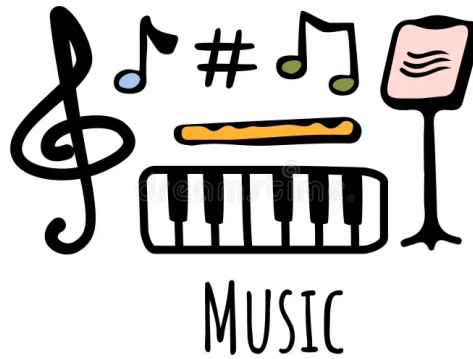


Music



Subject Definitions

KS1 definition:

Music is using our voices, bodies and instruments to make and perform sounds. Listening to and talking about music from different times and places. Exploring rhythm, pulse and pitch to create our own musical ideas.

KS2 definition:

Music is singing, playing, performing and composing with increasing confidence and skill. Listening to, understanding and appreciating music from different times, places and traditions. Using musical knowledge and vocabulary to create, improve and share our own music.

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 1	My favourite things: Keeping The Pulse		Fairytales: Sound Patterns		Superheroes: Pitch Recorded performances	
Year 2		Animals: Call and Response		Musical Storytelling: Instruments Recorded performances		Musical Me: Pitch
Year 3	Reading Rhythms: Patterns and Layers		Inspired By India: Musical Improvisations Recorded performances		Reggae Rhythms: Playing in a Band	
Year 4		Singing In Parts: Loops and Layers		Musical Motifs: Reading the Stave		Music Technology: Loop-based Composition
Year 5	Music In Nature: Chords and Melodies		West African Rhythms: Create, play and perform		Stage and Song: Storytelling Through Music	
Year 6		Four Chord Pop: Playing In A Band		Songs That Speak: Lyrics and Messages		Music Technology: Film Soundtracks

Key Stage One Progression

Year 1

Au1: Clap the rhythm of their name in time to a piece of music. Sway, nod or tap in time to show the pulse of a piece of music. Sing a rhythm while keeping the pulse of a piece of music. Keep the pulse of a piece of music without using their voice. Say their name in a rhythm in time with the pulse of a piece of music. Read and copy rhythms based on word patterns, using an instrument. Keep the pulse whilst playing a rhythm.

Sp1: Make changes to the dynamics (volume) of their voice to represent a character. Use a single instrument to create different sounds. Respond to hand signals when playing an instrument (such as start/stop). Understand what beats and rests are. Read a simple rhythmic pattern with a beat and a rest. Clap or play a rhythm along with spoken words. Play a rhythm on an instrument. Play sound patterns in time with the pulse of a piece of music.

Su1: Identify high and low-pitched sounds. Make high and low-pitched sounds with their voice. Create and perform a two-pitch pattern. Create and perform a three-note musical pattern that uses different pitch. Recognise and use varying tempos. Prepare a piece of music that varies its pitch and tempo. Perform a piece of music that varies its pitch and tempo.

Year 2

Au2: Use dynamics in a piece of music. Create a piece of music in a group that uses varied dynamics. Clap a sound pattern in time with the pulse of a piece of music. Demonstrate both a call and a response. Copy a sound pattern using an instrument. Play both a call and a response in time with another pupil. Perform a composition that combines call and respond with varying dynamics.

Sp2: Identify sections of a longer piece of music where tempo changes and describe how it changes. Identify sections of a longer piece of music where dynamic changes and describe how it changes. Understand how the dynamic and tempo of a piece of music can support a story. Use dynamic and tempo to represent a character, event and feeling. Create and perform a performance piece of music, using dynamic and tempo, to tell a story.

Su2: Read a pitch pattern from left to right. Sing high and low notes. Show high and low notes. Play a pattern of high and low notes on an instrument. Draw high and low pitch sounds. Sing and read notation on three lines. Recognise when notes stay the same. Play a pitch pattern using letter notation in the right order. Understand what a stave is. Recognise missing notes on a stave. Draw notes on a stave. Read and play notes from a stave.

Lower Key Stage Two Progression

Year 3

Au1:

Sp1: Recognise and describe the sound of some common Indian instruments. Understand improvisation. Improvise by changing the order of notes or adding silence. Understand the pentatonic scale. Improvise using the pentatonic scale. Create a 4-beat rhythmic pattern using three different sounds. Know that in Indian music this is a tala. Create a drone sound. Combine a drone and a tala to create a piece of music. Explain what contrasts are in music. Link contrasts to a piece of music with a beginning, middle and end and create some contrasts. Improvise as part of a group performance.

Su1: Show an understanding of reggae music and the roots of reggae music. Play a bass line in time with a piece of music. Understand what a chord is. Play a chord. Play a chord in time with music. Understand what the offbeat is. Play an offbeat chord. Write lyrics that match a given melody. Perform lyrics that match a given melody. Perform a piece of music as a band.

Year 4

Au2: Understand what layering is. Understand the difference between melody and harmony. Sing melody. Sing harmony. Sing melody and harmony as part of a performance with other singers. Understand what a musical loop is. Sing a musical loop. Play a four-beat loop. Create and compose a four-beat loop that includes a simple melody. Sing a composed loop. Sing in a round.

Sp2: Understand what a stave is. Recognise notes C to G on the stave. Read and play notes C to G on the stave. Play a musical phrase by reading notes off the stave. Understand what a motif is. Explain how pitch can affect the listener of a motif. Match motifs to characters based on pitch. Draw notes accurately on the stave. Compose a motif to match a character. Perform a motif. Perform someone else's motif by reading the notes on the stave.

Su2:

Upper Key Stage Two Progression

<u>Year 5</u>	<u>Year 6</u>
Au1: Understand crescendo, diminuendo, piano and forte. Understand musical layering and texture. Use changes in dynamics to represent a soundscape in nature. Understand and use contrasts in music. Understand what a composer is and does, and what a composition is. Compose music that has a clear contrast in chords. Transform a spoken phrase into a musical phrase. Perform a group composition that combines a melody and a drone. Create a melody, drone and chords in a group performance. Sp1: Su1:	Au2: Understand what tempo is. Understand how musical choices, such as tempo, dynamic and lyrics can affect the listener. Project voices. Understand breath control and use strategies to control their breath when singing. Understand the difference between unison and harmony. Sing in harmony. Understand verse-chorus structure. Play a bassline in time to a song with a verse-chorus structure. Add rhythms to a bassline that build energy. Understand the difference between a note and a chord. Understand and use non-verbal cues to communicate during a performance. Add rhythms to a chord sequence. Demonstrate stage awareness. Perform as part of a band. Sp2: Analyse lyrics to identify the meaning of a song. Understand some techniques that songwriters use to communicate with their listeners. Write rhyming lyrics that communicate a clear message. Understand accented beats. Use accented beats when writing and performing lyrics. Begin to play a four-chord sequence to accompany written lyrics. Understand expression in a performance. Understand what rehearsing is and how to rehearse. Give and receive feedback on a rehearsal. Perform a message in a group. Su2:

