4, 4/4 and 6/8 time • Sing in unison and as part of a smaller group • Sing 'on pitch' and 'in time' • Self-correct if lost or out of time • Develop confidence as a soloist <p>Playing Instruments</p> <ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part by ear or from notation <p>Composing</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale • Create a simple melody using crotchets and minims <p>Listening and Appraising</p> <ul style="list-style-type: none"> • Talk about feelings created by the song • Justify a personal opinion with reference to musical concepts • Identify instruments by ear and through a range of media • Recall by ear memorable phrases heard in the music • Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break 	<ul style="list-style-type: none"> • Know how to adapt their singing when using 2/4, 3/4, 4/4 and 6/8 time • Know how to adapt their voice when singing as part of small and large groups • Know how to sing 'on pitch' and 'in time' • Know how to self-correct if lost or out of time • Know that a soloist is a person singing alone • Know why rehearsal is important • Know how to improvise using a major scale • Know how to use different notes in composition • Know that songs evoke emotion • Know how to use musical vocabulary to explain a personal opinion • Know some instruments by ear • Know that some songs have a memorable phrase and begin to identify them • Know that music has a structure and begin to discuss using musical vocabulary: verse, chorus, bridge, instrumental break • Know how to create a pleasant sound using body percussion, instruments and voices 	
--	---	--

<p>Understanding Music</p> <ul style="list-style-type: none"> • Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation • Use body percussion, instruments and voices • Copy back melodic patterns <p>Notation</p> <ul style="list-style-type: none"> • Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims • Identifying: Stave, Treble clef, Time signature <p>Dimensions of Music</p> <ul style="list-style-type: none"> • Pulse/beat/metre • Rhythm • Pitch/Melody • Tempo • Dynamics • Timbre • Texture • Structure (Form) 	<ul style="list-style-type: none"> • Begin to know and use dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests in rhythmic patterns • Know and use the standard notation for dotted crotchets, crotchets, semiquavers, quavers and minims • Know the proper name and function of the stave, treble clef and time signature • Know that dynamics means loud and quiet sounds • Know that timbre is the particular sound of an instrument • Begin to know that texture is the layers of sound in music 	
<p>YEAR 6 – <u>Autumn Term Focus: Listening and Appraising, Understanding Music</u></p> <p>Performing</p> <ul style="list-style-type: none"> • Understand the value of choreographing any aspect of a performance • Understand the importance of the performing space and how to use it 	<ul style="list-style-type: none"> • Know that singing, dance and acting all contribute to a holistic production. • Know that choreography affects a performance. • Know that the size of a performance space affects the production. 	<p>holistic, choreography, performance, musical style, leader, audience, rehearse, notation, time signature, on pitch, in time, soloist, by ear, major scale, composition, structure, verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, instrumental break, improvisation, percussion, dotted minims, minims,</p>

<ul style="list-style-type: none"> • Discuss how the performance might change if it was repeated in a larger/smaller performance space <p>Singing</p> <ul style="list-style-type: none"> • Talk about the different styles of singing used for the different styles of songs sung in this year • Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world <p>Playing Instruments</p> <ul style="list-style-type: none"> • Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation <p>Composing</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale • Create a simple melody using crotchets and minims <p>Listening and Appraising</p> <ul style="list-style-type: none"> • Talk about feelings created by the song • Justify a personal opinion with reference to musical concepts • Identify the following instruments by ear and through a range of media: bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles • Discuss the structure of the music with reference to verse, bridge, call and response, 	<ul style="list-style-type: none"> • Know different styles of singing, and talk about how they are used in different styles of songs • Know how musical styles are connected to different times, people and places around the world • Know how to play instrumental parts by ear or from notation, while others are playing different parts • Know how to improvise using a major scale • Know how to create melodies using crotchets and minims • Know that songs create and foster emotions • Know how to use musical vocabulary to explain a personal opinion • Know that timbre is the particular sound of an instrument/voice • Know a broad range of instruments and vocal techniques by ear • Know that music has a structure and begin to discuss using musical vocabulary: verse, bridge, call and response, repeat signs, chorus and final chorus, instrumental break, improvisation • Know how to keep a steady beat 	<p>dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, stave, treble clef, timbre, texture, dynamics</p>
--	--	--

<p>repeat signs, chorus and final chorus, instrumental break, improvisation</p> <p>Understanding Music</p> <ul style="list-style-type: none"> • Find and keep a steady beat • Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation • Use body percussion, instruments and voices • Copy back melodic patterns <p>Notation</p> <ul style="list-style-type: none"> • Identifying: Stave, Treble clef, Time signature • Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers <p>Dimensions of Music</p> <ul style="list-style-type: none"> • Pulse/beat/metre • Rhythm • Pitch/Melody • Tempo • Dynamics • Timbre • Texture • Structure (Form) 	<ul style="list-style-type: none"> • Know how to create a pleasant sound using body percussion, instruments and voices • Begin to know and use dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests in rhythmic patterns • Know and use the standard notation for minims, crotchets, quavers, dotted quavers and semiquavers • Know the proper name and function of the stave, treble clef and time signature • Know that dynamics means loud and quiet sounds • Know that texture is the layers of sound in music and begin to identify them in music 	
---	---	--