**Music Term Autumn 2**

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| **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 -Learn a Diwali dance to traditional Indian music-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. -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**-**Learn songs for the Christmas play and join in, in time and rhythm -Learn sign language to accompany We Wish You a Merry Christmas in time | **Intent: Tempo**To create fast and slow sounds with their voices, bodies and instruments.**Sequence of lessons:** 1. To use voices and bodies expressively whilst exploring tempo 2. To practice a rhyme using fast and slow beats 3. To use voices to perform a song with fast and slow beats. 4. To use singing voices and instruments to investigate fast and slow beats. 5. To demonstrate fast and slow beats within the context of a story. | **Intent: Creating Compositions** Children will learn to tell stories through music. They will listen to music and considering the narrative it could represent. They will pay close attention to the dynamics, pitch and tempo and how they change. They will create original compositions to match an animation, building up layers of texture.**Sequence of lessons:**1. Can I tell a story from a piece of music through movement? 2. Can I create a soundscape using percussion instruments? 3. Can I create a range of sounds to accompany a story? 4. Can I compose and perform a rhythm to accompany a story? 5. Can I compose and notate a short melody to accompany a story? | **Intent: Rock and Roll**Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the correct sequence. Independently play their part with some awareness of the other performers.**Sequence of lessons:** 1) To understand the history of rock and roll music.2) To be able to perform with a sense of style.3) To play a walking bass line on tuned percussion.4) To be able to play a rock and roll bass line.5) To be able to play a rock and roll piece of music | **Intent: The Blues**Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing**Sequence of lessons**: 1. Can I identify some features of blues music? 2. Can I play the first line of the 12-bar blues? 3. Can I play the 12-bar blues? 4. Can I play the blues scale on a tuned instrument? 5. Can I improvise with notes from the blues scale? | **Intent: World War two songs**Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in part**Sequence of lessons:** 1. To use musical vocabulary to identify features of different eras of music 2. To improve accuracy in pitch and control, singing with expression and dynamics 3. To identify pitches within an octave when singing 4. To use knowledge of pitch to develop confidence when singing in parts 5. To be able to notate a melody using pitches up to an octave |
| **Key Vocabulary:** Sound, music, high, low, loud, quiet, fast, slow, in time, genres, instruments | **Key Vocabulary:** beat, fast, slow, singing voice, instrument | **Key Vocabulary:** atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, listen, timbre, melody, melodic pattern, notation. | **Key Vocabulary:** bass line, beat, chorus, dynamics, hand jive, in-tune, notation, originate, pitch, rock and roll | **Key Vocabulary:** 12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey | **Key Vocabulary:** compare, contrast, complement, counter-melody, dynamics, harmonise, lyrics, octave, notate |
| **Impact**Children can sing in a group or on their own and can put on a ‘show’ using a range of materials to make sound.Children will join in with songs in the Christmas play.  | **Impact**To create a piece of music using fast and slow beats with singing and instruments. | **Impact:** Children can play melodies and rhythms which represent a section of animation they are accompanying. | **Impact:** Children can play a rock and roll piece of music. | **Impact:** Children can play the 12-bar blues scale and improvise it. | **Impact**Children can improve their singing by understanding the difference in pitch and expression within a melody |