

# Music: Year 1



Classical Composer	Contemporary Composer
Antonio Vivaldi	Unsuk Chin

## By the end of Year 1 we will:

- Have learn a variety of songs, rhymes, poems and chants.
- We will understand how to make the pitch of our voices higher and lower and can show changes with our hands.
- We will understand how the dynamics of our voices and music can change.
- We will sing and play instruments music at different tempi.
- We will perform songs that have actions that match the words.
- We have fun will songs creating our own versions and verses.
- We will find the steady beat in a piece of music and perform a steady beat with using percussion.
- We follow a written score to play music.
- We will perform different patterns of beats and use counting to help us.
- We will listen to different musical performances and pick out some of the instruments that are being played e.g. violin, piano, trumpet, clarinet.
- We will perform music with others making sure to concentrate and work together.
- We will follow hand signals from someone else to perform songs and music.

## Experiences

Learn a variety of songs, chants, rhymes and poems.

Experience playing un-tuned percussion instruments.

Listen to some examples of orchestral music by famous composers.

## New Vocabulary

**Beat** – the regular heartbeat of music, sometimes called the pulse.

**Duration** – how long a sound or silence lasts.

**Dynamics** – the loudness of music – loud/quiet

**Glissando** – a slide up or down from one musical note to another.

**Metre** – the grouping of beats. For example, a waltz if grouped in 3s.

**Pitch** – how high or low sounds.

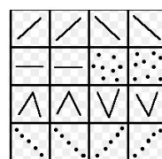
**Rhythm** – patterns of long and short sounds played within a beat.

**Tempo** – the speed that music is played. Described with words such as fast, slow, faster, slower.

**Texture** – layers of sound, like a tune accompanied by an instrument

**Timbre** – the quality of sound from an instrument or a voice – squeaky, bright, full.

## Diagrams





# Music: Year 3



Classical Composer	Contemporary Composer
Ludwig van Beethoven	Caroline Shaw

## By the end of Year 3 we will:

- We will read some simple pitch and rhythm notation and read notation to play a simple melody.
- We will understand sounds can be represented with symbols and create our own symbol scores and use them to perform.
- We will understand pitch through composing, notating, and reading graphic notation.
- We will learn a variety of songs, chants and poems and use our voices expressively.
- We will sing in songs that are in two parts.
- We will understand and perform songs with a call and response structure.
- We will perform a chant in three parts.
- We will know what binary and ternary forms are.
- We will learn how instruments can be classified by the way they make sounds.
- We will explore and understand a pentatonic scale and perform a pentatonic song with tuned and untuned accompaniment.
- We will identify different metres in music and play independent parts in more than one metre simultaneously.
- We will respond to music through actions and movement.
- We will learn ways to emphasise the first beat in a repeating pattern or metre.
- We will understand the term ostinato.
- We will practise, improvise and perform rhythmic and melodic ostinato on tuned and untuned percussion.
- We will understand how music can be organised in sequences and layers and that melodies have phrases.
- We will combine sounds to create different musical textures.
- We will choose different timbres and sound effects to accompany a songs and poems.

## New Vocabulary

- Binary form** - two-part structure in music is described as binary form: AB.
- Chordophone** - an instrument which produces sound using strings that vibrate
- Coda** - the end section of a piece of music
- Crochet** – a note that has a duration of one beat
- Echo** - when a musical phrase is repeated after itself, like an echo
- Expression** - the emotion in music Idiophone - an instrument which produces sound using the instrument's vibration, without using strings or membranes
- Interlude** - an instrumental or percussion section or 'break' in a song
- Off-beat** - often used synonymously with 'off-beat'. Both refer to a rhythm that emphasises normally weak beats
- Pentatonic** - a five-note scale, of which there are many types.
- Quaver** - a note that has a duration of half a beat
- Round** - when two or more voices or instruments play the same music, starting at different times (also called 'canon')
- Sequence** - musical phrases or parts played individually one after the other
- Soundscape** - a picture in sound
- Staff** - the set of five parallel lines on which notes are placed to denote pitch and rhythm

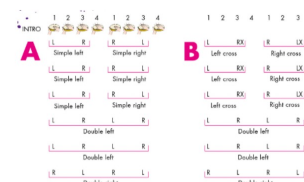
## Experiences

Learn a variety of songs, chants, rhymes and poems.

Experience playing un-tuned percussion instruments.

Listen to some examples of orchestral music by famous composers.

## Diagrams



# Music: Year 4



Classical Composer	Contemporary Composer
Wolfgang Amadeus Mozart	Charlotte Bray

## By the end of Year 4 we will:

- We will learn a variety of songs, chants and poems.
- We will sing songs in two parts and songs with call and response structure.
- We will learn to chant in three parts taking care to balance our voices.
- We will sing with partners and in groups and experience singing in the minor key.
- We will understand what a drone is and play one to accompany a melody.
- We will understand the term ostinato.
- We will play rhythmic ostinato on untuned instruments and with body percussion.
- We will learn rhythmic and melodic accompaniments, including ostinato, for a song and combine them in a performance .
- We will use repeated words in poems and songs to create rhythms.
- We will read graphic notation and use it to record our own compositions.
- We will learn about how instruments are classified by the way sounds are produced.
- We will explore how different instruments groups are combined to create different expressive effects.
- We will exploring the pentatonic scale, play a song with pentatonic leaps and use it to compose a pentatonic melody.
- We will practise identifying the metre of new songs.
- We will understand some musical structures including using verse and chorus and a rondo structure.
- We will explore how music can be layered and how different timbres can be combined.
- We will listen to and describe the structure of a piece of orchestral music using our growing musical vocabulary.
- We will compose music in response to pictures and extend songs with new verse.
- We will respond to music through actions and movement.

## New Vocabulary

- Beatbox** - using your voice, mouth, lips and tongue to produce sounds to imitate the sounds of different instruments, such as the drum kit
- Break** - an instrumental or percussion section or interlude in a song
- Chord** - two or more notes played at the same time
- Crescendo** - getting louder Diminuendo - getting quieter
- Fanfare** - a short piece of music usually played on brass instruments to announce a special event or occasion
- Groove** - a short section of rhythmic layers, repeated over and over again Improvisation - a piece of music which is created spontaneously
- Membranophone** - an instrument which produces sound using a stretched membrane that vibrates
- Minor key** - one of the most common types of eight note musical scale.
- Pentatonic** - five-note scale, of which there are many types. One of the most common can be played using only the black notes on a piano
- Riff** - a short rhythmic or melodic pattern that is repeated over and over (also called an 'ostinato')
- Syncopation** - often used synonymously with 'offbeat'. Both refer to a rhythm that emphasises normally weak beats

## Experiences

- Make instruments and use them to explore different timbres.
- Listen to music and learn songs from some different cultures.
- Listen to music from different times including jazz and gospel music.
- Use beatboxing to explore rhythms and textures in music.

## Diagrams

The diagrams illustrate musical concepts through lyrics, rhythm notation, and graphic notation. The lyrics are: "Sweet for to see-ry me home, Sweet for to see-ry me home, Sweet for to see-ry me home, Sweet for to see-ry me home." The rhythm notation shows patterns of notes and rests for four voices. The graphic notation uses vertical bars and dots to represent musical elements.

# Music: Year 5



Classical Composer	Contemporary Composer
Pyotr Llyich Tchaikovsky	Kaija Saariaho

## By the end of Year 5 we will:

- We will learn to sing songs with 2, 3 and 4 parts.
- We will sing in unison, harmonies, rounds and sing songs with a syncopated melody.
- We will sing with expression with attention to our tone and phrasing accurately.
- We will show greater control over our voices when singing, using different techniques to help us and sing with an awareness of our audience.
- We will read simple staff notation to follow a simple melody, learn a melodic ostinato and play a bassline on tuned percussion.
- We will understand the term metre and identify the metres of different pieces of music.
- We will conduct a metre of four beats, three beats and two beats.
- We will further develop our sense of rhythm through singing, playing, moving using steady beats and syncopated rhythms.
- We will combine voices with instruments to perform songs with up to four parts.
- We will play tuned and untuned instruments to accompany a song including melodies and harmonies and play our instruments with control.
- We will work in groups to compose, practise, rehearse and perform a piece accurately as an ensemble.
- We will understand that music can create a narrative and how music can be used to accompany a movie.
- We will create and perform a sequence of melodic phrases and record our ideas using notation.
- We will listen to and analyse different pieces of music and discuss the effects of pitch, tempo, texture and dynamics using our musical vocabulary.
- We will compose music to accompany images and poems exploring dynamics.
- We will what a chromatic scale and sing and play using them.

## Experiences

Learn a variety of poems, songs and chants that have more complex structures

Listen to and discuss music from different time periods.

Explore the use of music in movies and its effect on mood.

Learn about early opera.

Use a variety of tuned and untuned percussion and body percussion to perform music and accompany songs.

## New Vocabulary

**Backing vocal** - an additional voice part that complements but is less important than the lead vocal (the main voice part)

**Bridge** - a passage of music that links two sections of music together

**Chromatic** - a chromatic instrument is one which is capable of playing every note of the chromatic scale, which is a scale of twelve notes, each a semitone apart, the smallest interval in most Western music.

The chromatic scale is: A, A# (Bb), B, C, C# (Db), D, D# (Eb), E, F, F# (Gb), G, G# (Ab)

**Cluster** - a group of notes that are close in pitch and sounded together

**Cumulative** - a musical structure in which individual parts join in one by one. It can apply both to the structure of the music itself (as in a cumulative song such as The Twelve Days of Christmas), or to the voices/instruments playing (as in the gradual addition of instruments playing the music of Boléro)

**Lead vocal** - the main voice part in a song – usually sings the melody

**Step movement** - notes of a melody which move stepwise up or down

**Trill** - the rapid alternation of two adjacent notes producing a trembling effect.

## Diagrams

Stave notation



An example of a

graphic score

Play together.  
Some sounds may have gaps in between:  
Player 1: - - - - -  
Player 2: \_\_\_\_\_  
Player 3: - - - - -

# Music: Year 6



Classical Composer	Contemporary Composer
George Frideric Handel	Hans Zimmer

## By the end of Year 6 we will:

- We will sing songs with 2 and 3 part harmonies with expression and singing sustained notes.
- We will understand what a chord is and play a melody with a chordal accompaniment.
- We will play instrumental parts to accompany a song
- We will know what a bridge is and how they are used.
- We will further develop our coordination and rhythm skills performing rhythmic sequences to music, creating our own rhythmic patterns and revise rhythmic ostinato.
- We will compose and perform rhythmic patterns and perform them in cycles in groups.
- We will confidently perform songs with complex rhythms.
- We will create musical effects using contrasting pitches.
- We will rehearse and practice in groups and combine parts to create larger performance pieces.
- We will explore writing new verses to songs and performing them.
- We will perform with consideration and awareness of the audience.
- We will explore a visual stimulus to compose music.
- We will explore and discuss the structure of different songs.
- We will revise, rehearse and develop music for performance and explore how we can arrange a piece of music.
- We will practise feeling and moving to music with a 3 beat pulse and explore rhythm through dance movements.
- We will learn to sing major and minor note patterns with increasing accuracy.
- We will understand pitch through movement and notation.

## Experiences

Learn to sing pop songs and explore their structures. Learn and sing songs with 2 and 3 part harmonies. Explore pieces of music which use more complex rhythmic patterns. Create and develop songs and musical compositions to perform to others.

## New Vocabulary

**Key** - the 'key' of a piece of music refers to the scale on which the music is based and around which related harmonies are built. For instance a piece may be in the key of C major, meaning that its tonic, or home note, is the note C and the notes of its scale are C D E F G A B C

**Major** - one of the most common types of eight-note musical scale. Often described as having a happy sound.

**Middle eight** - type of musical bridge – it is a short eight-bar passage in the middle of a song that links two sections

**Minor** - one of the most common types of eight-note musical scale. Often described as having a sad sound.

**Song cycle** - a structure of music in which a group of songs is performed in a defined sequence

## Diagrams

