**A logo for a school

Description automatically generated****Music Term Autumn 1.1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent: Expressive art/exploring making sound**  To sing a range of well-known nursery rhymes and songs; perform songs and rhymes with others, and - when appropriate – try to move in time with music.  To explore making sounds with a variety of instruments/items.  **Sequence of learning:**  - Join in with songs linked to daily routines, following steps, tunes and actions  -Dance every day during movement breaks/ wake and shake  - Sing songs daily keeping in time and in rhythm, including number songs, nursery rhymes, register, circle time and tidy up songs  -Learn sign language to accompany our register songs, and apply these signs with accurate timing and rhythm  -Explore and discuss patterns in sounds and music.  -Clap syllables in names.  -Freely exploring percussive sounds using pots and pans and musical instruments e.g., fast slow, loud quiet, high low, slow quick | **Intent: Keeping the pulse**  To develop rhythm in time with the pulse.  **Sequence of lessons:**  1, To demonstrate an understanding of pulse using parts of the body.  2, To keep a pulse and show a sound pattern using bodies and voices.  3, To explore using a thinking voice to explore the pulse.  4, To play short rhythms in time with the pulse.  5, To demonstrate an understanding of pulse through performance. | **Intent: Ballads**  Children will learn what ballads are, how to identify their features and how to convey different emotions when performing them. Children will carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.  **Sequence of lessons:**  1, What is a ballad?  2, Performing a ballad.  3, The story behind the song.  4, Writing lyrics.  5, Singing my ballad. | **Intent: Tuned and Body Percussion**  Play and perform in solo and ensemble contexts using body and tuned percussion  **Sequence of lessons:**  1, Can I identify structure and texture in music?  2, Can I use body percussion?  3, Can I create musical rhythms using body percussion?  4, Can I create simple tunes?  5, Can I build and improve a composition? | **Intent: Composition notation**  Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.  **Sequence of lessons**:  1, Sing with accuracy, fluency, control and expression  2, To explore and use different forms of notation.  3, To understand note length  4, To read simple pitch notation  5, To use hieroglyphs and stave notation to write a piece of music | **Intent: Dynamics, pitch and texture**  Appraising the work of Mendelssohn and further developing improvisation and composition skills.  **Sequence of lessons:**  1, Can I appraise the work of a classical composer?  2 ,Can I improvise as a group, using dynamics and pitch?  3, Can I improvise as a group, using texture?  4, Can I use knowledge of dynamics, texture and pitch to create a group composition?  5, Can I use teamwork to create a group composition featuring changes in texture**,** dynamics and pitch? |
| **Key Vocabulary:**  Sound, music, high, low, loud, quiet, fast, slow, in time | **Key Vocabulary:**  pulse, rhythm, performance, sound pattern. beat | **Key Vocabulary:**  Ballad, chorus, compose, dynamics, emotions, ensemble | **Key Vocabulary:**  Pitter, patter, raindrop, clapping, clicking, body percussion, tempo, rhythm, structure, texture | **Key Vocabulary:**  Accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, fluency | **Key Vocabulary:**  classical, characterize, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture |
| **Impact**  Children will know and participate in a variety of songs using their bodies and a variety of musical instruments/sound makers. | **Impact**  Children can demonstrate an understanding of pulse through performance. | **Impact:**  Children can create their own ballad using rhyming word lyrics and following the structure of a traditional ballad. | **Impact:**  Children can perform a piece of music using body percussion which has layers and textures reminiscent of the rainforest. | **Impact:**  Children can sing using different note length and with accuracy, fluency and expression. They can sing following pitch notation. | **Impact**  Children can improvise and create a group composition using dynamics, texture and pitch. |