

YEAR 1 – Term 2

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

Listening (Critical Thinking)		Listen for elements of music, such as, pulse/beat, rhythm and pitch . Identify changes in sounds, such as rhythm and pitch . Recognise repeated patterns .	Make connections between notations and musical sounds . Listen for elements of music, such as, pulse/beat, rhythm and pitch .	Identify repetition, contrasts and variations.	Explain why silence is often needed in music and explain what effect it has. Identify major and minor chords. 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 voice and instruments . Follow instructions about when to play and sing . Sing familiar songs in high and low voices. Copy sounds at the same pitch . Clap and repeat short rhythmic and melodic patterns .	Sing or clap increasing and decreasing tempo . Sing following a melody at a given pitch . Play simple rhythmic patterns on tuned and untuned instruments .	Create repeated patterns with different instruments. Move to a steady beat , changing with the tempo of the music. Use and understand staff and other musical notations . 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 composition process . Suggest improvements to their own or others work. Use notation to record groups of pitches (chords) . Recognise and use basic structural forms, such as rounds, variation, rondo form .	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 compositions . Use musical words to describe what they like and do not like about a piece of music.	Identify and describe the different purposes of music	Describe, compare and evaluate music using musical vocabulary Explain why they think music is successful or unsuccessful.	Evaluate how the venue, occasion and purpose affects the way a piece of music is created
History of Music (Cultural Awareness)	The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon. Specific:			Recognise the work of at least one famous composer .	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

	<p>Being Imaginative and Expressive ELG 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.</p> <p>Past and Present ELG 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.</p>		CHINGTON				have had on people of that time
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ADDING RHYTHM AND PITCH 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.

COMPONENTS

	1	2	3	4	5	6	End Point
	Can I identify changes in elements of music?	Can I sing using high and low voices?	Can I identify and sing different pitches?	Can I learn, sing and perform new songs?	Can I learn, sing and perform new songs?	Can I learn, sing and perform new songs?	Children will be able to confidently comment on musical elements in a piece of music, including how they affect their mood.
CONCEPTS Link to concept map	Composition		Composition				Children will be able to develop their graphic notation to reflect the different aspects of a piece of music.
	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Children will be able to comment on the musical elements of different songs, understanding the meaning of technical vocabulary. Children can comment on their likes and dislikes about various pieces of music.
	Technique	Technique		Technique	Technique	Technique	Children will be able to follow instructions when it comes to performance. Children will be able to clap along using the beat. Children will be able to copy pitch within a piece of music.
SKILLS	Make a sequence of sounds and respond to different moods in music. Listen for elements of	Make a sequence of sounds and respond to different moods in music. Make different sounds with	Show sounds by using pictures (graphic notation). Listen for elements of music, such as, pulse/beat ,	Follow instructions about when to play and sing . Say whether they like or dislike a piece of music and how it	Follow instructions about when to play and sing . Say whether they like or dislike a piece of	Follow instructions about when to play and sing . Say whether they like or dislike a piece of	Children will be able to: <ul style="list-style-type: none"> • Make a sequence of sounds and respond to different moods in music. Listen for elements of music, such as, pulse/beat, rhythm and pitch. • Identify changes in sounds, such as rhythm and pitch. • Recognise repeated patterns.

	music, such as, pulse/beat, rhythm and pitch. Identify changes in sounds, such as rhythm and pitch. Recognise repeated patterns. Clap and repeat short rhythmic and melodic patterns. Say whether they like or dislike a piece of music and how it makes them feel.	voice and instruments. Follow instructions about when to play and sing. Sing familiar songs in high and low voices. Copy sounds at the same pitch Say whether they like or dislike a piece of music and how it makes them feel.	rhythm and pitch. Identify changes in sounds, such as rhythm and pitch. Say whether they like or dislike a piece of music and how it makes them feel.	makes them feel.	music and how it makes them feel	music and how it makes them feel	<ul style="list-style-type: none"> • Clap and repeat short rhythmic and melodic patterns. • Say whether they like or dislike a piece of music and how it makes them feel. • Make different sounds with voice and instruments. • Follow instructions about when to play and sing. • Sing familiar songs in high and low voices. • Copy sounds at the same pitch • Show sounds by using pictures (graphic notation).
KNOWLEDGE Year 1 Music Knowledge Organiser	To know what is meant by high, low, fast, slow, loud and quiet, relating this to a song.	To know what high and low means and apply this when singing.	To know what graphic notation is to begin to apply it to a given song.	To apply music elements when responding to a piece of music.	To apply music elements when responding to a piece of music.	To apply music elements when responding to a piece of music.	Children will know what is meant by high, low, fast, slow and quiet. They will know what graphic notation is and apply music elements when responding to a piece of music.
LESSON LINK	Year 1 Term 2	Year 1 Term 2	Year 1 Term 2	Year 1 Term 2	Year 1 Term 2	Year 1 Term 2	
PROGRESSIVE VOCABULARY	pulse/beat rhythm pitch (melody) - tempo timbre texture structure (form)	pulse/beat rhythm pitch (melody) - tempo timbre texture structure (form)	pulse/beat rhythm pitch (melody) - tempo timbre texture structure (form) notation	pulse/beat rhythm high low slow fast loud quiet	pulse/beat rhythm high low slow fast loud quiet	pulse/beat rhythm high low slow fast loud quiet	Articulate and recognise subject specific vocabulary
CURRICULUM EXPERIENCES	Body Percussion Singing	Singing	Music Technology - Composing	Singing	Singing	Singing	
END POINT	Children will be able to identify the musical elements of a given song.	Children will understand what high and low is and be able to apply this when singing.	Children will begin to use graphic notation to show sounds, rhythm and pitch in a song.	Children will know the words to several new songs and be able to combine their singing with actions.	Children will be gaining confidence when singing new songs and learning their actions.	Children will be able to remember the words and actions confidently to chosen songs.	

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