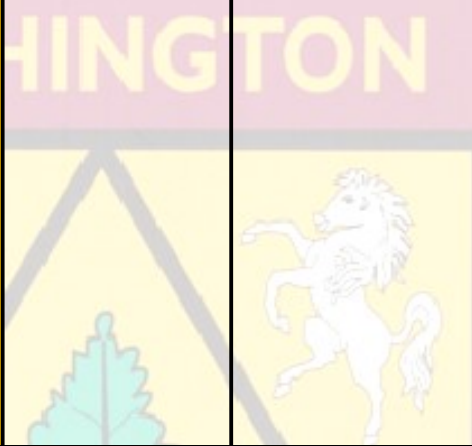


# YEAR 1 – Term 5

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Performing (Technique Expression)	<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</b> instruments and use different <b>elements in composition</b>. (<b>rhythm, pulse, pitch, tempo</b>). Play <b>untuned</b> instruments with a <b>steady rhythm</b>. Sing in <b>tune</b> with <b>expression and control</b>. Perform actions in time with a song. Play and perform in <b>solo and 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>
Composing (Composition)		<p>Make a <b>sequence of sounds</b> 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>). Compose <b>melodies and songs</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>). Compose a <b>short ternary</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>). Compose a <b>melodic phrase</b> using the</p>

						<b>piece</b> (3 elements).	<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</b> 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 <b>sounds</b> 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> . 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.	<b>Evaluate</b> how the venue, occasion and purpose affects the way a piece of music is created	

<b>History of Music (Cultural Awareness)</b>	<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> 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><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.</p>			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
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**HAVING FUN WITH IMPROVISATION COMPOSITES**

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  
Play tuned and untuned instruments musically.

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 name and play a tuned instrument?	Can I explore the pulse, rhythm and pitch in a piece of music?	LQ. Can I describe how the pulse, rhythm and pitch are different in the songs that I know?	LQ. 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?	LQ. Can I share what I have learnt about pulse, rhythm and pitch?	By the end of this unit, children will be able to identify the pulse, rhythm and pitch of a variety of songs. They will be able to discuss the similarities and differences between these elements in different music and will understand that these musical elements are found in every musical culture. Children will know that pulse, rhythm and pitch are the building blocks that combine to create a song or a piece of music.
<b>CONCEPTS</b> <a href="#">Link to concept map</a>	Expression		Expression				Children will begin to use tuned instruments.
	Composition	Composition	Composition		Composition	Composition	Children will use the backing track and specific notes to improvise and compose.
	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Children will be able identify pitch and beat in a piece of music. Children will be able to comment their opinions on a piece of music.

	Technique	Technique	Technique	Technique	Technique	Technique	Children will be able to use their voice and instruments to improvise and compose.
<b>SKILLS</b>	Use <b>tuned and untuned instruments</b> to perform and choose sounds to represent different things. Make a <b>sequence</b> of sounds and respond to different moods in music. 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> . Make different <b>sounds with voice and instruments</b> . <b>Follow 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.	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> . Make different <b>sounds with voice and instruments</b> . <b>Follow 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.	Use <b>tuned and untuned instruments</b> to perform and choose sounds to represent different things. Make a <b>sequence</b> of sounds and respond to different moods in music. 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> . Make different <b>sounds with voice and instruments</b> . <b>Follow instructions</b> about when to <b>play and sing</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.	Make a <b>sequence</b> of sounds and respond to different moods in music. 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> . Make different <b>sounds with voice and instruments</b> . <b>Follow 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.	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> . Make different <b>sounds with voice and instruments</b> . <b>Follow 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.	Make a <b>sequence</b> of sounds and respond to different moods in music. 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> . Make different <b>sounds with voice and instruments</b> . <b>Follow 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.	Children will be able to: <ul style="list-style-type: none"> <li>Use tuned and untuned instruments to perform and choose sounds to represent different things.</li> <li>Make a sequence of sounds and respond to different moods in music.</li> <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>Make different sounds with voice and instruments.</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>Clap and repeat short rhythmic and melodic patterns.</li> </ul>
<b>KNOWLEDGE</b> <a href="#">Year 1 Knowledge Organiser</a>	Children will be able to listen and perform using high and low sounds.	Children will be able to use given notes to help them to improvise.	Children know the difference between improvising and composing.	Children to play and perform an instrumental part by ear.	Children improvise using the notes provided of the song.	Children will use their improvisations and compositions of a song to perform it.	Children will be able to listen and perform using high and low sounds, use given notes to help them to improvise, know the difference between improvising and composing and perform a song.
<b>LESSON LINK</b>	<a href="#">Year 1 Term 5 Planning</a>	<a href="#">Year 1 Term 5 Planning</a>	<a href="#">Year 1 Term 5 Planning</a>	<a href="#">Year 1 Term 5 Planning</a>	<a href="#">Year 1 Term 5 Planning</a>	<a href="#">Year 1 Term 5 Planning</a>	
<b>PROGRESSIVE VOCABULARY</b>	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

<b>CURRICULUM EXPERIENCES</b>	Glockenspiels Singing	Glockenspiels Singing	Glockenspiels Singing	Glockenspiels Singing	Glockenspiels Singing	Glockenspiels Singing	
<b>END POINT</b>	Children can distinguish between high and low keys on a tuned instrument.	Children begin to create personal musical ideas using the given notes	Children will improvise and compose using a select few notes.	Children will play a tuned instrumental part with the song they perform.	Children can begin to create personal musical ideas using the given notes.	Children can perform a song.	

