**A logo for a school

Description automatically generatedMusic 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 |