

R/1						
Term	Autumn		Spring		Summer	
Topic	Singing	Nativity	Music around the school	Clapping to beat/pulse	Percussion to enhance stories	Types of instruments
Year 2/3						
Term	Autumn		Spring		Summer	
Topic	Singing	Carols	Compose to stimuli	Dots on music (computer)	Crotchets and quavers	Tuned instruments
Year 4/5						
Term	Autumn		Spring		Summer	
Topic	Traditional music (stories)	Carols	Music to set the scene	Minims, crotchets, quavers and rests	Compose short phrases	Play along (tuned instruments)
Year 5/6						
Term	Autumn		Spring		Summer	
Topic	Musical notation (prev + semiquavers)	Carols	Music to silent scene	Play music on keyboards/online	5 - above 6 - Performance	5 - above 6 - leavers

# Elements of Music

## Timbre

The quality of a musical note that makes the same note sound different when played on different instruments.

## Rhythm

A combination of long and short sounds.

## Melody

The main tune.



## Structure

The way a piece is built and the order it is played in.

## Tempo

The speed of a piece of music.

## Pitch

How high or low a note is.



## Texture

The layers of sound in a piece of music and the relationship between them.

## Beat

The steady pulse that runs throughout a piece of music.

## Harmony

Several notes played together.



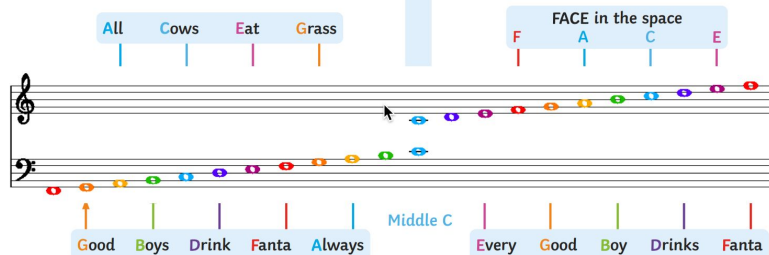
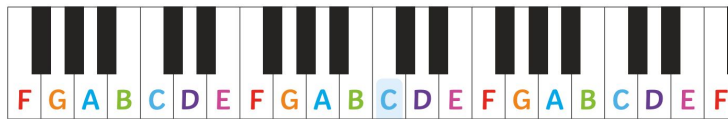
## Duration

The length of time that a note is held or played for.

## Dynamics

The variation in volume of the sounds or notes in a piece of music.

## Musical Notes



## Music Note Values

semibreve = 4 beats	
minim = 2 beats	
crotchet = 1 beat	
a pair of quavers = 1 beat	
4 semiquavers = 1 beat	
1 quaver = 1/2 beat	
1 semiquaver = 1/4 beat	

R/1

# Music - Singing

## Music Area -

### Singing

- Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.
- Begin with simple songs with a very small range, mi-so and then slightly wider.
- Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy.

# Music - Nativity

## Music Area -

Performance

Perform learned songs with accuracy

# Music - Music around the school

## Music Area -

### Listening

Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

Listen to sounds in the local school environment, comparing high and low sounds.

- Sing familiar songs in both low and high voices and talk about the difference in sound.

# Music - Beat and Pulse

## Music Area -

### Musicianship

- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.
- Respond to the pulse in recorded/live music through movement and dance.

# Music - Percussion

## Music Area -

Composing

Explore percussion sounds to enhance storytelling.

Use various instruments for differing effects



# Music - Instrument Families

**Music Area -**  
Musicianship

Explore how instruments can be grouped into percussion, wind, string, woodwind

<https://www.youtube.com/watch?v=M0Jc4sP0BEE&t=14s>

Year 2/3

# Music - Singing

## Music Area - Singing

Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.

- Perform actions confidently and in time to a range of action songs.
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music.

Learn about song structures including verse, chorus and bridge

	<b>Introduction</b>	Try to avoid putting words here, however the intro. Can be a point for ad-lib.
<b>A<sub>1</sub></b>	<b>Verse 1</b>	Recognized as 1 Verse with 2 parts. Generally a repeated melody on two stanzas.
	<b>Verse 2</b>	
	<b>Build up</b>	<i>A full or half round of progression (optional)</i>
<b>B</b>	<b>Chorus</b>	Try to keep it simple, easy to remember and in apposing 'wordiness' to the verses, also it is generally kept them the same throughout the song.
<b>A<sub>2</sub></b>	<b>Verse 3</b>	Recognized as 1 Verse with 2 parts. Generally a repeated melody on two stanzas.
	<b>Verse 4 (Optional)</b>	
	<b>Build Up</b>	<i>Only used the second time if used the first, if changing the lyrics here, maintain the melody and vice versa.</i>
<b>B</b>	<b>Chorus</b>	Generally kept them the same as the previous chorus.
<b>C</b>	<b>Bridge</b>	Can last the equivalent of verse 1+2. Can be instrumental or sung. Can be completely different to the chorus/verses, or similar. Optional key changes are put in here.
<b>B</b>	<b>Chorus</b>	Generally kept them the same as the previous chorus.
<b>B<sub>2</sub></b>	<b>Chorus repeated</b>	Generally kept them the same as the previous chorus, but can include extra lyrics that you wish to include.
	<b>Outro</b>	Try like the introduction to keep this part as a fade hook or ad-libbing, avoid the introduction of new lyrics.

# Music - Carols

## Music Area -

Musicianship

Perform a range of songs accurately

# Music - Compose

## Music Area -

### Composing

- Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.
- Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.

Create sounds based off a stimuli

What kind of sounds create tension/feelings of sadness/calm etc?

How does the tempo change the feel of the music?

# Music - Music notation

## Music Area - Musicianship

Understand the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.

- Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).
- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.
- Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.

Learn how the dots on a staff represent pitch

<https://www.youtube.com/watch?v=fBFcyyDZR7g>

<https://musiclab.chromeexperiments.com/Melody-Maker/>

# Music - Crotchets and quavers

## Music Area -

Composing

- Understand the differences between crotchets and paired quavers.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note.

<https://www.youtube.com/watch?v=8pyHJeYELTI&t=11s>

Slides in folder

# Music - Tuned Instruments

**Music Area -**  
Performing

Use tuned instruments to play along to music

[https://www.youtube.com/results?search\\_query=music+play+along](https://www.youtube.com/results?search_query=music+play+along)



Year 4/5

# Music - Traditional stories

## Music Area -

Singing

Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

Eg - Grand ole Duke of York-

<https://www.classicfm.com/discover-music/grand-old-duke-of-york-nursery-rhyme-lyrics-history-origins/>

Humpty dumpty - <https://www.classicfm.com/discover-music/humpty-dumpty-sat-on-a-wall-lyrics-history/>

Stories behind the song

Experiment writing their own to a beat (could use grand ole duke of york for example) about an event

# Music - Carols

## Music Area -

Musicianship

Perform a range of songs accurately

# Music - Composing

## Music Area - Composing

Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.

Include instruments played in whole-class/ group/individual teaching to expand the scope and range of the sound palette available for composition work

Use music to set the scene or inspired by a stimuli (picture, short clip, story, etc)

What kind of instruments will set the scene the best? Why will certain instruments portray the required emotion better?

How will they play them? - tempo, dynamics (volume), pitch etc

How does the tempo affect the feel?

Will you have quieter moments followed by louder?

High pitch or low pitch?

# Music - minims, crotchets, quavers and rests

**Music Area -**  
Musicianship

Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.  
Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

See folder

# Music - Listen and play

	<b><u>Music Area -</u></b> Listening	
<b>Prior knowledge</b>		<b>Future Knowledge</b>
	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Listen to a short piece and compose the next section/mimic on an instrument</p> <p>Could also experiment with virtual - <a href="https://musiclab.chromeexperiments.com/Song-Maker/">https://musiclab.chromeexperiments.com/Song-Maker/</a></p>	

# Music - Play along

**Music Area -**  
Performing

[https://www.youtube.com/results?search\\_query=music+play+along](https://www.youtube.com/results?search_query=music+play+along)

Use tuned instruments to follow along to musical chords

Year 5/6



# Music - Notation

**Music Area -**  
Musicianship

Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.

Use these to create simple rhythms to play on instruments

<https://www.noteflight.com/>

# Music - Carols

## Music Area -

Musicianship

Perform a range of songs accurately

# Music - Composing

## Music Area - Composing

Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.

Create music with multiple sections that include repetition and contrast.

<https://musiclab.chromeexperiments.com/Experiments>

# Music - Play music

## **Music Area -**

### Composing

Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.

Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.

Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.

<https://musiclab.chromeexperiments.com/Experiments>

# Music - (6) Performance

**Music Area -**

Composing

# Music - (6) Leavers

**Music Area -**

Composing