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| C:\Users\mbrough\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\RCR22ZIB\Logo.png | **Nursery** |
| **Termly skills and** **knowledge focus**  Plus: Ongoing Music (percussion and singing) in the provision with adult interaction and daily group singing time. | **Disciplinary Concepts - developed throughout EYFS** **(Skills and knowledge needed for Music)** | **NURSERY Key End Points****From EYFS Development Matters**  |
| **Autumn****Topic A – All about me****Topic B – Journeys** | Exploring percussion instruments. Singing (good morning songs, home time songs, seasonal songs, counting songs). Perform well known songs and rhymes in small groups | ***Listening*** \*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. \*Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and matching them to the object or instrument. \*Listening to sounds and identifying high and low pitch. Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics. Understanding that different instruments make different sounds and grouping them accordingly.***Composing*** Playing untuned percussion ‘in time’ with a piece of music. Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways.***Performing*** Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time.***The interrelated dimensions of music:******Duration***  To recognise that different sounds can be long or short.***Pitch*** To understand that what ‘high’ and ‘ low’ notes are***Tempo***  To recognise music that is ‘fast’ or ‘slow’. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.***Dynamics***  To understand that instruments can be played loudly or softly***Timbre***  To know that different instruments can sound like a particular character.***Texture***  To know that music often has more than one instrument being played at a time.***Notation***  To know that signals can tell us when to start or stop playing.***Structure***  To recognise the chorus in a familiar song. | **-Remember and sing entire songs.****-Sing the pitch of a tone sung by another person (‘pitch match’).****-Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.****-Create their own songs, or improvise a song around one they know.****-Play instruments with increasing control to express their feelings and ideas.** |
| **Spring****Topic A – Dinosaurs****Topic B – Growing and Changing** | Use technology (e.g. bloom app on ipad) to create repeating patterns of music. Moving to music to show a seed growing into a plant. |
| **Summer** **Topic A – Animals and their babies****Topic B – Heroes and Adventurers** | Music and dance sessions: link to Carnival of the Animals. Songs about animals e.g. I’m going to the zoo, Old MacDonald, Penguins Attention, Five Little Ducks, The Tadpole song.Listening to and responding to Holst’s Planet Suite |

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| **Termly skills and knowledge focus**Plus: Ongoing – percussion instruments in the provision, adult model and interact, support child-initiated and lead small groups linked to current and prior learning. Group singing in the environment and whole class singing sessions. | **Disciplinary Concepts – developed throughout EYFS****(Skills needed for Music)** | **Reception Key End Points from EYFS DEV MATTERS** |
| **Autumn****Topic A – All about me****Topic B – Transport: Past and Present** | **Getting to know you:***Favourite songs and rhymes. Topic songs**Music to dance to. Introduce and observe music in the provision. Model how to use the music area.* **Celebration music***Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas* | ***Listening*** \*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. \*Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and matching them to the object or instrument. \*Listening to sounds and identifying high and low pitch. Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics. Understanding that different instruments make different sounds and grouping them accordingly.***Composing*** Playing untuned percussion ‘in time’ with a piece of music. Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways.***Performing*** Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time***The interrelated dimensions of music:******Duration***  To recognise that different sounds can be long or short.***Pitch*** To understand that what ‘high’ and ‘ low’ notes are***Tempo***  To recognise music that is ‘fast’ or ‘slow’. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.***Dynamics***  To understand that instruments can be played loudly or softly***Timbre***  To know that different instruments can sound like a particular character.***Texture***  To know that music often has more than one instrument being played at a time.***Notation***  To know that signals can tell us when to start or stop playing.***Structure***  To recognise the chorus in a familiar song. | -Listen attentively, move to and talk about music, expressing their feelings and responses.-Sing in a group or on their own, increasingly matching the pitchELG:-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. |
| **Spring****Topic A – Space****Topic B – Growing and Changing** | **Exploring sound***Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment***Music and movement***Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music* |
| **Summer****Topic A – Kings and Queens****Topic B – Stories from the past** | **Musical stories***A unit based on traditional childrens’ tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.***Big band***Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience* |

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| **Vocabulary/Concepts** | **Disciplinary Concepts – developed throughout Year 1****(Skills and knowledge needed for Music)** | **Key End Points****Knowledge for each half-termly unit**  |
| **Autumn 1 – Pulse and Rhythm - All About Me** | **body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument,****perform, play, pulse, rhythm, sing, syllables** | **Listening** Recognising and understanding the difference between pulse and rhythm. \*Understanding that different types of sounds are called timbres. \*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or ‘story’ of music they listen to, both verbally and through movement. Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.**Composing** Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. \*Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher**Performing** Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. \*Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.**The inter-related dimensions of music:****Pitch** To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.**Duration** To know that rhythm means a pattern of long and short notes.**Dynamics** To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.**Tempo** To know that the ‘pulse’ is the steady beat that goes through music. To know that tempo is the speed of the music.**Timbre** To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.**Texture** To know that music has layers called 'texture'**Structure** To know that a piece of music can have more than one section, eg a versed and a chorus.**Notation** To understand that music can be represented by pictures or symbols. | To know that rhythm means a pattern of long and short notes.To know that pulse is the regular beat that goes through musicTo understand that the pulse of music can get faster or slower.To know that a piece of music can have more than one section, eg a versed and a chorus. |
| **Autumn 2 - Classical music, dynamics and tempo (Theme: Animals)**  | **accuracy, actions, choir, composing, composition, confidence, dynamics, fast, instruments, in time, loud, melody percussion, performance, perform, quiet, repeat, represent, rhythm, sections, silence, sing, slow** | To understand that sounds can be adapted to change their mood, eg through dynamics or tempo.To know that sounds can help tell a story.To know that tempo is the speed of the music.To know that dynamics means how loud or soft a sound is. |
| **Spring 1 – Musical vocabulary – Under the Sea** | **actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse** | To understand that pitch means how high or low a note sounds.To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.To know that music has layers called 'texture'. |
| **Spring 2 – Timbre and rhythmic patterns (Theme: Fairy Tales)** | **bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice** | To know that an instrument or rhythm pattern can represent a character in a story.To know that my voice can create different timbres to help tell a storyTo know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936. |
| **Summer 1 –** **Pitch and tempo (Theme: Superheroes)** | **accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune** | To understand that tempo can be used to represent mood or help tell a story.To understand that 'tuned' instruments play more than one pitch of notes.To know that following a leader when we perform helps everyone play together accurately. |
| **Summer 2 –**  **Vocal and Body sounds (Theme: By the sea)** | **body percussion, brass, conductor, dynamics, fast, inspire, instruments, layer, loud, mood, percussion, performance, pitch, quiet, represent, slow, sounds, speed, strings, vocal sounds, volume, woodwind** | To know that dynamics can change how someone listening feels about music.To know that your voice can be used as a musical instrument.To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.To understand that music can be represented by pictures or symbols.  |

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| **Vocabulary/Concepts** | **Disciplinary Concepts – developed throughout Year 2****(Skills and knowledge needed for Music)** | **Key End Points****Knowledge for each half-termly unit** |
| **Autumn 1 –** **African call and response song (Theme: Animals)** | actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume | **Listening** \*Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. \*Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others’ work.**Composing** Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. \*Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. \*Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.**Performing** \*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. \*Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.**The Inter-related dimensions of Music:****Pitch** To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.**Duration** To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.**Dynamics** To know that dynamics can change the effect a sound has on the audience.**Tempo** To understand that the tempo of a musical phrase can be changed to achieve a different effect.**Timbre** To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.**Texture** To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.**Structure** To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song**Notation** To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music. | To know that dynamics can change the effect a sound has on the audience.To know that the long and short sounds of a spoken phrase can be represented by a rhythm.To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.To understand that the tempo of a musical phrase can be changed to achieve a different effect.To understand that an instrument can be matched to an animal noise based on its timbre. |
| **Autumn 2 –**  **Orchestral instruments (Theme: Traditional Western stories)** | actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind | To know that musical instruments can be used to create 'real life' sound effects.To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.To know that stringed instruments, like violins, make a sound when their strings vibrate.To know that a brass instrument is played by vibrating your lips against the mouthpiece.To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. |
| **Spring 1 –**  **Musical me** | beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume | To understand that 'melody' means a tuneTo know that 'notation' means writing music down so that someone else can play it.To understand that 'accompaniment' can mean playing instruments along with a song.To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. |
| **Spring 2 –**  **Dynamics, timbre, tempo and motifs (Theme: Space)** | Accuracy, arrange, atmosphere, brass, compare, composer, contrast, dynamics, effect, emotion, improvise, inspiration, interpretation, mood, motif, notate, orchestra, percussion, rhythm, sequence, soundscape, strings, symbols, timbre, visual interpretation, woodwind | To know that a 'soundscape' is a landscape created using only sounds.To know that a composer is someone who creates music and writes it down.To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music. |
| **Summer 1 –** **On this island: British songs and sounds** | accurately, body percussion, compose, composition, duration, dynamics, folk song, inspired, inspiration, inter-related dimensions of music, layered effect, lyrics, performing, pitch, representing, soundscape, structure, tempo, texture, timbre, voice percussion | To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.To know that 'duration' means how long a note, phrase or whole piece of music lastsTo know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music |
| **Summer 2 –**  **Myths and legends** | beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental, layers, melody, notation, performance, pluck, pitch, represent, rhythm, stave notation, structure, tempo, texture, thick, thin, timbre, verse, violin, viola | I know that a graphic score can show a picture of the structure of music.To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917. |