


YEAR 1 – Term 4

	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 have had on people of that time

	<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</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						
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COMBINING PULSE, 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.
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 talk about pulse, rhythm and pitch?	Can I explore the pulse, rhythm and pitch in a piece of music?	Can I describe how the pulse, rhythm and pitch are different in the songs that I know?	Can I demonstrate how to change the pulse, rhythm and pitch in a piece of music?	LQ. Can I share what I have learnt about pulse, rhythm and pitch?	Can I share what I have learnt about pulse, rhythm 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 be able to comment on pitch, pulse and rhythm when commenting on a piece of music.
	Technique	Technique	Technique	Technique	Technique	Technique	Children will be able to create high and low pitched sounds using their voices.
		Composition		Composition		Composition	Children will be able to create notation to represent high and low pitch.
SKILLS	Say whether they like or dislike a piece of music and how it makes them feel. Listen for elements of music, such as,	Say whether they like or dislike a piece of music and how it makes them feel. Listen for elements of music, such as,	Say whether they like or dislike a piece of music and how it makes them feel. Listen for elements of music, such as,	Say whether they like or dislike a piece of music and how it makes them feel. Listen for elements of music, such as,	Say whether they like or dislike a piece of music and how it makes them feel. Listen for elements of music, such as,	Say whether they like or dislike a piece of music and how it makes them feel. Listen for elements of music, such as,	Children will be able to: <ul style="list-style-type: none"> Say whether they like or dislike a piece of music and how it makes them feel. Listen for elements of music, such as, pulse/beat, rhythm & pitch. Follow instructions about when to play and sing.

	pulse/beat, rhythm & pitch. Follow instructions about when to play and sing. Sing familiar songs in high and low voices.	pulse/beat, rhythm & pitch. Follow instructions about when to play and sing. Sing familiar songs in high and low voices. Creating Own Make a sequence of sounds.	pulse/beat, rhythm & pitch. Follow instructions about when to play and sing. Sing familiar songs in high and low voices.	pulse/beat, rhythm & pitch. Follow instructions about when to play and sing. Sing familiar songs in high and low voices. Make a sequence of sounds. Show sounds by using pictures (graphic notation).	pulse/beat, rhythm & pitch. Follow instructions about when to play and sing. Sing familiar songs in high and low voices.	pulse/beat, rhythm & pitch. Follow instructions about when to play and sing. Sing familiar songs in high and low voices. Make a sequence of sounds.	<ul style="list-style-type: none"> • Sing familiar songs in high and low voices. • Creating Own Make a sequence of sounds. • Sing familiar songs in high and low voices. • Make a sequence of sounds. Show sounds by using pictures (graphic
KNOWLEDGE Year 1 Music Knowledge Organiser	Children to sing in high and low voices and discuss the difference between the two.	Children to identify rhythmic and melodic patterns using long and short and high and low.	Children will be able to manipulate their voices to a high or low pitch.	Children will be able to discuss the differences they hear in their voice between high and low pitch.	Children to identify rhythmic and melodic patterns using long and short and high and low.	Children will be able to compose a piece of music, making decisions about high and low pitch.	Children will be able to sing in high and low voices and discuss the difference between the two, identify rhythmic and melodic patterns using long and short and high and low, manipulate their voices and compose a piece of music making decisions about high and low pitch.
LESSON LINK	Year 1 Term 4	Year 1 Term 4	Year 1 Term 4	Year 1 Term 4	Year 1 Term 4	Year 1 Term 4	
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	Glockenspiel	Singing	Glockenspiel	Singing	Singing	Singing	
END POINT	Children will know the difference between high and low pitch.	Children will be able to correctly identify and discuss the pulse, rhythm and pitch of a piece of music.	Children understand what is meant by high and low pitch and will be able to give examples using their voice.	Children can sing fully in a low pitch and fully in a high pitch and identify the differences in sound.	Children will be able to correctly identify and discuss the pulse, rhythm and pitch of a piece of music.	Children to compose a piece of music, with notation, acknowledging whether they are using high or low pitch and explaining why.	