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|  | **Reception** | **Year 1** | **Year 2** |
| **MUSICIANSHIP: Understanding Music** | * find pulse by copying a character or person * copy basic rhythmic patterns based on single words or phrases from a song. * explore different sounds on untuned instruments. Use a word to describe the sound | * Use body percussion, instruments and voices.. * Find and keep a steady beat together. * Understand the difference between creating a rhythm pattern and a pitch pattern. * Copy back simple rhythmic patterns using long and short. * Copy back simple melodic patterns using high and low. * Complete vocal warm-ups with a copy back | * Use body percussion, instruments and voices. * Find and keep a steady beat. * Copy back simple rhythmic patterns using long and short. * Copy back simple melodic patterns using high and low. * Complete vocal warm-ups with a copy back * Sing short phrases independently. |
| **Vocab** | pulse, instrument, pattern, copy back, untuned | Beat, pulse, rhythm, pitch, pattern, long, short, high, low | copy back, rhythmic pattern, melodic pattern, phrase, pulse, rhythm, pitch |

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|  | **Reception** | **Year 1** | **Year 2** |
| **LISTENING** | * to explain how music makes you feel * to enjoy moving to music by dancing, marching etc | * Move and dance with the music. * Find the steady beat. * Talk about feelings created by the music. * Recognise some band and orchestral instruments. * Describe tempo as fast or slow. * Describe dynamics as loud and quiet. * Join in sections of the song, eg chorus. * Begin to understand where the music fits in the world. * Begin to understand about different styles of music. | * Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. * Walk in time to the beat of a piece of music. * Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. * Move and dance with the music confidently. * Talk about how the music makes you feel. * Find different steady beats. * Describe tempo as fast or slow. * Describe dynamics as loud or quiet. * Join in sections of the song, eg call and response. * Start to talk about the style of a piece of music. * Recognise some band and orchestral instruments. * Start to talk about where music might fit into the world. * Share your thoughts and feelings about the music together. * Find the beat or groove of the music. * Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. * Invent different actions to move in time with the music. * Talk about what the song or piece of music means. * Identify some instruments you can hear playing. * Identify if it’s a male or female voice singing the song. * Talk about the style of the music |
| **Vocab** | feel, music, dance, march, fast, slow, loud, quiet | beat, pulse, instrument, tempo, fast, slow, chorus, verse | beat, pulse, 2 time, 3 time, tempo, dynamics, loud, quiet, call, response, chorus, verse, instruments, string, percussion, wind, brass, voice, style |

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|  | **Reception** | **Year 1** | **Year 2** |
| **SINGING** | * to sing a simple song from memory * to sing along to a pre-recorded song or backing track * to add actions to a song | * Sing, rap, rhyme, chant and use spoken word. * Demonstrate good singing posture. * Sing songs from memory. * Copy back intervals of an octave and fifth (high, low). * Sing in unison. | * Sing as part of a group. * Demonstrate good singing posture. * Sing songs from memory and/or from notation. * Sing to communicate the meaning of the words. * Sing in unison and sometimes in parts, and with more pitching accuracy. * Understand and follow the leader or conductor. * Add actions to a song. * Move confidently to a steady beat. * Talk about feelings created by the music/song. * Recognise some band and orchestral instruments. * Describe tempo as fast or slow. * Join in sections of the song, eg chorus. * Begin to understand where the music fits in the world. * Begin to talk about and understand the style of the music. * Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause). |
| **Vocab** | sing, actions, | sing, rap, rhyme, chant, unison | sing, unison, parts, conductor, tempo, instruments, style, dynamics, loud, quiet (crescendo, decrescendo) |

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|  | **Reception** | **Year 1** | **Year 2** |
| **NOTATION** |  | * Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. | * Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. * Identify hand signals as notation, and recognise music notation on a stave of five lines. |
| **Vocab** |  | pitch, high low, symbols | pitch, stave, duration (long, short) |

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|  | **Reception** | **Year 1** | **Year 2** |
| **PLAYING INSTRUMENTS** | * play an instrument with some control of the sound * to copy back rhythmic patterns based on a simple word pattern or known phrase * follow instructions of a leader | * Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor. | * Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. |
| **Vocab** | play, sound, stop, start | rehearse, play, perform | rehearse, play, perform, melody |

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| **CREATING:**  **Improvising**  **Composing** | * Invent a pattern using a one pitched note * copy basic rhythmic pattern of single words * play with 2 pitched notes to invent a musical pattern * add a 2 note melody to the rhythm of the words | | * Explore improvisation within a major and minor scale using the notes:   C, D, E  D, E, A  F, G, A  D, F, G   * Improvise simple vocal patterns using 'Question and Answer' phrases. * Understand the difference between creating a rhythm pattern and a pitch pattern. * Explore and create graphic scores: * Create musical sound effects and short sequences of sounds in response to music and video stimulus. * Create a story, choosing and playing classroom instruments and/or soundmakers. * Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. * Use music technology, if available, to capture, change and combine sounds. * Use simple notation if appropriate: * Create a simple melody using crotchets and minims: | | * Explore improvisation within a major scale using the notes:   C, D, E  C, G, A  G, A, B  F, G, A   * Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical * Explore and create graphic scores: * Create musical sound effects and short sequences of sounds in response to music and video stimulus. * Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. * Create a story, choosing and playing classroom instruments. * Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. * Use music technology, if available, to capture, change and combine sounds. * Use notation if appropriate: * Create a simple melody using crotchets and minims: | |
| **Vocab** | play high, low, pattern, rhythm, copy | | improvise, compose, graphic score, melody | | improvise, compose, melody, graphic score, symbols, notation | |
|  | | **Reception** | | **Year 1** | | **Year 2** |
| **PERFORMING** | | * perform a song by singing and adding actions * perform a song by adding a simple instrumental part * record the performance and talk about it | | * Enjoy and have fun performing. * Choose a song/songs to perform to well-known audience. * Prepare a song to perform. * Communicate the meaning of the song. * Add actions to the song. * Play some simple instrumental parts. | | * Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. * Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. * Talk about what the song means and why it was chosen to share. * Talk about the difference between rehearsing a song and performing it. |
| **Vocab** | | perform, action, sing, instrument | | perform, audience | | rehearse, perform, audience, evaluate |