



Spring 2024 NEW ONE *Learning Overview*

Reception

FOCUS: *Music and Movement,
Exploring Tempo, Pitch*

EYFS OUTCOMES: Children will be able to: *explore beat through body movement and sound; learn why songs can have actions; learn to recognise and react to different tempos in music; express different pitch and tempo in music through dance, singing and playing instruments; perform solo or in groups; listen and respond to sounds.*

- Sing a large repertoire of songs.
- Sing in a group/own, increasingly matching pitch; following the melody.
- Understand why songs have actions.
- Perform action songs to a small audience.
- Encourage confidence to sing and explore.
- Use a wider range of vocabulary.
- Understand how to listen carefully and why listening is important.
- Listen with increased attention to sounds.
- Explore and engage in music making and dance, performing solo/groups.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music.
- Explore beat through body movement.
- Play instruments with increasing control, developing small motor skills so can play tuned percussion safely and confidently (following instruction).
- Explore pitch and tempo through body movement and song.
- Begin to follow a sound score and understand simple symbols.

VOCAB: Beat, heartbeat, crochet, action songs, communication, verse, words, music, tempo, fast, slow, beat, heartbeat, pulse, steady, repeat, drum, dance, pitch, high, low, dynamics, loud, soft, rhythm, body percussion, instrumental sounds, glockenspiel, xylophone.

Year 1

FOCUS:
*Creating Music; Musical
Vocabulary: Pulse, Tempo,
Dynamics, Pitch, Texture.*

Year 1 OUTCOMES. Children will be able to: *use pulse and tempo, timbre and dynamics; understand about pitch and rhythm; use layering for texture; play tuned and untuned instruments musically; experiment with, create, select and combine sounds using musical elements; use voices expressively in songs, speaking chants and rhymes; listen with increasing concentration.*

- Use voice and body percussion to make music.
- Use voice expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments with increasing control and musicality, following instruction and independently.
- Understand how to hold beaters and where to strike the bars on the glockenspiel or xylophone, safely, demonstrating by playing simple tunes.
- Experiment with, create, select and combine sounds using two elements of music, layering texture and differing pitch.
- Use a wider range of vocabulary and start to use musical elements within the creation of music (start to understand meaning of texture).
- Explore pitch and tempo through body movement and song.
- Listen with concentration and understanding to a range of live and recorded music.
- Respond to dynamic, pulse and tempo changes in a piece of music.
- Recognise and understand difference between pulse and rhythm.
- Understand different types of sounds are called timbres and select for a piece of music.
- Describe the character or mood of music (verbally or through movement).
- Listen and respond to other performers by playing as part of a group.
- Create simple melodies using a few notes.

	<ul style="list-style-type: none"> • Copy back short rhythmic and melodic phrases on percussion instruments and by clapping. • Start and stop at the right time during a performance. <p>Greater Depth: explain how we used dynamics, pitch and rhythm in a piece; make suggestions for how we could have added tempo to a piece.</p> <p>VOCAB: Pulse, dynamics, tempo, timbre, pitch, rhythm, structure, texture, graphic score, texture, sbeat, heartbeat, sing, song, chant, body percussion, tuned percussion (xylophone, glockenspiel) layers, in time, perform, play.</p>
<p>Year 2</p> <p><i>FOCUS: Musical Me: rhythm and song; emotions using voices; dynamics and timbre in compositions and melodies.</i></p>	<p>Year 2 OUTCOMES. Children will be able to: <i>sing melody accurately while playing instrument in time; show a range of emotions using voice; describe dynamics and timbre of pieces; play a melody from letter notation with correct rhythms; compose and perform using different dynamic levels and timbres.</i></p> <ul style="list-style-type: none"> • Begin to use a wider musical vocabulary to describe music. • Sing a song and play the pulse using an instrument. • Suggest how to make different sound effects for the song. • Take part in a class performance, singing and playing pulse at same time. • Use voices expressively and creatively by singing songs and speaking chants and rhymes- including the use of basic dynamics. • Sing short songs from memory, with melodic and rhythmic accuracy. • Play tuned and untuned instruments with increasing control and musicality, following instruction and independently. • Experiment, create, select and combine sounds using elements of music. • Choose and play appropriate dynamics and timbres for a piece of music. • Recognise timbre changes and structural features in music they listen to. • Combine and layer instrumental and vocal patterns within given structure. • Create simple melodies, using tuned percussion. • To know that ‘notation’ means writing music down so that someone else can play it and recognise crochets, quavers and minims. • Choose appropriate dynamics, tempo and timbre for a piece of music. • Use letter names and graphic notation to represent the details of their composition. • Listen to and repeat a short, simple melody by ear. • To understand that ‘melody’ means a tune and is made up from high and low-pitched notes played one after the other, making a tune. • To understand ‘accompaniment’= playing instruments along with a song. • Suggest improvements to their own and others’ work. • Listen with concentration and understanding to a range of live and recorded music and respond to others by playing as part of a group. • Create simple melodies using five or more notes. • Copy back short rhythmic and melodic phrases on percussion instruments and by clapping. • Start and stop at the right time during a performance. <p>Greater Depth: play pulse reliably at the same time as singing; make and justify informed choices when selecting instrumental sound effects; accurately play a known melody from letter notation; play a new melody from letter notation; compose and perform a piece with a clear structure; using dynamic levels and combinations of different timbres.</p> <p>VOCAB: rhythm, pulse, dynamics, timbre, melody, notation, beat, tempo, call and response, song, body percussion, untuned and tuned percussion (xylophone, glockenspiel), layers of sound, perform, composition, composer, emotion, imitate, in time, notes, pattern, performance, sound effects, tune, volume, crochets, quavers, minims, glockenspiel, xylophone.</p>

Year 3

FOCUS: *Pentatonic Melodies and Composition.*

Year 3 OUTCOMES. Children will be able to: *match movements to the music; learn that the pentatonic scale is a five-note scale, play the scale and pentatonic melodies; play part in a group composition confidently.*

- Match movements to music, explaining reasons for choice.
- Appreciate and understand a wide range of live and recorded music drawn from different traditions and great composers and musicians'.
- Play tuned and untuned instruments with increasing control and musicality, following instruction and independently.
- To play a pentatonic scale and melody- a five-note scale.
- Notate (using letter names and rhythmic notation- graphic or staff).
- Perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.
- Play their part in a composition confidently and work as a group to perform a piece of music.
- Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Understand music from different parts of the world, and different times, has different features.
- Recognise and explain the changes within a piece of music using musical vocabulary.
- Describe the timbre, dynamic and textural details of a piece of music.
- Begin to show an awareness of metre (on tuned percussion).
- Improvise and compose music for a range of purposes using musical elements.
- Begin to use musical vocabulary when discussing improvements to their own and others' work.
- Sing (variety of musical styles) and play in time with peers, with some degree of accuracy and awareness of part in the group performance.
- Recognise minims, crotchets, and quavers by sight.

VOCAB: Tempo, crescendo, dynamics, timbre, duration, tempo, metre, pentatonic, tuned and untuned percussion, notation.

Greater Depth: use musical terminology to justify movement choices; play pentatonic melodies accurately, fluently, and with technical control and expression; play composition accurately, fluently, and with technical control and expression; take a lead role in a group to perform a piece of music.

Year 4

FOCUS: *Developing Ukelele Technique- whole class instrumental programme*

Year 4 OUTCOMES. Children will be able to: *a progressive series of lessons on the Ukelele –strum chords (C Major, A Minor and F Major), pick open strings and accompany songs.*

- *Keep the beat and maintain the pulse, whilst forming a body percussion ensemble
- *Introduction to ukulele, ukulele hold and parts.
- *Handle the ukulele safely, hold it and understand the ground rules when playing the uke.
- *Learn the names of the open strings and how to pick/pluck them (AECG).
- *Play All Elephants Can Grumble to practice names of open strings and where the notes are on the stave.
- *Learn to read and play music from tablature.
- *Improvise musically within a given style (using chords/plucking AECG).
- *Compose piece of music/ostinato (repeating pattern) with body percussion, and ukes.
- *Introduction to strumming, on A Minor (reggae, off-beat).
- *Learn chords C Major and F major and strum and sing to *Row Row Row*.
- *Practice C Major and A Minor whilst strumming to *Ho Hey* (Lumineers) and keeping in time with given rhythms.

	<ul style="list-style-type: none"> *Practice changing from C to Amin to Fmaj chords, smoothly (Ukelanians). *Jam on the chord of C Major. *Achieve clear sounding notes and chords. *Learn to play the ukelele percussively: <i>Amazing ukulele drumbeat technique.</i> *Learn and strum '3 Little Birds', reggae style (C and F Major). *Practise and support individuals by splitting the class in two, with one half playing, the other singing. Take turns to sing or play (strumming). *Recognise and play crochets and quavers, taking note of dynamic signs. *Play tuned instruments, with some musicality. *Describe music, using musical elements. *Sing longer songs in a variety of musical styles with accuracy, control, fluency; developing breath control and subtle dynamic changes. <p>VOCAB: Ukulele, Hawaii, bridge, neck, peg, sound hole, body, frets, tuning pegs, bridge, strumming, chord of C Major, A Minor, F Major, duration, pitch, structure, texture, timbre, up strum, down strum, percussion, reggae, dance, salsa, tab, stave, pulse, beat, chords, improvise, compose, glockenspiel, xylophone.</p> <p>Greater Depth: able to play the Ukelele with confidence, moving from chord to chord smoothly and singing at the same time; knows open string names and can read notation, using these notes.</p>
<p>Year 5</p> <p><i>FOCUS: Composition, Notation and Blues.</i></p>	<p>Year 5 OUTCOMES. Children will be able to: <i>discuss origins of the Blues and identify some features of this genre, sing a Blues-style song; play some Blues chords and become familiar with those used in Blues music; sing in time and in tune with others; identify structure of a piece; improvise own piece of music; contribute meaningfully to the group performance and composition.</i></p> <ul style="list-style-type: none"> *Play tuned and untuned instruments with increasing control and musicality, following instruction and independently- from music of increasing difficulty. *Know the key features of Blues music. *Respond to clips of Blues music that range from music written and sung in the late 1800s to the modern-day. *Understand 'blues' music aims to share feelings. *Understand a chord is layering of several pitches played at the same time. *Play the notes of the Blues scale in correct order; ascending/descending. *Play the first line of the 12-bar Blues (and understand it is a sequence of 12 bars of music, made up of three different chords). *Know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. *Improvise within a given style (selection of Blues scale notes out of order). *Combine rhythmic patterns (ostinato) into a multi-layered composition using all musical elements to add musical interest. *Use staff notation to record rhythms and melodies. *Recognise note lengths/duration. *Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. *Work as a group to perform a piece of music, adjusting dynamics and pitch, keeping in time with each other and communicating. *Suggest and demonstrate improvements to own and others' work. *Compare, discuss and evaluate music using detailed musical vocabulary. *Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. <p>VOCAB: Blues, chord, 12-bar Blues, bar, scale, Blues scale, bent notes, ascending scale, descending scale, improvisation, compose, all musical elements, performance, body percussion, tuned/untuned percussion,</p>

	<p>notation, minor and major keys, backing track, convey, expression, features, flat, lyrics, pitch, quavers, scale, sharp, solo, staff, glockenspiel, xylophone.</p> <p>Greater Depth: use musical vocabulary to describe song and performance features that need improving; sing bent notes (words go slightly up in pitch at the end); play twelve-bar Blues and Blues scale in time with the backing.</p>
<p>Year 6</p> <p><i>FOCUS: Dynamics, Pitch, Texture and Theme and Variations.</i></p>	<p>Year 6 OUTCOMES. Children will be able to: <i>explore musical concept of theme and variations and discover how rhythms can be 'translated' onto different instruments/body percussion; compare and contrast different variations in Benjamin Britten's 'The Young Person's Guide to the Orchestra', identifying the sounds of different instruments; use complex rhythms to perform a theme.</i></p> <ul style="list-style-type: none"> *Revisit/learn and understand the 7 elements of music (tempo, dynamics, pitch, texture, timbre, structure, and duration) during the year. *Sing songs in two or more secure parts from memory, with accuracy, fluency, control, and expression. *Keep the pulse with the body percussion section and sing with control and confidence. *Play tuned and untuned instruments with increasing control and musicality, following instruction and independently- from music of increasing difficulty. *Know a 'theme' is a main melody in a piece of music, 'variations' in music are when a main melody is changed in some way throughout the piece. *Know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. *Recall the names of several instruments according to orchestra sections. *Understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. *Discuss musical eras and the impact of different composers on the development of musical styles. *Represent changes in pitch, dynamics and texture using graphic notation, justifying choices with reference to musical vocabulary. *Identify the way that features of a song can complement one another to create a coherent overall effect. *Use musical vocabulary correctly when describing and evaluating the features of a piece of music and when evaluating own and others work. *Improvise coherently and creatively within a given style, incorporating given features. *Compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments. *Keep the pulse with body percussion and sing with control and confidence. *Develop melodies using rhythmic variation, and changes in dynamics, pitch and texture. *Working as a group, perform a piece of music, adjusting elements of music, as required, keeping in time and communicating with the group. *Perform with accuracy and fluency from graphic (and become confident with staff notation) and from own notation. <p>VOCAB: 3/4 and 4/4 time, body percussion, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, variations, vocal line, woodwind, all 7 musical elements, beat, pulse, rhythm, notation, graphic score, pop art, theme and variations, glockenspiel, xylophone.</p> <p>Greater Depth: ability to play rhythms on un/tuned percussion instruments, demonstrating a secure sense of pulse while performing in a group; relate information to existing musical knowledge; children with instrument</p>

	knowledge try to play the singing line on an instrument; lead the class when split in two halves.
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