

# YEAR 1 – Term 1

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Performing (Technique Expression)</p> <p>The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p><b>Being Imaginative and Expressive ELG</b></p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>		<p>Use <b>tuned and untuned instruments</b> to perform and choose sounds to represent different things.</p>	<p>Perform simple patterns and accompaniments keeping a <b>steady pulse/beat</b>.</p>	<p>Play clear notes on <b>tuned instruments</b> and use different <b>elements in composition</b>. (<b>rhythm, pulse, pitch, tempo</b>). Play <b>untuned instruments</b> with a <b>steady rhythm</b>. Sing in <b>tune</b> with <b>expression</b> and <b>control</b>. Perform actions in time with a song. Play and perform in <b>solo</b> and <b>ensemble</b> contexts.</p>	<p>Sing songs from memory with <b>accurate pitch</b>. Copy short <b>melodic phrases</b> on a tuned instrument. Sing in different <b>time signatures</b>.</p>	<p>Maintain own part whilst others are performing their part. Play <b>melodies</b> on tuned percussion.</p>	<p>Sing in <b>harmony</b> confidently and accurately Perform parts from memory Take the lead in a performance. Perform using <b>notation</b>. Perform in an <b>ensemble</b>.</p>
(Composition)		<p>Make a <b>sequence</b> of sounds and respond to different moods in music. Show sounds by using <b>pictures (graphic notation)</b>.</p>	<p>Order sounds to create a beginning, middle and an end. Create music in response to different starting points. Choose sounds which create an <b>effect</b>. Use <b>symbols</b> to represent sounds.</p>	<p>Combine different sounds to create a specific mood or feeling. Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (<b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b>).</p>	<p>Use <b>notation</b> to record compositions in a small group or individually. Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (<b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b>).</p>	<p>Compose music which meets specific criteria Choose the most appropriate <b>tempo</b> for a piece of music Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (<b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b>).</p>	<p>Use a variety of different devices in composition (including melody, rhythms and chords) Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (<b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b>).</p>

				Compose <b>melodies and songs</b> .		<b>structure and notation</b> ). Compose a <b>short ternary piece</b> (3 elements).	Compose a <b>melodic phrase</b> using the <b>pentatonic scale</b> .
Listening (Critical Thinking)		Listen for <b>elements</b> of music, such as, <b>pulse/beat, rhythm and pitch</b> . Identify <b>changes</b> in sounds, such as <b>rhythm and pitch</b> . Recognise <b>repeated patterns</b> .	Make connections between <b>notations and musical sounds</b> . Listen for <b>elements</b> of music, such as, <b>pulse/beat, rhythm and pitch</b> .	Identify repetition, contrasts and variations.	Explain why silence is often needed in music and explain what effect it has. Identify <b>major and minor chords</b> . Identify the stories, origins, traditions, history and social context of the music they are listening to.	Repeat a phrase from the music after listening intently.	Identify a variety of pieces of music and their characteristics.
Using and Understanding (Technique)		Make different sounds with <b>voice and instruments</b> . Follow <b>instructions</b> about when to <b>play and sing</b> . Sing familiar songs in <b>high and low</b> voices. Copy sounds at the same <b>pitch</b> Clap and repeat short rhythmic and <b>melodic patterns</b> .	<b>Sing or clap</b> increasing and decreasing <b>tempo</b> . Sing following a <b>melody</b> at a given <b>pitch</b> . Play simple <b>rhythmic patterns</b> on <b>tuned and untuned instruments</b> .	Create repeated patterns with different instruments. Move to a <b>steady beat</b> , changing with the <b>tempo</b> of the music. Use and understand <b>staff</b> and other <b>musical notations</b> . Improve work; explaining how it has been improved.	Use notation to record and interpret sequences of pitches	Use a music diary to record aspects of the <b>composition process</b> . Suggest improvements to their own or others work. Use notation to record groups of <b>pitches (chords)</b> . Recognise and use basic structural forms, such as <b>rounds, variation, rondo form</b> .	Analyse features within different pieces of music. Refine and improve their own work. Recognise different forms of notation serve different purposes and use appropriately.
Appreciating (Critical Thinking)		Say whether they like or dislike a piece of music and how it makes them feel.	Say whether they like or dislike a piece of music and how it makes them feel.	Use musical words to describe a piece of music and <b>compositions</b> .	Identify and describe the different purposes of music	Describe, compare and evaluate music using musical vocabulary	<b>Evaluate</b> how the venue, occasion and purpose affects the way a piece

				Use musical words to describe what they like and do not like about a piece of music.		Explain why they think music is successful or unsuccessful.	of music is created
History of Music (Cultural Awareness)	The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon. <b>Specific:</b> <b>Being Imaginative and Expressive ELG</b> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. <b>Past and Present ELG</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.			Recognise the work of at least one <b>famous composer</b> .	Begin to identify the style of work of Beethoven, Mozart and Elgar	Contrast the work of a famous composer with another and explain preferences	Compare and contrast the impact that different composers from different times have had on people of that time

### INTRODUCING BEAT COMPOSITES

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  
Listen with concentration and understanding to a range of high-quality live and recorded music.  
Experiment with, create, select and combine sounds using the inter-related dimensions of music.

### COMPONENTS

	1	2	3	4	5	6	End Point
	Can I copy, continue and create a simple beat?	Can I copy, continue and create a simple beat?	Can I copy, continue and create a simple beat?	Can I copy, continue and create a simple beat?	Can I copy, continue and create a simple beat?	Can I copy, continue and create a simple beat?	Children will be able to find, copy and create their own simple beats. Children will be able to use simple notation to create a piece of music that follows a specific beat.
<b>CONCEPTS</b> <a href="#">Link to concept map</a>		Composition		Composition		Composition	Children will be able to use simple notation to create their own music.
	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Children will be able to identify elements of music such as beat, rhythm. Children will be able to identify changes in rhythm. Children will be able to recognise repeated patterns in different music. Children can comment on their likes and dislikes about various pieces of music.
	Technique	Technique	Technique	Technique	Technique	Technique	Children will be able to clap and repeat short patterns.

<p><b>SKILLS</b></p>	<p>Listen for <b>elements</b> of music, such as, <b>pulse/beat, rhythm and pitch</b>. Identify <b>changes</b> in sounds, such as <b>rhythm and pitch</b>. Recognise <b>repeated patterns</b>. Sing familiar songs in <b>high</b> and <b>low</b> voices. Clap and repeat short rhythmic and <b>melodic patterns</b>. Say whether they like or dislike a piece of music and how it makes them feel.</p>	<p>Show sounds by using <b>pictures (graphic notation)</b>. Listen for <b>elements</b> of music, such as, <b>pulse/beat, rhythm and pitch</b>. Identify <b>changes</b> in sounds, such as <b>rhythm and pitch</b>. Follow <b>instructions</b> about when to <b>play and sing</b>. Recognise <b>repeated patterns</b>. Say whether they like or dislike a piece of music and how it makes them feel.</p>	<p>Listen for <b>elements</b> of music, such as, <b>pulse/beat, rhythm and pitch</b>. Identify <b>changes</b> in sounds, such as <b>rhythm and pitch</b>. Follow <b>instructions</b> about when to <b>play and sing</b>. Say whether they like or dislike a piece of music and how it makes them feel.</p>	<p>Show sounds by using <b>pictures (graphic notation)</b>. Identify <b>changes</b> in sounds, such as <b>rhythm and pitch</b>. Recognise <b>repeated patterns</b>. Say whether they like or dislike a piece of music and how it makes them feel.</p>	<p>Identify <b>changes</b> in sounds, such as <b>rhythm and pitch</b>. Recognise <b>repeated patterns</b>. Clap and repeat short rhythmic and <b>melodic patterns</b>. Say whether they like or dislike a piece of music and how it makes them feel.</p>	<p>Make a <b>sequence</b> of sounds and respond to different moods in music. Identify <b>changes</b> in sounds, such as <b>rhythm and pitch</b>. Recognise <b>repeated patterns</b>. Clap and repeat short rhythmic and <b>melodic patterns</b>. Say whether they like or dislike a piece of music and how it makes them feel.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Listen for elements of music, such as, pulse/beat, rhythm and pitch.</li> <li>Identify changes in sounds, such as rhythm and pitch.</li> <li>Recognise repeated patterns.</li> <li>Sing familiar songs in high and low voices.</li> <li>Clap and repeat short rhythmic and melodic patterns.</li> <li>Say whether they like or dislike a piece of music and how it makes them feel.</li> <li>Show sounds by using pictures (graphic notation).</li> <li>Follow instructions about when to play and sing.</li> <li>Say whether they like or dislike a piece of music and how it makes them feel.</li> <li>Make a sequence of sounds and respond to different moods in music.</li> </ul>
<p><b>KNOWLEDGE</b> <a href="#">Year 1 Music Knowledge Organiser</a></p>	<p>To know the meaning of the word beat and put it into context in a piece of music.</p>	<p>To know what a rhythmic pattern is to help them follow it.</p>	<p>To know how to identify the beat in a piece of music to help them to follow it.</p>	<p>To understand how to use music notation to create a simple piece of music.</p>	<p>To understand how to identify the beat in order to create simple actions to match it.</p>	<p>To understand how to identify the beat of a piece of music to create actions that match it.</p>	<p>Children will know what beat means and what a rhythmic pattern is. They will understand notation and use this to create a simple piece of music.</p>
<p><b>LESSON LINK</b></p>	<p><a href="#">Year 1 Music Term 1</a></p>	<p><a href="#">Year 1 Music Term 1</a></p>	<p><a href="#">Year 1 Music Term 1</a></p>	<p><a href="#">Year 1 Music Term 1</a></p>	<p><a href="#">Year 1 Music Term 1</a></p>	<p><a href="#">Year 1 Music Term 1</a></p>	
<p><b>PROGRESSIVE VOCABULARY</b></p>	<p>pulse/beat rhythm pitch (melody) tempo timbre texture structure (form)</p>	<p>pulse/beat rhythm pitch (melody) tempo timbre texture structure (form)</p>	<p>pulse/beat rhythm pitch (melody) tempo timbre texture structure (form)</p>	<p>pulse/beat rhythm pitch (melody) tempo timbre texture structure (form)</p>	<p>pulse/beat rhythm pitch (melody) tempo timbre texture structure (form)</p>	<p>pulse/beat rhythm pitch (melody) tempo timbre texture structure (form)</p>	<p>Articulate and recognise subject specific vocabulary</p>

<b>CURRICULUM EXPERIENCES</b>	Singing	Singing	Singing	Music Technology-Composition	Singing	Singing	
<b>END POINT</b>	Children can find a steady beat.	Children will be able to copy and keep to a simple beat.	Children will be able to experiment with the tempo of a song.	Children will be able to use simple notation to compose a piece of music that keeps to the same beat.	Together, children create actions that suit the beat of the song.	Children to create their own actions that follow the beat of the music.	

