



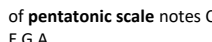




Focus Areas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objectives:	<p>Expressive Arts & Design: Being Imaginative & Creative -Sing a range of well known nursery rhymes and songs -Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p> <p>Communication & Language: Listening, Attention & Understanding -Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Understanding the World: People, Culture & Communities -Know some similarities and differences between religious and cultural communities in this country</p>	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 					
School Opportunities:	<p>All children will:</p> <ul style="list-style-type: none"> Receive a minimum of 2 terms of music units each year. Also, include music opportunities through topic based learning. Aim to incorporate singing into the classroom daily. Learn songs and perform in a Christmas play. Learn two new hymns each term. Listen and reflect on a termly piece of music in each class and in assemblies. Have the opportunity to receive instrumental tuition at school, perform at St.Michael's Church, possibly perform to the Golden Circle, perform in a school talent show 			<p>All children will:</p> <ul style="list-style-type: none"> Receive a minimum of 2 terms of music units each year. Also, include music opportunities through topic based learning. Aim to incorporate singing into the classroom daily/weekly. Learn songs for a Christmas Carol Concert. Learn two new hymns each term. First Access instrumental lessons – Recorders (Year 3) Listen and reflect on a termly piece of music in each class and in assemblies. Have the opportunity to join the school choir, receive instrumental tuition at school, perform at St.Michael's Church and a choir concert, possibly perform to the Golden Circle, perform in a school talent show 			
Singing	Find their singing voice and begin to develop an awareness of pitch.	<p>Sing songs showing increasing vocal control.</p> <p>Explore different sounds made by their voices.</p> <p>Sing a call & response song.</p>	<p>Sing with a sense of control of dynamics (volume), pitch (range of notes) and tempo (speed).</p> <p>Sing an echo song.</p> <p>Sing rounds in 2 parts.</p>	<p>Sing a widening range of unison songs of varying styles and structures. Continue singing rounds in 2 parts.</p>	<p>Sing a broad range of unison songs to show musical expression (phrasing, changes of tempo, dynamics, reflecting the mood and character of the song).</p> <p>Sing songs sometimes in 2 parts to introduce vocal harmony.</p>	<p>Sing a broad range of songs with a sense of ensemble and performance and sometimes in two parts.</p> <p>Sing in unison confidently. Sing three part rounds and songs with a verse and chorus</p>	<p>Sing a song from memory with attention to phrasing, dynamics and accuracy of pitch.</p> <p>Continue to sing in three or four part rounds.</p> <p>Sing in two part harmony.</p>
Explore, Compose & Perform:	<p>Explore different sounds made by the voice, hands, found objects and conventional instruments (timbre) and changes in pitch, duration, dynamics and tempo.</p> <p>Create a sequence of different sounds in response to a given stimuli.</p>	<p>Use graphics/symbols to portray different sounds and compose own sequence of sounds.</p>  <p>Sequence dotted notation (crotchets and semibreves) to make a simple rhythm structure [score]</p> 	<p>Explore ways in which sounds are made and changed using instruments to create changes in pitch, duration, dynamics and tempo.</p> <p>To compose a simple score using crotchets, semibreves, crotchet rests and paired quavers. Use the same note if necessary. Accompany with percussion instruments.</p> 	<p>Learn to play the recorder as a class (First Access).</p> <p>Explore how the recorder changes in pitch, duration, tempo and dynamics.</p> <p>Learn to play the notes C, D, E using crotchets, semibreves, crotchet rests, paired quavers and minims.</p> 	<p>Explore music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics, different tempo, different timbres etc</p> <p>Compose by cutting and sticking / copying and pasting images of individual notes on stave with note letter underneath. Use crotchets, semibreves, crotchet rests, paired quavers and minims on stave with bar lines. Use of pentatonic scale notes C D E G A.</p> 	<p>Explore texture created by layering rhythmic and or melodic ostinatos.</p> <p>Create own simple songs using a range of symbols (graphic & conventional). Draw or stick crotchets, semibreves, crotchet rests, paired quavers and minims on stave with bar lines. Use of C major scale notes: C D E F G A B C.</p> 	<p>Explore and develop ideas, using musical devices such as repetition, question and answer, ostinato.</p> <p>Create own simple songs that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment. Draw crotchets, semibreves, crotchet rests, paired quavers and minims on stave with bar lines. Use of graphic /conventional symbols.</p> 

<p>Listen, Reflect & Appraise:</p>	<p>Listen to sounds and respond verbally and physically.</p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</p>	<p>Recognise and respond through movement/dance to different musical characteristics and moods of music (angrily, sadly, cheerfully, daintily).</p> <p>Begin to articulate how changes in tempo, pitch and dynamics effect the mood.</p>	<p>Recognise and respond to changes of tempo, dynamics and pitch in music through movement/dance.</p> <p>Begin to use music terminology when describing the mood (i.e. the mood is sad because the music is played slowly and quietly).</p>	<p>Listen and respond to live/recorded extracts of different kinds of music and identify where appropriate:</p> <ul style="list-style-type: none"> -a steady beat/no steady beat -a specific rhythm pattern or event -the tempo of the music -the dynamics of the music -the melody 	<p>Research and recognise music from different times and countries identifying key elements that give it its unique sound. Recognise and talk about some contrasting styles of music.</p>	<p>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions.</p>	<p>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions.</p>
<p>Focus Areas</p>	<p>EYFS</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>Key Words:</p>	<p>Sounds, voice, Instruments, tuned, percussion, beat, rhythm, mood,</p>	<p>Tuned/untuned instruments, percussion instruments, mood, rhythm, sound scape (sounds to create the atmosphere of a scene), graphic score (notation using pictures or symbols), crotchet, semibreve, minim (Year 2),</p>		<p>Rhythm, phrase, melody, harmony, repetition, expression, pentatonic (5 note scale), metre (organisation of beats into groups), pulse 2,3,4, rehearse, record, drone (pitched note played continuously throughout a piece of music), ostinato (repeated rhythmic pattern), melodic ostinato (repeated melodic pattern using tuned instruments), graphic notation, notation, crotchet, minim, semibreve, rest, treble clef, stave, notes, accompaniment, syllables, sound scape (sounds to create the atmosphere of a scene), layer, scale, binary form (a musical piece with two sections: AB)</p>		<p>Rhythm, phrase, melody, harmony, repetition, expression, pentatonic (5 note scale), metre (organisation of beats into groups), pulse 2,3,4, rehearse, record, drone (continuous repeated note), ostinato (repeated rhythmic pattern), melodic ostinato (repeated melodic pattern using tuned instruments), graphic notation, notation, score (a written form of musical notation), crotchet, minim, quaver, semibreve, rest, treble clef, stave, notes, accompaniment, syllables, layer, scale, binary form (a musical piece with two sections: AB), ternary (a musical piece with three sections: ABA)</p>	
<p>Musical Elements:</p>	<p>Pitch – high, low, getting higher, getting lower Duration – steady beat, short/long sounds, rhythm Dynamics – loud, quiet, silence, getting louder/quieter Tempo - fast, slow, getting slower, getting faster Timbre – sound quality of individual instruments, type/tone of sound (wooden, metal, rattle, scrape etc) Texture – layers of sound, one sound, two sounds, many sounds Structure – beginning, middle, end</p>			<p>Pitch – high, low, melody, unison, harmony, stave, flats, sharps, chords Duration – steady beat, short/long sounds, rhythm, metre. Dynamics – loud (forte), very loud (fortissimo), moderately loud (mezzo forte), Quiet (piano), moderately quiet (mezzo piano), very quiet (pianissimo), silence, getting louder (crescendo), getting quieter (diminuendo). Tempo- fast (allegro), slow (adagio), steady Timbre – type/tone of sound (rough, smooth, scratchy, heavy, light, cold, warm, dull, bright etc), different instruments Texture – layers of sound Structure – verse, chorus, repetition, call and response, beginning/middle/end, binary (AB), ternary (ABA)</p>			