

Nursery

Key Vocabulary	Definition
Instruments	Objects that make sounds
Nursery Rhyme	A type of song

As a 2-3 year old I will be able to:

- Move and dance to music
- Join in with a variety songs using words or actions
- Play music using different dynamics (varying tempo, pitch etc).

By the end of the Nursery, I will be able to:

- Move rhythmically in response to music i.e vary my movements according to pitch/tempo of songs.
- Sing along to a variety of nursery rhymes and other familiar songs.
- Use basic terms to describe music e.g. slow/fast.

I need to know:

2 - 3 year olds

- Most words and/or actions to 2 nursery songs/rhymes
- That instruments produce sounds.

3 - 4 year olds

- The words to 5 nursery songs/rhymes
- That instruments can produce different sounds.

Reception - Autumn Term

Key Vocabulary	Definition
Melody	The part of the song that you want to sing along to.
Pulse	Is the steady beat.
Pitch	High or low notes.
Dynamics	Loud or Quiet

Links to prior learning

Nursery - instruments

I need to know:

The pulse is the heartbeat of a song.

The melody is the part you want to sing along to.

The flute and bassoon are woodwind instruments.

Pitch is high or low notes.

How to copy rhythms.

By the end of the unit I will be able to:

Listen to a range of orchestral instruments and songs.

Listen to different orchestral instruments and identify their sounds.

Sing along to the melody of a simple song.

Enjoy moving along to music and find the beat/pulse with my body, scarves or instruments.

Identify the pitch and dynamics of a song.

Explore some percussion instruments.

Reception - Spring Term

Key Vocabulary	Definition
Pitch	High or low notes.
Dynamics	Loud or Quiet.
Marimba	A wooden percussion instrument that you hit.
Trumpet	A brass instrument that you blow.
Double Bass	A string instrument that you pluck.
Composition	Creating music.

Links to prior learning

Reception Autumn term - pulse, melody and pitch.

I need to know:

Pitch is high or low notes.

Dynamics are how loud or quiet sounds are.

The double bass is a string instrument.

The marimba is a percussion instrument.

The trumpet is a brass instrument.

A song can be made from verses and a chorus.

By the end of the unit I will be able to:

Listen to a range of orchestral instruments and songs.

Listen to different orchestral instruments and identify their sounds.

See, hear and identify the marimba, trumpet and double bass.

Sing along to the melody of a simple song.

Enjoy moving along to music and find the beat/pulse with my body, scarves or instruments.

Identify the pitch and dynamics of a song.

Explore some percussion instruments.

Create whole class and individual compositions.

Reception - Summer Term

Key Vocabulary	Definition
Calypso	A type of music.
African music	A type of music from Africa.
Percussion Instrument	An instrument you hit, shake or scrape.
Timbre	The type of sound and instrument makes.
Pulse	The heartbeat of a song.
Texture	Layers of sounds.
Pitch	High or low notes.

Links to prior learning

Reception Autumn term - pulse, melody and pitch.

Reception Spring term - dynamics, compositions

I need to know:

Pitch is high or low notes.

How to play percussion instruments (hit, shake or scrape).

Calypso is a type of music.

Timbre describes the sound an instrument makes.

How to describe timbre (using colours or adjectives).

Texture is the layers of sounds.

Composition is a way of making music.

African music is a type of music.

By the end of the unit I will be able to:

Listen to a range of orchestral instruments and songs.

Listen to different orchestral instruments and identify the timbre of these instruments.

Sing along to the melody of a simple song.

Enjoy moving along to music and find the beat/pulse with my body, scarves or instruments.

Identify the pitch and dynamics of a song.

Identify the texture of songs.

Explore some percussion instruments.

Create whole class and individual compositions.

Copy rhythms with body percussion and instruments.

Year 1 - Autumn Term (Djembe Drums)

Key Vocabulary	Definition
Pulse	Is the steady beat.
Pitch	High or low notes.
Bass	Hit the djembe drum in the middle, to create a low pitched sound.
Tone	Hit the djembe drum on the edge closest to you, with fingers together, to create a high pitched sound.
Slap	Hit the djembe drum on the edge closest to you, with fingers spread, to create a medium pitched sound.
Tempo	How fast or slow a song is.
Timbre	The sound an instrument makes.
Dynamics	Loud and quiet sounds.
Rhythmic patterns	The pattern of notes and rests that are repeated.
Composition	To create a rhythm and record it.
Improvisation	To create a rhythm on the spot.
Dot Notation	A way of writing music.

Links to prior learning

Reception Autumn term - pulse, melody and pitch.
Reception Spring term - dynamics, compositions

I need to know:

African music comes from Africa.

Who Soungalo Coulibaly is.

Call and response is where one person/group sing or play and others respond something different.

Techniques to play a djembe drum (bass, slap and tone).

You can change the dynamics of music to make quiet and loud sounds.

Tempo is how fast or slow the music is.

How to describe the timbre of a djembe drum.

A djembe drum is from the percussion family.

Rhythm patterns are made from notes and rests that are repeated.

Composition is creating a rhythm and recording it with dot notation and pictures.

Improvisation is creating a rhythm on the spot.

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded African music, from noteworthy composers and musicians.

Identify pulse of songs (with body/instruments).

Explain if I like or don't like the song with a simple explanation.

Use correct techniques and vocabulary (bass, slap and tone).

Identify the timbre of the djembe drum.

Create correct sounds to respond to a given stimulus eg: storytelling 'We're going on a bear hunt'.

Improvise a rhythm pattern on my own over a pre-recorded backing song.

Create a composition as a class and in pairs recording in dot notation and hand symbols.

Perform a whole class song by reading dot notation and hand symbols.

Perform a whole class song in front of an audience with confidence and accuracy.

Year 1 - Spring Term (Singing)

Key Vocabulary	Definition
Pulse	Is the steady beat.
Pitch	High or low notes.
Dynamics	Loud or quiet sounds.
Tempo	The speed of a song.
Melody	A sequence of notes that you want to sing, hum or whistle to.
Composition	To create a rhythm and record it.
Phrase	Each line of a song.

Links to prior learning

Reception and Year 1 - pulse, melody and pitch, dynamics, texture, timbre, composition

I need to know:

Rock music originated from America.

Who Florence and the Machine is.

That a melody is a series of notes that you hum or sing to.

That a phrase is a line of a song.

It is important to warm up your voice when singing.

One correct singing position.

To change the pitch you change your voice from high or low.

To change the tempo you make the song faster or slower.

To change the dynamics you make the song louder or quieter.

Copycat rhythms are repeated.

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded rock music.

Identify pulse of songs (with body/instruments).

Explain if I like or don't like the song with a simple explanation.

Use correct singing positions when performing and practising.

Recognise phrases and where to breath.

Warm up my voice using copycat rhythms within a mi-so range.

Change the dynamics of simple songs.

Respond to copycat melodies with correct pitch matching.

Respond to visual directions and counting in.

Sing songs using mi-so range.

To change the lyrics of a song to compose their own whole class song.

Perform a song within the pentatonic scale (**Iguanadon – SingUp**) as a whole class, at the same time, with the same pitch and confidence.

Year 1 - Summer Term (Ocarina)

I need to know:

Pop music originated from America.

An ocarina is part of the woodwind family.

Ed Sheeran is a pop artist.

The ocarina can be blown harder or softer to change the dynamics.

To change the tempo you change the speed that you change your finger positions.

Improvisation is creating a melody on the spot.

Note stems and ocarina tab can be used for composition.

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded pop music.

Identify pulse of songs (with body/instruments).

Explain if I like or don't like the song with a simple explanation.

Describe the tempo, dynamics and instruments used within a song.

Find at least 3 different finger positions correctly on the ocarina.

Improvise a melody on my own, over a pre-recorded backing song.

Compose a melody as a class, in pairs and individually, recording with note stems and ocarina tab.

Perform my composition in front of the class.

Listen and appraise my peers work.

Perform simple songs (**Twinkle Twinkle Little Star**) and (**Mary Had a Little Lamb**), by reading notation on a stave and ocarina tab.

Play simple melodies and change the dynamics and tempo of these melodies.

Perform songs with accuracy and confidence, in front of an audience.

Key Vocabulary	Definition
Pulse	Is the steady beat.
Dynamics	Loud and quiet sounds.
Tempo	The speed of a song.
Composition	To create a rhythm and record it.
Improvisation	To create a rhythm on the spot.
Woodwind family	A group of instruments that you blow through to make a noise.
Note Stems	Part of musical notation, used for recording music.
Ocarina tab	A way of recording finger positions for an ocarina.
Melody	A sequence of notes that you want to sing, hum or whistle to.

Links to prior learning

Reception and Year 1 (Autumn) - pulse, melody and pitch, dynamics, texture, composition, improvisation

Year 2 Autumn Term (Singing)

I need to know:

Jazz music originated in America.
Rock music originated in America.
Tonality means if a song is happy or sad.
Cuckoo intervals are one step away from each other mi-so.
It is important to warm up your voices.
You need to breathe after a phrase.
Phrases can be identified by punctuation.
When music is loud it's called forte, when music is quiet it's called piano.
When music is fast it's called allegro, when music is slow it's called allegro.

By the end of the unit I will be able:

Listen to a range of live and pre-recorded jazz and rock music.
Find the pulse of the music, the tempo, dynamics, tonality and instruments used.
Express my own opinion on a song, referencing to tempo, dynamics, tonality, structure and instruments.
Warm up my voice appropriately using cuckoo games and pentatonic scales.
Identify pitch changes using actions (eg: stand up/sit down, hand actions).
Perform with a sense accuracy, pitch accuracy and awareness of when to breath by identifying phrases.
Demonstrate dynamics and tempo when singing.
Respond to a leader's visual directions.
Sing '**I wanna sing scat**' by Malcolm Abbs.
Sing '**Don't stop me now**' by Queen, in unison.
Compose lyrics over a pre-recorded reggae track.
Compose lyrics over a pre-recorded rock track.

Key Vocabulary	Definition
Dynamics	Loud and quiet sounds.
Piano	Quiet
Forte	Loud
Tempo	The speed of a song.
Allegro	Fast
Adagio	Slow
Melody	A sequence of notes that you want to sing, hum or whistle to.
Cuckoo Intervals	Two notes (mi-so) that sound like a cuckoo
Phrase	A part of a song that can be sung in one breath
Tonality	If a song sounds happy or sad.

Links to prior learning

Year 1 singing - posture, pitch, melody, phrases
Reception and Year 1 - dynamics, tempo

Year 2 Spring Term (Ukulele)

Key Vocabulary	Definition
Strumming	A technique where you use your finger to brush over the strings.
String family	A group of instruments that have strings.
Melody	A sequence of notes that you want to sing, hum or whistle to.
Question and answer phrases	A question phrase is played by an individual/group which is unfinished. Another individual or group responds with an answer.
Chord	Two or more notes played simultaneously.

Links to prior learning

Year 1 – djembes and ocarina – improvisation, composition, rhythms and pitch.
Year 2 – singing – tempo and dynamics.

I need to know:

Folk music originated from Britain.

Who Seth Lakeman is.

That a ukulele comes from the string family.

That chords can be played on a ukulele.

A chord is created from 2 or more notes played together.

What a question and answer phrase is.

Dot and stick notation is a way of recording compositions.

To change the tempo of a song you need to change the speed you strum.

To change the dynamics of a song you need to change how hard or soft you strum.

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded folk music.

Find the pulse of the music, the tempo, dynamics, tonality and instruments used.

Express my own opinion on a song.

Play copy cat rhythms and call and response rhythms with a ukulele chord, changing dynamics and tempo.

Improvise a simple question and answer phrase to create musical conversation.

Compose a whole class, paired and independent song, recording with dot and stick notation and chord names.

Play a folk song “**Froggy went a courtin**” and simple nursery rhymes, with emphasis on dynamics and tempo.

Perform a folk song “**Froggy went a courtin**” and simple nursery rhymes, with confidence and accuracy.

Perform my own compositions to my peers and provide feedback to my peers.

Year 2 - Summer term (Music Theory)

Key Vocabulary	Definition
Minim	A note worth 2 beats
Crotchet	A note worth 1 beat
Semi breve	A note worth 4 beats
Paired Quavers	Two notes attached with a beam worth 1 beat
Crotchet rest	A rest worth 1 beat
Minim rest	A rest worth 2 beats
Semi breve rest	A rest worth 4 beats
Brass Family	A group of instruments that are made from metal, mostly brass, that you blow.
Percussion Family	A group of instruments that make a noise when hit, shaken, or scraped.
Woodwind Family	A group of instruments that make a noise when you blow and have a wooden reed.
String Family	A group of instruments that have strings and make a noise when you pluck or strum them.
Tonality	The overall sound of a piece of music.
Minor tone	Sad sounding
Major tone	Happy sounding

Links to prior learning

Reception – types of instruments
 Year 1 and Year 2 – djembes, ocarina and ukulele – composition, rhythms and pitch.
 Year 2 – singing – tempo and dynamics.

I need to know:

Musical notation names (quavers, paired quavers, crotchet, minim and semi breve) and what they are worth.

Musical rests (crotchet rest, minim rest, semi breve rest) and what they are worth.

The four musical instrument families.

Tonality of songs are either major or minor.

Compositions can be recorded using musical notation.

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded music – from the Model Music Curriculum

Find the pulse of the music, the tempo, dynamics, tonality and instruments used.

Express my own opinion on a song.

Identify and name musical notation and rests.

Play simple rhythms, reading from notation, using body percussion and percussion instruments.

Listen to musical experts and identify the tonality, tempo and dynamics.

Compose a whole class, paired and independent song, recording with musical notation.

Year 3 - Autumn Term (Tongue Drums)

Key Vocabulary	Definition
Melodic phrases	A series of notes that make sense when played together.
Scale	A series of notes.
C Major scale	7 notes – C, D, E, F, G, A, B)
Calypso	A style of music from the Caribbean.
Question and Answer	A question phrase is played by an individual/group which is unfinished. Another individual or group responds with an answer.
Solo	Playing on your own
Unison	Playing simultaneously with a group
Roll	A technique used where you strike the note repeatedly using beaters.
Tremolo	A trembling effect created from the rolling technique.

Links to prior learning

Year 1 and Year 2 – djembes, ocarina and ukulele – composition, rhythms and pitch, question and answer
 Year 2 – singing – tempo and dynamics.
 Year 2 music theory – tonality

I need to know:

Calypso music originated from a Caribbean island.

Who Calypso Rose is.

Tongue Drums are a type of percussion instrument.

A scale is made of a series of notes, in alphabetic order.

You can play a C major scale on a tongue drum (C, D, E, F, G, A, B).

That a roll is a technique used to create a Tremolo effect.

Question and answer phrases are a type of structure.

Unison and Solo are forms of texture.

Improvisation is making a melody on the spot.

Compositions can be recorded using notation.

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded Calypso music.

Find the pulse of the music, the tempo, dynamics, tonality and instruments used.

Play and say the C major scale on the tongue drum.

Individually (solo) copy stepwise melodic phrases with accuracy and change the tempo.

Improvise solo melodies, using the notes within the C major scale, over a Calypso accompaniment.

Play question and answer phrases in pairs, using notes within the C major scale.

Compose as a whole class, in pairs and individually, recording with musical notation and letter names (using 3 adjacent notes from the C major scale).

Learn and perform simple nursery rhymes and the “**Banana Boat Song**” from staff notation, with confidence, in unison and with an awareness of tempo and dynamics.

Perform individual (solo) compositions and provide musical feedback to peers.

Year 3 - Spring Term (Singing)

Key Vocabulary	Definition
Folk	Style of music from Britain
Sea Shanties	A type of folk song sung on ships.
Crescendo	A gradual increase in volume.
Decrescendo	A gradual decrease in volume.
Rounds	A musical structure where at least 3 people play/sing in unison, but start at different times.

Links to prior learning

Year 1 and 2 singing - posture, pitch, melody, phrases
Year 2 – tempo, dynamics and tonality
Year 2 ukulele – folk music

I need to know:

Who the Fisherman's Friends are.

Folk music originated from Britain.

Sea shanties are a type of folk music.

Songs can be sung in unison.

Songs can be sung in rounds.

It is important to warm up our voices before singing.

When music gets gradually louder it's called crescendo.

When music gets gradually quieter it's called decrescendo.

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded folk music.

Find the pulse of the music, the tempo, dynamics, tonality and instruments used.

Express my own opinion on a song.

Warm up my voice correctly with scales and techniques.

Sing songs in unison, with correct pitch and timings.

Sing songs in rounds (What shall we do with a drunken sailor), with correct pitch and timings.

Sing and perform songs and demonstrate the use of dynamics (forte, piano, crescendo and decrescendo).

Perform with a sense accuracy, pitch accuracy and awareness of when to breath by identifying phrases.

Sing and perform with expression and style.

Respond to a leader's visual directions, in order to sing at the correct time.

Create the lyrics to a whole class and individual sea shanty.

Sing the songs "**Rattlin' Bog**" "**Skye Boat Song**" "**Sosban Fach, Y cwcw**" and "**What shall we do with a drunken sailor**".

Year 3 - Summer Term (¾ Guitar)

Key Vocabulary	Definition
Chords	Two or more notes played together.
Strumming	A technique where you use your finger to brush over the strings.
Frets	The pieces of metal on a guitar neck that alter the pitch.

Links to prior learning

Year 2 ukulele – chords, composition and improvisation

Year 2 singing – reggae music, dynamics, tempo

Year 2 and 3 – composition and improvisation

I need to know:

Reggae music originated from Jamaica.

Who Gregory Issacs is and some of his.

Chords go from A-G on the alphabet.

3 chords – C, G, Am

There are different types of strumming patterns.

That chords are made by holding down different frets on a guitar.

Guitars are part of the string family.

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded reggae music and identify the pulse, tonality, dynamics, tempo, structure, form and instruments being played.

Individually (solo) copy strumming patterns, on set chords (Am, C, G), with accuracy and changing the tempo.

Individually improvise strumming patterns, on set chords, over a reggae drum beat.

Compose a 8-12 bar strumming pattern as whole class, in pairs and individually, recording with musical notation and chord names.

Perform individual (solo) compositions to an audience and provide feedback to peers.

Learn and perform simple nursery rhymes and '**Lively up yourself**' and '**Get up stand up**', reading from strumming notation with chord names, to an audience using correct techniques, confidence and in unison.

Year 4 - Autumn Term (Music Theory)

Key Vocabulary	Definition
Fortissimo	Very loud
Pianissimo	Very quiet
Rallentando	Getting slower
Accelerando	Getting quicker
Bar Lines	A line used to group beats together
Time Signature	Tells you how many counts are in each bar
Stave	A set of five parallel lines where musical notes are written to show pitch
Treble Clef	A symbol used to show notes are above middle C
Line Notation	Notes written on each line of a stave
Space Notation	Notes written in each space of a stave

Links to prior learning:

- Year 2 music theory - terminology
- Year 2 music theory - music technology to compose

I need to know:

Who Beethoven is and how he achieved music whilst being deaf. Fortissimo and pianissimo are types of dynamics and what they mean.

Rallentando and accelerando are types of tempo and what they mean.

That bar lines are used to group notation into groups of 2, 3 or 4.

There are 3 types of time signatures that include 2/4, 3/4 and 4/4

Staff notation is written on a stave to show the pitch of each note.

That there are line notes and space notes.

FACE for space notes.

EGBDF for line notes.

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded music from Beethoven.

Listen to a range of live and pre-recorded music from the Model Music Curriculum.

Express my own opinion on a song, with reference to tempo, dynamics, tonality, timbre and texture.

Play simple rhythms from rhythm cards, on percussion instruments or body percussion.

When playing simple rhythms demonstrate an awareness of dynamics and tempo.

Identify time signatures of a song, finish incomplete rhythm cards related to a specific time signature and add bar lines to a simple piece of music to match a time signature.

Compose short sequences using notation, into bars showing 2/4, 3/4 and 4/4.

Name notation on the stave, in the treble clef.

Compose songs using stave notation and musical rests.

Use computing software, at the end of the unit to compose songs with correct time signatures.

Year 4 Spring Term (recorder)

Key Vocabulary	Definition
Scale	A series of notes.
C Major scale	7 notes (C, D, E, F, G, A, B)
Legato	Smooth
Staccato	Short and detached
Melody and Accompaniment	A melody is played over a rhythmic/harmonic part.
Duet	Playing in unison with one other person.

Links to prior learning

Year 1, 2 and 3 – composition and improvisation
Year 2 and 4 music theory – notation, dynamics, tempo, tonality, time signatures
Year 3 tongue drums – scales

I need to know:

Soul music originated in America.

Who Stevie Wonder is and how he created music whilst being blind.

A scale is series of notes, in alphabetical order.

C major scale has 7 notes C, D, E, F, G, A, B

Legato is when you join notes together smoothly.

Staccato is when play short snappy notes.

Legato can be produced on a recorder by joining notes together smoothly.

Staccato can be produced on a recorder by playing the notes sharply and quickly.

Recorder is part of the woodwind family.

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded soul music.

Express my own opinion on a song, with reference to tempo, dynamics, tonality, timbre and texture.

Improvise on a recorder, using 3 adjacent notes from the C major scale, over a soul backing track.

Compose a whole class, paired and individual song, using notation on a staff. Deciding on the time signature and using up to 4 adjacent notes, from the C major scale.

Perform individual (solo) compositions and paired compositions, reading from staff notation, to an audience.

Learn and perform simple nursery rhymes, with confidence, in unison, with correct techniques and reading staff notation, to an audience.

Learn and perform '**Isn't she lovely**' (melody and accompaniment) with confidence, in unison, with correct techniques and reading staff notation.

Year 4 - Summer Term (Singing)

Key Vocabulary	Definition
Octave	A series of 8 notes played one after each other, starting from a given note and ending on the same note at a pitch double its frequency.
Scale	A series of notes or intervals within an octave.
Crescendo	Gradually getting louder
Decrescendo	Gradually getting quieter

Links to prior learning

Year 1, 2 and 3 singing - posture, pitch, melody, phrases

Year 2 and 4 music theory – tempo, dynamics, tonality, time signatures

I need to know:

Who Andrew Lloyd Webber is.

It's important to warm up your voice before singing.

You need to breathe after each phrase.

Dynamics provide depth in a song.

The tonality of the song needs to be identified to sing with expression.

Each song has its own style.

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded music from Andrew Lloyd Webber and other musicals.

Express my own opinion on a song, with reference to tempo, dynamics, tonality, timbre and texture.

To appropriately warm up my voice with techniques, scales and octaves.

Rejoin a song confidently, if lost.

Pitch voice appropriately when performing songs.

Follow directions for dynamics (f, ff, p, pp, < >) and tempo.

Sing a song in 4/4 time.

Perform a song in unison with correct expression and style.

Perform with a sense accuracy, pitch accuracy and awareness of when to breathe by identifying phrases.

Respond to a leader's visual directions, in order to sing at the correct time.

Learn and perform songs from musicals/films. **'Bad Guys' – Bugsy Malone and 'Macavity' from Cats.**

Year 5 Autumn term (Singing)

Key Vocabulary	Definition
Scale	A series of notes.
Nodules	A lump in your throat, caused by overuse of the vocal chords.
Fortissimo	Very loud
Pianissimo	Very quiet
Crescendo	A gradual increase in volume.
Decrescendo	A gradual decrease in volume.
Rallentando	Slowing down.
Accelerando	Speeding up.
Rounds	Two groups sing at different times.
Partner songs	Two melodies sung at the same time.

Links to prior learning

Year 1, 2, 3 and 4 singing - posture, pitch, melody, phrases

Year 2 and 4 music theory – tempo, dynamics, tonality, time signatures

I need to know:

Pop music originated from America

It's important to warm up my voice to prevent injuries like nodules.

A scale is a series of notes, in alphabetical order.

There are different structures of songs (rounds, partner songs and songs with verses and choruses).

The tonality of the song needs to be identified to sing with expression.

Each song has it's own style.

Dynamics – fortissimo, pianissimo, piano, forte, crescendo, decrescendo.

That you can change the speed when singing with an accelerando or a rallentando.

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded pop.

Express my own opinion on a song, with reference to tempo, dynamics, tonality, timbre and texture.

To appropriately warm up my voice with techniques, scales and octaves.

Rejoin a song confidently, if lost.

Pitch voice appropriately when performing songs.

Follow directions for dynamics (f, ff, p, pp, < >) and tempo.

Perform a song in two parts – **'Can't stop this feeling'**

Perform partner songs. **'Oh when the saints/swing low'**

Perform a song with verses and choruses.

Perform with a sense accuracy, pitch accuracy and awareness of when to breath by identifying phrases.

Respond to a leader's visual directions, in order to sing at the correct time.

Year 5 - Spring Term (Music Theory)

Key Vocabulary	Definition
Semi Quaver	A note that lasts for an eighth of a beat.
Semi Quaver rest	A rest that lasts for an eighth of a beat.
Pentatonic Scale	A scale made from 5 notes within an octave.
Simple Time	Time signature with a 2,3,4 at the top.
Bar Lines	A line used to group beats together.
Time Signature	Tells you how many counts are in each bar.
Stave	A set of five parallel lines where musical notes are written to show pitch.
Treble Clef	A symbol used to show notes are above middle C.
Line Notation	Notes written on each line of a stave.
Space Notation	Notes written in each space of a stave
Graphic Score	Creating music with pictures.

Links to prior learning

Year 2 and 4 music theory
Year 2, 3 and 4 – dynamics, tempo

I need to know:

**Who Anna Meredith is and that she is a Scottish composer.
Anna Meredith composes acoustic and electric music.
The name and meanings of simple time and compound time.
The meaning of ternary form.
How to play pentatonic scales, on tuned percussion instrument or recorder.
Semi quavers are worth a quarter beat and semi quaver rests are worth a quarter rest.
Graphic scores are a way of composing music.**

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded music, from Anna Meredith and identify the texture, time signature, structure and form and how instruments can create timbre and the techniques they use to do this.
Play pentatonic scales on a tuned percussion instruments or recorders, reading stave notation.
Compose simple melodies on a stave, with a time signature and symbols for dynamics and tempo.
Perform their simple melody on the recorder or tuned percussion.
Compose an 8 bar song, on a stave, with a time signature and symbols for dynamics and tempo.
Compose their song as a graphic score, like Anna Meredith.
Create their song on Charanga.
Use peer feedback to start making improvements to my own work.

Year 5 - Summer Term (Guitar)

Key Vocabulary	Definition
Chords	Two or more notes played together.
Rhythmic Patterns	The pattern of notes and rests that are repeated.

I need to know:

Rock music originated from America.

Who Def Leppard are.

5 chords – Em, G, C, Am and D

That songs are made up from rhythmic patterns.

That chords can be played and created into a chord sequence.

What strumming notation is.

That guitars can be plucked and strummed.

Guitars are part of the string family.

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded rock music and identify the texture, time signature, structure and form and how instruments can create timbre and the techniques they use to do this.

Improvise over a simple drum beat using taught chords.

Compose a 12-18 chord progression, in 3/4 or 4/4, using 3 of the 5 taught chords, with reference to structures and record in strumming notation.

Perform my own composition independently, from strumming notation, with accuracy, confidence, control and fluency.

Compose a 12-18 melodic phrase, in 3/4 or 4/4, that can be played over their chord sequence.

Learn and perform '**Sweet Home Alabama**', with confidence and accuracy.

Make improvements on my own work through analysis and comparison to others.

Links to prior learning

Year 3 – guitars

Year 1, 2, 3 and 4 – composition and improvisation

Year 2 and 5 – music theory

Year 6 - Autumn Term (Music Technology)

Key Vocabulary	Definition
Loop	A repeated section of sound
Chord	Two or more notes played together from an octave.
Polyrhythm	A rhythm which makes use of two or more different rhythms simultaneously.
Rhythmic Accompaniment	The part of the song that provides the rhythmic or harmonic support.
Chord Accompaniment	The part of a song that involves the chords progression.

Links to prior learning

Year 2 and 5 music theory.

I need to know:

Who Imogen Heap is and how she creates music.

Who Shiva Feshareki is and how she creates music.

That chords are formed with 2 or more notes and that these can create a chord progression to support the melody.

What loops are and that they can be combined to make a polyrhythm.

That music needs to be created for a specific theme/mood.

What a rhythmic and chord accompaniment is.

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded music, from Imogen Heap and Shira Feshareki and identify the texture, time signature, structure and form and how instruments can create timbre and the techniques they use to do this.

Use three different types of software to create music. Yustudio (Charanga), Beepbox and Music Notepad (Charanga).

Create a composition on BeepBox, using loops and technology for a specific mood or style (video game).

Compose a 4-8 bar melodic theme using different rhythmic patterns, dynamics, time signature and either notes from a major or minor scale, on Music Notepad.

Compose a 4-8 bar composition using 4 different elements (drums, bass, chord accompaniment and melody) using samples and synthesisers, with a specific theme and linked to a video.

Make improvements on my own work through analysis and comparison to others.

Year 6 - Spring Term (Samba Set)

Key Vocabulary	Definition
Ostinato	Repeated patterns.
Polyrhythms	A rhythm which makes use of two or more different rhythms simultaneously.
Apito	A whistle that a samba leader wears and uses to signal to the band.
Syncopation	Emphasis of notes played on the off beat.

Links to prior learning:

- Year 2, 4 and 5 music theory - notation and terminology
- Year 1, 2, 3, 4, 5 and 6 - composition and improvisation

I need to know:

That samba music originated from Brazil, South America. Instruments in a Samba band (apito, snare drum, surdo ect.) are part of the percussion family.

Syncopation key component used to create Samba rhythms.

Types of textures – unison and polyrhythms

Types of structures – call and response, question and answer phrases, ostinato, music with multiple sections

Hand signals to lead rehearsal and performance sessions.

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded music, Samba music and identify the texture, time signature, structure and form and how instruments can create timbre and the techniques they use to do this.

Plan and lead rehearsals and performances.

Compose an 8-16 beat melodic phrase using polyrhythms, ostinatos, dynamics and record in notation form.

Perform my own composition as a group and as a class, from notation, with accuracy, confidence, control and fluency, on different samba instruments.

Improvise rhythm patterns, as a group and individually.

Play simple samba songs “**Amazon Samba**” “**Betaria**” and “**Dinosaur Samba**”.

Make improvements on my own work through analysis and comparison to others.

Year 6 - Summer Term (Singing)

Key Vocabulary	Definition
Scale	A series of notes.
Fortissimo	Very loud
Pianissimo	Very quiet
Crescendo	A gradual increase in volume.
Decrescendo	A gradual decrease in volume.
Three-part rounds	Three groups sing at different times.
Partner songs	Two melodies sung at the same time.

Links to prior learning

Year 1, 2, 3, 4 and 5 singing
Year 2, 4 and 5 – music theory
Year 3 and 5 – scales

I need to know:

How musicians produce and record music.

Three-part songs and four-part rounds are a type of structure.

Partner songs are a type of structure.

By the end of the unit I will be able to:

Listen to a range of live and pre-recorded music, from the model music curriculum and identify the texture, time signature, structure and form and how instruments can create timbre and the techniques they use to do this.

To appropriately warm up my voice with techniques, scales and octaves.

Rejoin a song confidently, if lost.

Pitch voice appropriately when performing songs and sing with accurate style.

Follow directions for dynamics (f, ff, p, pp, < >) and tempo.

Perform a song as a four-part round. **'Dynamite'**

Perform partner songs

Perform a song in unison – linked to leavers assembly.

Perform with a sense accuracy, pitch accuracy and awareness of when to breath by identifying phrases.

Respond to a leader's visual directions, in order to sing at the correct time.

Compose their own lyrics to be sung over a backing track.

