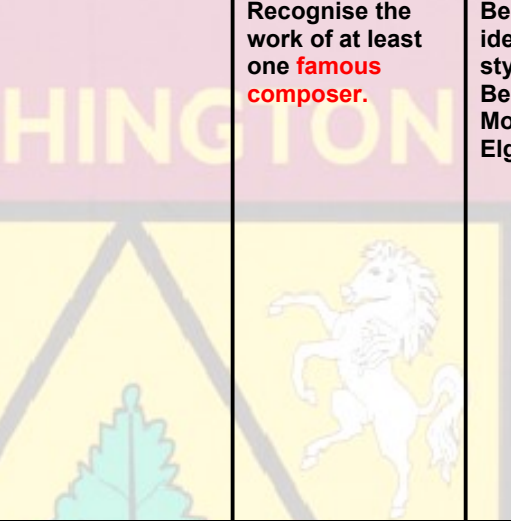


## YEAR 1 – Term 6

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>Performing (Technique Expression)</b></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><b>Use 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</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>	
<p><b>Composing (Composition)</b></p>	<p><b>Make a 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>).            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>).</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 <b>pentatonic scale</b>.</p>	

						Compose a <b>short ternary piece</b> (3 elements).	
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</b> patterns 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	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

				not like about a piece of music.			
History of Music (Cultural Awareness)	<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

**EXPLORE SOUND AND CREATE A STORY 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 sing in low and high voices?	Can I play and perform an instrumental part from notation?	Can I improvise with a song?	Can I use note names to play an instrumental part?	Can I compose?	Can I perform a composition?	Children will be able to use notation to play instrumental parts, improvise and compose to music and perform.
<b>CONCEPTS</b> <a href="#">Link to concept map</a>		Composition	Composition	Composition	Composition	Composition	Children will be able to use specific notes to start creating their own music.
	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Children will be able to listen for and identify the beat in a piece of music, knowing when this changes.
	Technique	Technique	Technique	Technique	Technique	Technique	Children will be able to follow a rhythm.

<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>. Make different <b>sounds</b> with <b>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.</p>	<p>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>. Recognise <b>repeated patterns</b>. Make different <b>sounds</b> with <b>voice and instruments</b>. <b>Follow instructions</b> about when to <b>play and sing</b>. Sing familiar songs in <b>high</b> and <b>low</b> voices. Copy sounds at the same <b>pitch</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. 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>. Recognise <b>repeated patterns</b>. Make different <b>sounds</b> with <b>voice and instruments</b>. <b>Follow instructions</b> about when to <b>play and sing</b>. Sing familiar songs in <b>high</b> and <b>low</b> voices. Copy sounds at the same <b>pitch</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>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>. Recognise <b>repeated patterns</b>. Make different <b>sounds</b> with <b>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.</p>	<p>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>. Recognise <b>repeated patterns</b>. Make different <b>sounds</b> with <b>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.</p>	<p>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>. Recognise <b>repeated patterns</b>. Make different <b>sounds</b> with <b>voice and instruments</b>. <b>Follow instructions</b> about when to <b>play and sing</b>. Sing familiar songs in <b>high</b> and <b>low</b> voices. Copy sounds at the same <b>pitch</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: Use tuned and untuned instruments to perform and choose sounds to represent different things. 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. 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. Say whether they like or dislike a piece of music and how it makes them feel.</p>
<p><b>KNOWLEDGE</b> <a href="#">Year 1 Music Knowledge Organiser</a></p>	<p>Children can create a holistic performance based upon musical aspects that they've explored this lesson.</p>	<p>Children to learn the name of some given notes. Children to use these notes to play during an instrumental.</p>	<p>Children are aware of the differences between composition and improvising.</p>	<p>Children can identify the steady beat within a piece of music.</p>	<p>Children can identify the steady beat within a piece of music. Children understand what call and response is.</p>	<p>Children will be able to identify the beat in a piece of music. Children will understand that performance is sharing with an audience.</p>	<p>Children will be able to create a holistic performance, know the name of some given notes, know the difference between composition and improvisation, identify a steady beat, understand call and response and perform.</p>
<p><b>LESSON LINK</b></p>	<p><a href="#">Year 1 Term 6 Charanga Plan 1</a></p>	<p><a href="#">Year 1 Term 6 Charanga Plan 2</a></p>	<p><a href="#">Year 1 Term 6 Charanga Plan 3</a></p>	<p><a href="#">Year 1 Term 6 Charanga Plan 4</a></p>	<p><a href="#">Year 1 Term 6 Charanga Plan 5</a></p>	<p><a href="#">Year 1 Term 6 Charanga Plan 6</a></p>	

<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>	Singing	Glockenspiel	Glockenspiel	Glockenspiel	Glockenspiel	Glockenspiel	
<b>END POINT</b>	Children to create and present a holistic performance.	Children to play given notes on a glockenspiel.	Children will improvise and compose using specific notes.	Children can begin to play along with a steady beat, keeping in time with the music.	Children will be able to continue to follow the beat even when it changes.	Children will be able to present a holistic performance demonstrating their ability to follow and change with a steady beat.	

