

Music

Year Group	Autumn	Spring	Summer
KS1 – Year A	<p>1. All about Me <i>Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities</i></p> <p>2. . Christmas Songs – dynamics, melody, performing and singing to a tune <i>Developing knowledge and understanding of dynamics, melody. Performing and Singing to a tune. .</i></p>	<p>1. Fairytales <i>Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story.</i></p> <p>2. Orchestral Instruments <i>Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music.</i></p>	<p>1. Animals <i>Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals</i></p> <p>2. West African Call and Response Song <i>Learning a traditional Ghanaian call and response song, recognising simple notation and composing animal-based call and response rhythms.</i></p>
<p>Key Strands</p> <p>Inter-related dimensions of music</p>	<p>1. Musicianship (performing) 2. Singing</p> <p><i>Pulse and Rhythm</i></p>	<p>1. Musicianship, Composing 2. Listening, Composing, Musicianship</p> <p><i>1. Timbre and rhythm</i> <i>2. Timbre, dynamics, pitch and tempo</i></p>	<p>1. Listening, Composing, Musicianship 2. Listening, Composing, Musicianship</p> <p><i>1. Classical music, tempo and dynamics</i> <i>2. Dynamics, tempo, timbre, rhythm, call and response</i></p>
KS1 – Year B	<p>1.Under the Sea <i>Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments</i></p> <p>2. Christmas Songs – dynamics, melody, performing and singing to a tune <i>Developing knowledge and understanding of</i></p>	<p>1.Superheroes <i>How did the first flight change the world of transport?</i></p> <p>2.Myths and Legends <i>Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song</i></p>	<p>1.By the Sea <i>Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</i></p> <p>2. On this island: British songs and sounds <i>Creating sounds to represent three contrasting landscapes: seaside,</i></p>

	<i>dynamics, melody. Performing and Singing to a tune.</i>		<i>countryside and city.</i>
Key Strands Inter-related dimensions of music	1. Listening, Musicianship, Composing 2. Singing, Musicianship, Composing <i>1. Pulse, tempo, dynamics, timbre, pitch, rhythm, texture and structure</i> <i>2. Musical notation (letters) Timbre, dynamics texture, structure</i>	1. Musicianship, Composing 2. Musicianship, Composing <i>1. Pitch, tempo, dynamics</i> <i>2. Rhythm, structure, texture</i>	1. Musicianship, Composing <i>1. Timbre, tempo, dynamics</i>
Lower KS2 – Year A	Recorders – whole class instrumental teaching <i>Develop musical skills and vocabulary through learning to play an instrument</i> Christmas Songs – dynamics, melody, performing and singing to a tune <i>Developing knowledge and understanding of dynamics, melody. Performing and Singing to a tune.</i>	1. Chinese New Year <i>Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies and/or rhythms</i> 2. Rainforests <i>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms.</i>	1. Vikings <i>The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.</i> 2. Rock and Roll <i>Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock</i>
Key Strands Inter-related dimensions of music	Performing <i>Musical notation, pitch, duration, dynamics, pulse, rhythm</i>	1. Listening, Composing, Performing 2. Composing, Performing <i>1. Tempo, dynamics, timbre, duration</i> <i>2. Structure, texture, rhythm, pulse</i>	1. Composing, Performing 2. Listening, History of Music, Performance <i>1. Rhythm, notation, duration, tempo</i> <i>2. Tempo, notation, structure</i>
Lower KS2 – Year B	1. Caribbean: Instrumental lessons <i>Learning about the history and features of Calypso music, performing a calypso style song with voices and tuned percussion in multiple parts and playing from staff notation.</i> Christmas Songs – dynamics, melody,	1. Vivaldi 4 Seasons <i>Children will learn about Vivaldi and listen to the Four Seasons. They will talk about how each piece of music makes them feel and what about it reflects the season it has been written for.</i> 2. India: Traditional instruments and	1. Rivers <i>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar.</i> 1. Ballads <i>Children learn what ballads are, how to identify their features and how to convey</i>

	<p>performing and singing to a tune <i>Developing knowledge and understanding of dynamics, melody. Performing and Singing to a tune.</i></p>	<p>improvisation <i>Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.</i></p>	<p><i>different emotions when performing them.</i></p>
<p>Key Strands</p> <p>Inter-related dimensions of music</p>	<p>1. Listening, Performing, Composing (including writing lyrics) 1. Dynamics, tempo, timbre, texture, pitch</p>	<p>1. Listening, History of music 2. Listening, composing, Performing 1. Dynamics, tempo, texture, pitch 2. Dynamics, notation, tempo</p>	<p>1. Listening, Performing, Composing 2. Listening. History of Music, Performing 1. Dynamics, tempo, texture 2. Notation, rhythm, duration</p>
<p>Upper KS2- Year A</p>	<p>Musical notation <i>Understand how to record music/rhythms using formal notation on a stave. Children will compose, record and perform rhythms.</i></p> <p>Christmas Songs – dynamics, melody, performing and singing to a tune <i>Developing knowledge and understanding of dynamics, melody. Performing and Singing to a tune.</i></p>	<p>Singing <i>Children will learn about the different vocal groups; soprano, alto, tenor, treble, and bass through listening and performing. Children will sing a range of different songs in parts.</i></p>	<p>Music Technology and Beat Boxing <i>Children will capture sounds and import them into Audacity or Garage Band and add effects to compose electronic music.</i></p>
<p>Key Strands</p> <p>Inter-related dimensions of music</p>	<p>Compositing, Performing Notation, rhythm, pulse, duration, pitch</p>	<p>Performing, Listening, History of music Pitch, texture, dynamics</p>	<p>Composing, Listening, History of Music, Performing Texture, pitch, timbre, dynamics, tempo</p>
<p>Upper KS2 – Year B</p>	<p>WW2 Music <i>Children will study the character of music during WW2 and discuss what purpose music had at this time. They will compose a piece of music to reflect a WW2 scene and record ideas on a graphic score.</i></p> <p>Christmas Songs – dynamics, melody, performing and singing to a tune <i>Developing knowledge and understanding of</i></p>	<p>Instruments of the Orchestra <i>Children will learn about the instruments of the orchestra through listening to and watching film music. They will study each family of instruments in the orchestra and explore how orchestras have evolved through history.</i></p>	<p>Samba Drumming <i>Children will learn about the history/origin of Samba. They will look at the different drums in a Samba band. They will learn and perform Samba rhythms as a full class band.</i></p>

	<i>dynamics, melody. Performing and Singing to a tune.</i>		
Key Strands	Listening, History of Music, Performing, Composing	Listening, History of Music	Listening, History of Music, Performing
Inter-related dimensions of music	<i>Tempo, dynamics, duration, timbre, texture, structure</i>	<i>Timbre, texture, pitch</i>	<i>Tempo, texture, structure, dynamics</i>