|  |  |  |  |
| --- | --- | --- | --- |
|  | **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 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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) |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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) |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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, ED, E, AF, G, AD, 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, EC, G, AG, A, BF, 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 |