

## Whole School Curriculum Map: music

Music	EYFS A	KS1 A	KS1 B	KS2 A	KS2 B	KS2 C	KS2 D
<b>EYFS/NC objectives</b>	<p><b>N2:</b> <b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas</li> </ul> <p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>Pay attention to more than one thing at a time, which can be difficult.</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Use a wider range of vocabulary</li> </ul> <p><b>YR:</b> <b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li><b>Sing a range of well-known nursery rhymes and songs. ELG Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. ELG</b></li> </ul> <p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> </ul>	<p><b>Y1 Pulse and Rhythm</b></p> <ul style="list-style-type: none"> <li>To know that rhythm means a pattern of long and short notes.</li> <li>To know that pulse is the regular beat that goes through music.</li> <li>To understand that the pulse of music can get faster or slower</li> <li>Listening to and repeating short, simple rhythmic patterns.</li> <li>To know that a piece of music can have more than one section, e.g. a verse and a chorus.</li> <li>Maintaining the pulse (playing on the beat) using hands, and tuned and untuned instruments.</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Describing the character, mood, or 'story of music they listen to (verbally or through movement)</li> <li>Listening and responding to other performers by playing as part of a group.</li> <li>Copying back short rhythmic and melodic phrases on percussion instruments.</li> <li>Combining instrumental and vocal sounds within a given structure.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> </ul> <p><u>Genre of Music</u></p> <ul style="list-style-type: none"> <li>To know that Haka is a ceremonial dance performed in Maori culture.</li> <li>To understand the meaning behind the Haka.</li> <li>To understand the pulse and rhythm used in a traditional Haka.</li> </ul>	<p><b>Y2 African call and response</b></p> <ul style="list-style-type: none"> <li>To know that dynamics can change the effect a sound has on the audience.</li> <li>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</li> <li>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</li> <li>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</li> <li>To understand that an instrument can be matched to an animal noise based on its timbre.</li> <li>Recognising timbre changes in music they listen to.</li> <li>Recognising structural features in music they listen to</li> <li>Listening to and recognising instrumentation.</li> <li>Beginning to use musical vocabulary to describe music.</li> <li>Listening to and repeating a short, simple melody by ear.</li> <li>Suggesting improvements to their own and others' work.</li> <li>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>Using letter name and graphic notation to represent the details of their composition.</li> <li>Beginning to suggest improvements to their own work</li> </ul> <p><u>Call and response</u></p> <ul style="list-style-type: none"> <li>To know what a call and response song is.</li> <li>To compare two different call and response songs</li> <li>To know that call and response comes from traditional African music.</li> </ul>	<p><b>Y4 Body and tuned percussion</b></p> <ul style="list-style-type: none"> <li>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</li> <li>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</li> <li>To know that a 'loop' in music is a repeated melody or rhythm</li> <li>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music</li> <li>Recognising the use and development of motifs in music</li> <li>Identifying gradual dynamic and tempo changes within a piece of music.</li> <li>Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>Using musical vocabulary when discussing improvements to their own and others' work.</li> <li>Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>Creating a piece of music with at least four different layers and a clear structure.</li> <li>Suggesting improvements to others work, using musical vocabulary.</li> <li>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul> <p><u>Stomp</u></p> <ul style="list-style-type: none"> <li>To know that the musical stomp is created using body percussion.</li> <li>To use musical vocabulary accurately to describe the music in stomp.</li> </ul>	<p><b>Y3 – Pentatonic Melodies and composition</b></p> <ul style="list-style-type: none"> <li>To know that the word 'crescendo' means a sound getting gradually louder.</li> <li>To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</li> <li>To understand that a pentatonic melody uses only the five notes C D E G A.</li> <li>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music</li> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Understanding that music from different parts of the world, and different times, has different features.</li> <li>Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>Combining instrumental and vocal sounds within a given structure.</li> <li>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>Beginning to show an awareness of metre.</li> <li>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> <li>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>Suggesting and implementing improvements to their own work, using musical vocabulary.</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</li> </ul> <p><u>Pentatonic Scales – Pop music</u></p> <ul style="list-style-type: none"> <li>To understand that pop music often follows a pentatonic scale.</li> <li>To be able to play a simple pentatonic scale.</li> </ul>	<p><b>Y5 Composition notation</b></p> <ul style="list-style-type: none"> <li>To know that simple pictures can be used to represent the structure (organisation) of music.</li> <li>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</li> <li>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</li> </ul> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p><u>Notation</u></p> <ul style="list-style-type: none"> <li>I understand that different forms of music have different musical scores.</li> <li>To be able to describe the differences and similarities in contrasting musical scores.</li> </ul>	<p><b>Y6 – Theme and variations</b></p> <ul style="list-style-type: none"> <li>To know that a 'theme' is a main melody in a piece of music.</li> <li>To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</li> <li>To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</li> <li>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</li> <li>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> <li>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts</li> <li>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li> <li>Improvising coherently and creatively within a given style, incorporating given features.</li> <li>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</li> <li>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</li> <li>Constructively critique their own and others' work, using musical vocabulary</li> <li>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</li> <li>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> </ul> <p><u>Benjamin Britten</u></p> <ul style="list-style-type: none"> <li>To know who Benjamin Britten was.</li> <li>To understand the influence BB had on music.</li> <li>To be able to identify some key pieces by BB and describe the similarities and differences.</li> </ul>
<b>Autumn 1</b>	<p><b>Nursery rhyme week</b> <b>Learn songs and movements for Christmas play</b></p>	<p><b>Kapow:</b> Y1 Pulse and Rhythm (Theme: All About Me)</p> <p><b>Musical Focus:</b> Pulse and Rhythm</p> <p><b>Famous musician/genre of music:</b> Haka</p>	<p><b>Kapow:</b> Y2 African call and response (Animals)</p> <p><b>Musical Focus:</b> Call and response</p> <p><b>Famous musician/genre of music:</b> Call and response</p>	<p><b>Kapow:</b> Y4 Body and tuned percussion</p> <p><b>Musical Focus:</b> Percussion</p> <p><b>Famous musician/genre of music:</b> Stomp the musical.</p>	<p><b>Kapow:</b> Y3 – Pentatonic Melodies and composition</p> <p><b>Musical Focus:</b> Melodies and composition</p> <p><b>Famous musician/genre of music:</b> Roar Katy Perry</p>	<p><b>Kapow:</b> Y5 Composition notation (Egyptian Theme)</p> <p><b>Musical Focus:</b> Notation</p> <p><b>Famous musician/genre of music:</b> Notation</p>	<p><b>Kapow:</b> Y6 – Theme and variations (Pop Art)</p> <p><b>Musical Focus:</b> Percussion</p> <p><b>Famous musician/genre of music:</b> Benjamin Britten</p>

**EYFS/NC objectives**

Music	EYFS A	KS1 A	KS1 B	KS2 A	KS2 B	KS2 C	KS2 D
	<p><b>N2:</b></p> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas</li> </ul> <p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>Pay attention to more than one thing at a time, which can be difficult.</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Use a wider range of vocabulary</li> </ul> <p><b>YR:</b></p> <p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li><b>Sing a range of well-known nursery rhymes and songs. ELG</b></li> <li><b>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. ELG</b></li> </ul> <p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> </ul>	<p><u>Y1 Musical Vocabulary</u></p> <ul style="list-style-type: none"> <li>To understand that pitch means how high or low a note sounds</li> <li>To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.</li> <li>To know that music has layers called 'texture'.</li> <li>Recognising and understanding the difference between pulse and rhythm.</li> <li>Understanding that different types of sounds are called timbres.</li> <li>Recognising basic tempo, dynamic and pitch changes.</li> <li>Describing the character, mood, or 'story' of music they listen to (verbally or through movement).</li> <li>Describing the differences between two pieces of music.</li> <li>Listening and responding to other performers by playing as part of a group.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><u>Classical Music</u></p> <ul style="list-style-type: none"> <li>To know who Pyotr Ilyich Tchaikovsky was.</li> <li>To know that the Nutcracker is a classical piece of music.</li> <li>To understand the story of the nutcracker and how the music tells the story.</li> </ul>	<p><u>Y1 Vocal and Body sounds (By the Sea)</u></p> <ul style="list-style-type: none"> <li>To know that dynamics can change how someone listening feels about music.</li> <li>know that your voice can be used as a musical instrument.</li> <li>To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.</li> <li>To understand that music can be represented by pictures or symbols.</li> <li>Understanding that different types of sounds are called timbres</li> <li>Recognising basic tempo, dynamic and pitch changes</li> <li>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</li> <li>Describing the differences between two pieces of music.</li> <li>Expressing a basic opinion about music (like/dislike)</li> <li>Listening and responding to other performers by playing as part of a group.</li> <li>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>Combining instrumental and vocal sounds within a given structure.</li> <li>Choosing dynamics, tempo and timbre for a piece of music.</li> <li>Creating a simple graphic score to represent a composition.</li> </ul> <p><u>Classical Music</u></p> <ul style="list-style-type: none"> <li>To know who Claude Debussy was.</li> <li>To know that he composed music.</li> <li>To understand that La Mer is a piece of music.</li> </ul>	<p><u>Y3 – Developing singing technique</u></p> <ul style="list-style-type: none"> <li>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</li> <li>To know that different notes have different durations, and that crotchets are worth one whole beat.</li> <li>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</li> <li>To know that written music tells you how long to play a note for.</li> <li>Understanding that music from different parts of the world, and different times, has different features.</li> <li>Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>Beginning to show an awareness of metre.</li> <li>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> <li>Composing a piece of music in a given style with voices and instruments.</li> <li>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</li> </ul> <p><u>Local Choir</u></p> <p>Invite local choir into school for children to begin to understand the different ways they can be involved in singing in the community.</p>	<p><u>Y3 Ballads</u></p> <ul style="list-style-type: none"> <li>To know that a ballad tells a story through song.</li> <li>To know that lyrics are the words of a song.</li> <li>To know that in a ballad, a 'stanza' is a verse.</li> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>Beginning to show an awareness of metre.</li> <li>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> <li>Composing a piece of music in a given style with voices and instruments.</li> <li>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> </ul> <p><u>The Beatles</u></p> <ul style="list-style-type: none"> <li>To know who The Beatles were and their rise to fame.</li> <li>To understand that Hey Jude was a ballad.</li> <li>To compare two different ballads by The Beatles</li> </ul>	<p><u>Y5 Musical Theatre</u></p> <ul style="list-style-type: none"> <li>To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.</li> <li>To know that choreography means the organisation of steps or moves in a dance.</li> <li>To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.</li> <li>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> <li>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama)</li> <li>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>Suggesting and demonstrating improvements to own and others' work.</li> <li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> </ul> <p><u>Andrew Lloyd Webber</u></p> <ul style="list-style-type: none"> <li>To know who Andrew Lloyd Webber is and what makes him famous.</li> <li>To identify the different styles of music in a variety of his musicals.</li> </ul>	<p><u>Y6 - Songs of World War Two</u></p> <ul style="list-style-type: none"> <li>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</li> <li>To know that the Solfa syllables represent the pitches in an octave.</li> <li>A 'counter-subject' or 'counter-melody' provides contrast to the main melody.</li> <li>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li> <li>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> <li>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</li> <li>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> <li>Suggesting and demonstrating improvements to own and others' work.</li> <li>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</li> <li>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>Performing by following a conductor's cues and directions.</li> </ul>
<b>Spring 1</b>	<p><b>Learn songs and rhymes linked to topics</b></p> <p><b>Children begin to create their own versions of familiar nursery rhymes changing one or two elements</b></p>	<p><b>Kapow:</b> Y1 Musical vocabulary (Theme: Under the Sea)</p> <p><b>Musical Focus:</b> Musical Vocabulary</p> <p><b>Famous musician/genre of music:</b> Classical (The Nutcracker).</p>	<p><b>Kapow:</b> Y1 Vocal and body sounds (By the sea)</p> <p><b>Musical Focus:</b> Musical Vocabulary</p> <p><b>Famous musician/genre of music:</b> Classical (20<sup>th</sup> Century) Claude Debussy – La Mer</p>	<p><b>Kapow:</b> Y3 Developing Singing technique</p> <p><b>Musical Focus:</b> Singing</p> <p><b>Famous musician/genre of music:</b> Local Choir</p>	<p><b>Kapow:</b> Y3 Ballads</p> <p><b>Musical Focus:</b> Singing</p> <p><b>Famous musician/genre of music:</b> The Beatles – Hey Jude</p>	<p><b>Kapow:</b> Y5 Musical Theatre</p> <p><b>Musical Focus:</b> Singing</p> <p><b>Famous musician/genre of music:</b> Musical Theatre – Andrew Lloyd Webber</p>	<p><b>Kapow:</b> Y6 - Songs of World War Two</p> <p><b>Musical Focus:</b> Singing</p> <p><b>Famous musician/genre of music:</b></p>

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<p><b>EYFS/NC objectives</b></p>	<p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul> <p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> </ul>	<p><u>Y1 Orchestral Instruments</u></p> <ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically</li> <li>To know that musical instruments can be used to create 'real life' sound effects.</li> <li>To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</li> <li>To know that stringed instruments, like violins, make a sound when their strings vibrate.</li> <li>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</li> <li>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</li> </ul> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Suggesting improvements to their own and others' work.</p> <p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Beginning to suggest improvements to their own work.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p><u>Classical Music</u></p> <ul style="list-style-type: none"> <li>To know that an orchestra is made up of a variety of instruments.</li> <li>To be able to compare two pieces of classical music and discuss the pitch and rhythm of them both.</li> </ul>	<p><u>Y2 Musical Me</u></p> <ul style="list-style-type: none"> <li>To understand that 'melody' means a tune.</li> <li>To know that 'notation' means writing music down so that someone else can play it.</li> <li>To understand that 'accompaniment' can mean playing instruments along with a song.</li> <li>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</li> <li>Using letter name and graphic notation to represent the details of their composition.</li> <li>Recognising timbre changes in music they listen to.</li> <li>Recognising structural features in music they listen to.</li> <li>Beginning to use musical vocabulary to describe music.</li> <li>Identifying melodies that move in steps</li> <li>Listening to and repeating a short, simple melody by ear.</li> <li>Suggesting improvements to their own and others' work.</li> <li>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>Creating simple melodies from five or more notes.</li> <li>Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> </ul> <p><u>Genre of Music</u></p> <ul style="list-style-type: none"> <li>To know that Folk music is traditional music that belongs to a particular culture or group of people.</li> <li>To know that folk music includes singing and musical instruments.</li> </ul>	<p><u>KS2 Instrumental</u></p> <ul style="list-style-type: none"> <li>To know the key features of South African Gumboot music.</li> <li>To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.</li> <li>To know the correct technique for playing tuned percussion instruments.</li> </ul> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world, and different times, have different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary when discussing improvements to their own and others' work.</p> <p>Recognising the use and development of motifs in music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style.</p> <p>Beginning to improvise musically within a given style.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p><u>South African Music</u> To compare different styles of South African music (Afropop, South African Jazz, Gumboot Dance and Zulu folk music)</p>	<p><u>KS2 Instrumental</u></p> <ul style="list-style-type: none"> <li>To know the key features of Calypso music</li> <li>To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.</li> <li>To be able to play tuned percussion with the correct technique.</li> </ul> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world, and different times, have different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary when discussing improvements to their own and others' work.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Beginning to improvise musically within a given style.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p><u>Caribbean Music</u> To understand that calypso music is often experienced at celebrations (carnivals) To understand that calypso music is often up-beat and includes syncopated rhythms.</p>	<p><u>KS2 Instrumental</u></p> <ul style="list-style-type: none"> <li>To know the history and key features of salsa music.</li> <li>To understand how to play pitches and rhythms from staff notation without prompts.</li> <li>To be able to play tuned percussion with the correct technique.</li> </ul> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world, and different times, have different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary when discussing improvements to their own and others' work.</p> <p>Recognising the use and development of motifs in music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Beginning to improvise musically within a given style.</p> <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p><u>South American Music</u> To understand the influences behind Latin music. To know the names of specific percussion instruments that are used for Latin music. To know that Latin music links to Latin dance styles and which countries these originated from.</p>	<p><u>KS2 Instrumental</u></p> <ul style="list-style-type: none"> <li>To know the history and key features of gamelan music.</li> <li>To understand the concept of an octave, recognise this on staff notation, and play it at the correct pitch.</li> <li>To be able to play tuned percussion with the correct technique.</li> </ul> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world, and different times, have different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary when discussing improvements to their own and others' work.</p> <p>Recognising the use and development of motifs in music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Beginning to improvise musically within a given style.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p><u>Indonesian Music</u></p> <ul style="list-style-type: none"> <li>To understand that a pentatonic scale is traditionally used in gamelan music.</li> <li>To know the history of Gamelan music.</li> <li>To know where Gamelan music comes from.</li> </ul>

<p style="text-align: center;"><b>Summer 1</b></p>	<p style="text-align: center;"><b>Use song and music choices to create movements</b>  <b>Follow movements to music and call and repeat songs on GO Noodle</b></p>	<p style="text-align: center;"><b>Kapow:</b> Y2 Orchestral Instruments (Traditional Western stories)</p> <p style="text-align: center;"><b>Musical Focus:</b> Orchestral Instruments</p> <p style="text-align: center;"><b>Famous musician/genre of music:</b> Classical</p>	<p style="text-align: center;"><b>Kapow:</b> Y2 Musical Me</p> <p style="text-align: center;"><b>Musical Focus:</b> Melody</p> <p style="text-align: center;"><b>Famous musician/genre of music:</b> Folk – Hoe Down by Aaron Copland</p>	<p style="text-align: center;"><b>Kapow:</b> South Africa</p> <p style="text-align: center;"><b>Musical Focus:</b> Instrumental</p> <p style="text-align: center;"><b>Famous musician/genre of music:</b> Gumbboot dance</p>	<p style="text-align: center;"><b>Kapow:</b> Carribbean</p> <p style="text-align: center;"><b>Musical Focus:</b> Instrumental</p> <p style="text-align: center;"><b>Famous musician/genre of music:</b> Calypso</p>	<p style="text-align: center;"><b>Kapow:</b> South America</p> <p style="text-align: center;"><b>Musical Focus:</b> Instrumental</p> <p style="text-align: center;"><b>Famous musician/genre of music:</b> South American music</p>	<p style="text-align: center;"><b>Kapow:</b> Indonesia</p> <p style="text-align: center;"><b>Musical Focus:</b> Instrumental</p> <p style="text-align: center;"><b>Famous musician/genre of music:</b> Indonesian Music</p>
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