**A logo for a school

Description automatically generated****Music Term SPRING 1.1**

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Expressive arts/ making sound and exploring art forms**    **Intent:**  To continue 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. To explore traditional music linked to different celebrations around the world. | **Intent: Pitch – Superheros**  Identify high and low notes. Perform high and low notes. Create and perform a two-note and three-note pattern. | **Intent:**  To recognise simple  rhythmic notation by  ear and by sight.  To use simple  rhythmic notation to  compose a Viking  battle song. | **Intent:**  Sing in tune and in harmony with others, with developing breath control. Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time. | **Intent**  Children learn ‘Shosholoza’, a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety. | **Intent**  Show a difference between musical variations. Sing with control and confidence. Name rhythms correctly. Copy rhythms accurately with a good sense of pulse. |
| **Sequence of learning:**  - Join in with songs linked to daily routines, following steps, tunes and actions  -Listen to, join in with musical instruments and dance to traditional music to celebrate Chinese New Year  -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   -Explore and discuss patterns in sounds and music, specifically celebration music linked to Chinese New Year  -Continue to practice clapping syllables in names  -Freely exploring percussive sounds using pots and pans and musical instruments e.g., fast slow, loud quiet, high low, slow quick | **Sequence of Lessons:**  1: Recognising sounds - To identify high- and low-pitched sounds  2: Pitch patterns - To explore pitch by creating two-pitch patterns.  3: Changing tempo - To demonstrate tempo changes  4: Superhero theme tune - To create a superhero theme tune with a variety in tempo and pitch  5: Final performance - To perform a piece of superhero music showing a change of pitch and tempo. | **Sequence of Lessons:**  1: Here come the Vikings! - To sing in time with others.  2: Sing like a Viking - To sing in time with others.  3: Viking notation - To recognise simple rhythmic notation by ear and by sight.  4: Viking battle  Song - To use simple rhythmic notation to compose a Viking battle song.  5: Perform like a Viking - To perform music with confidence and discipline. | **Sequence of Lessons:**  1: The singing river - To sing in two parts using expression and dynamics  2: The listening river - To recognise key elements of music  3: The repeating river - To perform a vocal ostinato.  4: The percussive River - to create and perform an ostinato.  5: The performing river - To improve and perform a piece of music based around ostinatos. | **Sequence of Lessons:**  1: Shosholoza a cappella - To use tuned percussion to play a chord progression.  2: Playing Shosholoza - To use tuned percussion to play a chord progression  3: The Shosholoza show - To use vocals or tuned percussion to perform a piece of music as an ensemble.  4: Drumming away to Africa - To play call and response rhythms using percussion instruments.  5: Eight-beat breaks  To create an eight-beat break to play within a performance. | **Sequence of Lessons:**  1, Pop Art and music **-** To explore the musical concept of theme and variations  2, The Young Person’s Guide to the Orchestra  To compare and contrast different variations in the piece ‘The Young Person’s Guide to the Orchestra’  3, Learning the theme  To use complex rhythms to be able to perform a theme  4, Exploring rhythms  To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time  5, Picturing Pop Art  To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. |
| **Key Vocabulary:**  Sound, music, high, low, loud, quiet, fast, slow, in time, genres, instruments, celebration, beat, percussion | **Key Vocabulary:**  High, performance, low, pattern, pitch temp | **Key Vocabulary:**  Accuracy, backing track  Beat, body percussion  call and response  composition, co-ordinated  crotchet, discipline  duration, melody  in-time, in-tune  dynamics, layer, lyrics  key change, major key  minim, minor key, notation  tempo, part, pulse, quaver  rehearse, rhythm | **Key Vocabulary:**  A cappella, breath control, cue, diction  Directing, dynamics  Expression, harmony line, in the round, layer  Melody, mood, notation, opinion  Ostinato, parts  Percussion, rhythm  staff notation, texture  tempo, vocal ostinato | **Key Vocabulary:**  a capella, break  call and response  chords,chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble  expression, improvisation  major chord, master drummer, metronome  performance, polyrhythms  pronunciation, pulse  ostinato, rests  rhythm, soloist  syncopation, tempo  tuned percussion,  unaccompanied  vocals | **Key Vocabulary:**  3/4 time, 4/4 time, accidentals, body percussion, diaphragm  Legato, motif, orchestra  Percussion, phrases, pitch  Pizzicato, pulse, quaver  Rhythm, rhythmic elements  Section, semi-quaver, staccato, tempo, theme  TIKI-TIKI, TI-TIKI, TIKI-TI  Translate, variations  vocal line, woodwind |
| **Impact**  Children will sing and make sounds using a range of instruments in a group or on their own and will put on a ‘show’ using a range of materials to make sounds that resonate with traditional Chinese music. Children will join in with a celebration song for Chinese New Year. | **Impact**  To be able to perform a piece of superhero music showing a change of pitch and tempo | **Impact:**  Perform and compose music with  confidence and  discipline and recognise simple rhythmic notation by ear and by sight. | **Impact:**  To be able to recognise key elements of music. To perform a vocal ostinato. To create and perform an ostinato. To improve and perform a piece of music based around ostinatos | **Impact:**  Sing using the correct pronunciation and with increasing confidence.  Play a chord with two notes, remaining in time.  Maintain their part in a performance with accuracy.  Play the more complicated rhythms in time and with rests.  Create an eight beat break and play this in the correct place. | **Impact**  Perform rhythms confidently either on their own or in a group.  Identify the sounds of different instruments and  discuss what they sound like. Make reasonable suggestions for which  instruments can be matched to which art pieces. Recall the names of several instruments according to their orchestra sections |