

Music



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	Music - Nursery		
	Advent Children will know:	Lent Children will know:	Pentecost Children will know:
Skills	<ul style="list-style-type: none"> • How to sing some favourite songs. • How to sing a few familiar songs. • How to create sounds by banging, shaking, tapping or blowing. • How to show an interest in the way musical instruments sound. 	<ul style="list-style-type: none"> • How to play instruments with increasing control to express their feelings and ideas. • How to explore and learn how sounds can be changed. • How to listen with increased attention to sounds. • How to respond to what they have heard, expressing their thoughts and feelings. • How to remember and sing entire songs. • How to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<ul style="list-style-type: none"> • How to move rhythmically. • How to imitate movement in response to music. • How to tap out simple repeated rhythms. • How to use movement to express feelings. • How to create movement in response to music. • How to sing to myself and makes up simple songs. • How to sing the pitch of a tone sung by another person ('pitch match'). • How to create their own songs, or improvise a song around one they know.
Vocabulary	Sing, beat, slow, fast	Listen, beat, slow, fast, loud, quiet	Sing, listen, beat, rhythm, slow, fast, loud, quiet

	Music - Reception					
	Advent 1 Children will know:	Advent 2 Children will know:	Lent 1 Children will know:	Lent 2 Children will know:	Pentecost 1 Children will know:	Pentecost 2 Children will know:
Topic	Find the beat	Rhythms	Improvise	Improvise	Improvise	Graphic score
Skills	<ul style="list-style-type: none"> How to identify, move, clap, and play to the beat. 	<ul style="list-style-type: none"> How to copy simple rhythms through call and response. How to sing a range of well-known nursery songs. 	<ul style="list-style-type: none"> How to create rhythms on classroom instruments. 	<ul style="list-style-type: none"> How to create rhythms on classroom instruments using one note. 	<ul style="list-style-type: none"> How to create rhythms on classroom instruments using two notes. 	<ul style="list-style-type: none"> How to make long/short, high/low, fast/slow sounds on classroom instruments. How to create a visual representation of sound.
Vocabulary	Beat, drum, loud, quiet, fast, slow, perform	Beat, rhythm, percussion, performance skills	Beat, rhythm, improvise, rap, percussion, performance skills	Beat, rhythm, Glockenspiel, improvise, percussion, performance skills	Beat, rhythm, improvise, compose, percussion, performance skills	Fast, slow, dynamics, composing

	Music - Year 1					
	Advent 1 Children will know:	Advent 2 Children will know:	Lent 1 Children will know:	Lent 2 Children will know:	Pentecost 1 Children will know:	Pentecost 2 Children will know:
Topic	Compose	Improvise	Music History	Compose/Improv	Compose/Improv	Reading Rhythms
Skills	<ul style="list-style-type: none"> • How to walk, move, clap, and play a steady beat. • How to compose using simplified music notation. 	<ul style="list-style-type: none"> • How to create improvised question and answer phrases on classroom instruments. • How to compare high and low sounds through listening and singing. 	<ul style="list-style-type: none"> • How to listen, review, and evaluate music from a range of historical periods, cultures, and traditions. 	<ul style="list-style-type: none"> • How to create improvised question and answer phrases on classroom instruments using at least 2 notes. 	<ul style="list-style-type: none"> • How to explore ways to represent sound with symbol, understanding the difference between a melody and an accompaniment. 	<ul style="list-style-type: none"> • How to begin to understand basic rhythm notation.
Vocabulary	Beat, rhythm, pitch	Pulse, beat, rhythm,	Blues, pulse, beat, rhythms, dynamics,	Beat, rhythm, rhythm notation, dynamics,	Musical theatre, beat, lyrics, dynamics,	South African music, beat, lyrics, dynamics,

		dynamics, improvisation,	notation, improvisation, performance, musicianship	perform, improvisation, appraise	notation, improvise, stave notation, coda, perform, appraise	notation, stave notation, improvisation, composition, perform, appraise
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	Music - Year 2					
	Advent 1 Children will know:	Advent 2 Children will know:	Lent 1 Children will know:	Lent 2 Children will know:	Pentecost 1 Children will know:	Pentecost 2 Children will know:
Topic	Rhythm notation	Improvisation	Composing	Compose/Improv	Chords	Perform
Skills	<ul style="list-style-type: none"> How to compose a four beat rhythm using and understanding the difference between crotchets, paired quavers, and crotchet rest. 	<ul style="list-style-type: none"> How to improvise simple question and answer phrases creating a musical conversation. 	<ul style="list-style-type: none"> How to compose, using known rhythmic notation and notes known on instrument. 	<ul style="list-style-type: none"> How to sing with increased control and accuracy of pitch. Compose short rhythmic phrases. 	<ul style="list-style-type: none"> How to identify the difference in sound between major and minor. 	<ul style="list-style-type: none"> How to perform together, following instructions that combine the musical elements.
Vocabulary	Rock, beat, notation, improvisation, call and response, composition,	Hip hop, rap, beat, notation, call and response, question and answer,	Reggae, off beats, notation, composition, perform	Pop music, beat, notation, improvisation, performing	South African music, beat, lyrics, dynamics, tempo, chords/triad,	Reggae, beat, rhythm, harmony, improvise, compose, performance

	perform, musicianship	improvisation, performing			improvisation, composition, performance, appraise	
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Music - Year 3						
	Advent 1 Children will know:	Advent 2 Children will know:	Lent 1 Children will know:	Lent 2 Children will know:	Pentecost 1 Children will know:	Pentecost 2 Children will know:
Topic	Improvisation	Reading Notation	Improvisation	Layering/Ostinato	Reggae Music	Latin Music
Skills	<ul style="list-style-type: none"> How to develop skills on a new instrument in a class carousel of Trumpet/ Ukulele and recorder. 	<ul style="list-style-type: none"> How to introduce the stave, lines, and spaces. How to notate a composition on the stave within a range of two notes. 	<ul style="list-style-type: none"> How to carousel; developing skills on new instrument through improvisation. 	<ul style="list-style-type: none"> How to understand and perform layered, rhythmic ostinato patterns. 	<ul style="list-style-type: none"> How to final carousel; developing skills on new instrument through improvisation. 	<ul style="list-style-type: none"> How to compose a fourbar rhythmic phrase using crotchets, paired quavers, minims, semibreves, and rests.
Vocabulary	Beat, pulse, rhythm, Jazz style, call and	Beat/pulse, rhythm, funk style, stave,	Improvisation, composition, composer,	Listening, structure, layering, ostinato,	Reggae, composer/song writer, whole	Latin, syncopation, listening,

	response, improvising, pitch, performance	stave notation, time signature, treble clef, harmony, question and answer, call and response, performance, techniques	semibreve, minim, crotchet, quaver, crotchet rest	crotchet rest, quaver rest, dynamics	bar rest, quaver rest, call and response, improvisation, listening, composition	composition, question and answer/C+R, improvisation, structure, rehearsal, performance, dynamic, rehearse
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	Music - Year 4					
	Advent 1 Children will know:	Advent 2 Children will know:	Lent 1 Children will know:	Lent 2 Children will know:	Pentecost 1 Children will know:	Pentecost 2 Children will know:
Topic	Latin Music	Techno Music	Music to Film	Country Music	Music of the Far East	Medieval Music
Skills	<ul style="list-style-type: none"> How to play and perform melodies using stave notation. How to play a small note range as part of a group. 	<ul style="list-style-type: none"> How to perform in two or more parts from simple stave notation. 	<ul style="list-style-type: none"> How to explore knowledge of musical components by creating music/sound effects to accompany a short film clip. 	<ul style="list-style-type: none"> How to understand and perform layered, melodic ostinatos patterns. 	<ul style="list-style-type: none"> How to compose short, pentatonic phrases, notation on a stave. 	<ul style="list-style-type: none"> How to follow and perform a simple score to a steady beat, maintaining individual part accurately, achieving a sense of ensemble.
Vocabulary	Latin, syncopation, listening, pitch low, pitch high, crotchets, quavers, minims,	Techno, stave, time signature, beat, minim, semibreve, staccato, legato,	Scale, chord/triad, major and minor, graphic score, compose, dynamics	Listening, structure, layering, ostinato, crotchet rest, harmony	Far Eastern music, pentatonic, listening, perform, crotchet, quavers, minims,	Gregorian Chant, listening, crotchets, minims, time signature, improvisation, musicianship,

	semibreves, rests, forte/piano, crescendo/ diminuendo	piano/forte, D.S al Fine			harmony, rhythm,	rehearse, rhythm
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Music - Year 5						
	Advent 1 Children will know:	Advent 2 Children will know:	Lent 1 Children will know:	Lent 2 Children will know:	Pentecost 1 Children will know:	Pentecost 2 Children will know:
Topic	The Orchestra	Film Music	The Blues	Jazz	Swing	Funk
Skills	<ul style="list-style-type: none"> How to explore instrument families and their place in the orchestra. How to develop and understand time signatures through conducting. 	<ul style="list-style-type: none"> How to explore and understand a wide dynamic range. 	<ul style="list-style-type: none"> How to understand how chords are formed. How to create an accompaniment to their piece. 	<ul style="list-style-type: none"> How to develop the skill of playing by ear through improvising. How to develop a sense of shape and character and exploring a wider dynamic range. 	<ul style="list-style-type: none"> How to compose a melody using known note values, introducing semiquavers. 	<ul style="list-style-type: none"> How to read and perform melodies using pitch notation within an octave range.
Vocabulary	Listening, crotchets, minims, time signature,	Composer, orchestral film music, dynamics,	Blues, chords, twelve-bar, rock and roll, lyrics, structure, verse,	Jazz, tied notes, accidentals, ternary form,	Swing, accents, swing rhythms, staccato, dotted notes, repeat	Blues scale, semi quavers, dotted notes, repeat sign,

	improvisation, musicianship, conducting, down beat, legato	mezzo piano, mezzo forte, fortissimo, crescendo, diminuendo, time signature, conducting, down beat, layering, accents, musicianship, performance	chorus, improvise, pentatonic scale, appraise, musician, performance	soloist, dynamics, appraise, performance	sign, improvisation, musicianship	composition, question and answer, improvisation, fortissimo, performance
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Music - Year 6						
	Advent 1 Children will know:	Advent 2 Children will know:	Lent 1 Children will know:	Lent 2 Children will know:	Pentecost 1 Children will know:	Pentecost 2 Children will know:
Topic	Ostinato	Scales	Trailblazers	Samba Music	Hip-hop/Folk	Transition Project
Skills	<ul style="list-style-type: none"> How to compose and notate a rhythmic and melodic ostinato. 	<ul style="list-style-type: none"> How to explore scales, arpeggios and chords. Sing as part of a choir with a sense of ensemble and performance. 	<ul style="list-style-type: none"> How to read and perform from rhythm notation in up to four parts, identifying note names, expanding on known rhythm notation. 	<ul style="list-style-type: none"> How to further develop an understanding of syncopated rhythms. 	<ul style="list-style-type: none"> How to explore hip-hop composing new lyrics to a known song. Explore folk songs through composition. 	<ul style="list-style-type: none"> How to plan, compose, and notate an 8 or 16 beat melody in ternary form. Accompany composition with chords.
Vocabulary	Ostinato, riff, melodic, rhythmic, performance, dynamics, evaluate,	Scale, chord, major, minor, pentatonic, blue scale, triad, arpeggio, unison, harmony,	Listening, body percussion, beat, pulse, semi-quaver, off beat, stave notation, melodic,	Samba, syncopation, call and response, medieval, crotchet, quaver, semiquaver, performance	Sea shanty, folk song, crotchet, paired quavers, crotchet rest, rhythm section, bass line, performance	Semibreve, minim, crotchet, quaver, semi-quaver, rests, rhythm, ternary pitch, melody, treble clef,

	appraise, musicianship	phrasing, style, pitch, perform	rhythmic, musicianship			harmony, dynamics, tempo, structure
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