


YEAR 1 – Term 3

	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).</p> <p>Play untuned instruments with a steady rhythm.</p> <p>Sing in tune with expression and control.</p> <p>Perform actions in time with a song.</p> <p>Play and perform in solo and ensemble contexts.</p>	<p>Sing songs from memory with accurate pitch.</p> <p>Copy short melodic phrases on a tuned instrument.</p> <p>Sing in different time signatures.</p>	<p>Maintain own part whilst others are performing their part.</p> <p>Play melodies on tuned percussion.</p>	<p>Sing in harmony confidently and accurately</p> <p>Perform parts from memory</p> <p>Take the lead in a performance.</p> <p>Perform using notation.</p> <p>Perform in an ensemble.</p>
<p>Composing (Composition)</p>		<p>Make a sequence of sounds and respond to different moods in music.</p> <p>Show sounds by using pictures (graphic notation).</p>	<p>Order sounds to create a beginning, middle and an end.</p> <p>Create music in response to different starting points.</p> <p>Choose sounds which create an effect.</p> <p>Use symbols to represent sounds.</p>	<p>Combine different sounds to create a specific mood or feeling.</p> <p>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 melodies and songs.</p>	<p>Use notation to record compositions in a small group or individually.</p> <p>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</p> <p>Choose the most appropriate tempo for a piece of music</p> <p>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>Use a variety of different devices in composition (including melody, rhythms and chords)</p> <p>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 a melodic phrase</p>

						Compose a short ternary piece (3 elements).	using the pentatonic scale .
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	The three Prime ELGS of Communication and Language, PSED and Physical Development			Recognise the work of at least	Begin to identify the style of work	Contrast the work of a famous	Compare and contrast the

(Cultural Awareness)	<p>provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <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>			one famous composer.	of Beethoven, Mozart and Elgar	composer with another and explain preferences	impact that different composers from different times have had on people of that time
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INTRODUCING TEMPO AND DYNAMICS 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 find a steady beat?	Can I move my body to a steady beat?	Can I talk about tempo?	Can I talk about the pitch of a song?	Can I explore pitch?	Can I share what I have learned about beat, tempo and pitch?	Children will have a clear understanding of what is meant by the terms beat, tempo and pitch. Children will be able to identify the beat, tempo and pitch in different pieces of music.
CONCEPTS Link to concept map	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Children will begin to apply the new vocabulary when expressing their thoughts and feelings about a piece of music.
	Technique			Technique	Technique	Technique	Children will be able to change the pitch of their singing.
		Composition	Composition				Children will extend their understanding of using simple notation to represent the music that they are hearing.
SKILLS	Listen for elements of music, such as, pulse/beat, rhythm and pitch. Follow instructions	Show sounds by using pictures (graphic notation). Listen for elements of music, such as,	Show sounds by using pictures (graphic notation). Listen for elements of music, such as,	Show sounds by using pictures (graphic notation). Listen for elements of music, such as,	Use tuned and untuned instruments to perform and choose sounds to represent different	Listen for elements of music, such as, pulse/beat, rhythm and pitch.	Children will be able to: <ul style="list-style-type: none"> Listen for elements of music, such as, pulse/beat, rhythm and pitch Follow instructions about when to play and sing.

	about when to play and sing . Sing familiar songs in high and low voices. Say whether they like or dislike a piece of music and how it makes them feel.	pulse/beat, 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.	pulse/beat, 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.	pulse/beat, rhythm and pitch . Identify changes in sounds, such as rhythm and pitch . 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.	things. Listen for elements of music, such as, pulse/beat, rhythm and pitch . Identify changes in sounds, such as rhythm and pitch . 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.	Identify changes in sounds, such as rhythm and pitch . 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.	<ul style="list-style-type: none"> • Sing familiar songs in high and low voices • Say whether they like or dislike a piece of music and how it makes them feel. • Show sounds by using pictures (graphic notation). • Identify changes in sounds, such as rhythm and pitch. • Copy sounds at the same pitch. • Use tuned and untuned instruments to perform and choose sounds to represent different things.
KNOWLEDGE Year 1 Music Knowledge Organiser	The children show understanding of what the beat is and can identify the beat in a well-known song.	Children will be able to explain what the beat and pulse is.	Children know what tempo is and can identify it within a song.	Children can explain what is meant by pitch.	Children will apply their understanding of pitch to musical instruments.	Children can demonstrate their understanding of beat, tempo and pitch when singing.	Children will know what beat, pulse, tempo and pitch are and be able to identify them in a song. They will be able to apply their knowledge when using musical instruments.
LESSON LINK	Year 1 Term 3	Year 1 Term 3	Year 1 Term 3	Year 1 Term 3	Year 1 Term 3	Year 1 Term 3	
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)	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)	Articulate and recognise subject specific vocabulary
CURRICULUM EXPERIENCES	Singing	Singing	Singing Music Technology	Singing	Glockenspiel	Singing	
END POINT	Children will be able to sing a familiar song whilst keeping to the beat.	Children will be able to identify the beat and pulse and create movements to match it.	Children will be able to move to the tempo of a song.	Children will have an understanding of what pitch is and will be able to experiment singing in a high and low voice.	Children will be able to identify the low pitch and high pitch sections of their instrument.	Children will be able to experiment with beat, tempo and pitch when singing and playing an instrument.	