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|  | Autumn 1 | Autumn 2 | Spring 1 |  Spring 2 | Summer 1 | Summer 2 |
| Foundation |  |  |  |  |  | Sing a range of well-known nursery rhymes and songs.Perform songs ,rhymes ,poems and stories with others, and (when appropriate)try to move in time to music |
| Year 1 | **PULSE AND VOICE****1)Can you feel the pulse?****To understand the word pulse in music.****2)Can you play long and short sounds?****To play and sing long and short sounds.****3)Can you play the rhythm?****To be able to follow a pulse and perform simple rhythms.****4) Can you recognise high and low sounds?****To learn to recognise higher and lower sounds.****5) Can you change the dynamics?****To explore dynamics and melody. Use actions to represent the different terms and look at the musical symbols which represent them.****6) Can you perform the songs?****To perform songs with a range of notes.** |  | **RHYTHM AND PITCH**1) **Do you have rhythm?****To maintain a pulse whilst performing a rhythm as a group.**2) **What’s your rhythm?****To play rhythms using visual clues.**3) **Can you play the rhythm?****To play along with the rhythm of a song.**4) **What’s the pitch?****To learn to identify high and low pitch sounds.**5) **Can you change the pitch?****To recognise and control changes in pitch vocally and when playing instruments. In groups, using a mixture of tuned and untuned instruments, children to create a short musical composition**6) **Can you create your own music?****To compose music using rhythm and pitch** |  | **TECHNOLOGY-STRUCTURE AND FORM****1) Can I recreate a familiar song?****To explore the structure and form of a piece of music****2) Can I create a story song?****To create their own composition using a story structure.****3) What is a melody?****To understand and sing a melody from a 20th century song.****4) How has the song changed?****To listen to the way songs can change and develop to suit the times.****5) Can I play along with a song?****To use a 20th century song as an inspiration for composition****6) What is beat sequencer?****Explore beat sequencer on the ipads.** |  |
| Year 2 | PULSE AND RHYTHM1) **Can you feel the pulse?****To respond to music using body parts.**2) **Can you feel the pulse?****To be able to sing/play with a good sense of pulse.**3) **Can you use rhythm and pulse to create a musical performance?****To create and perfo Can you draw the song?****To understand and recognise basic graphic notation.****rm a performance using instruments to keep the pulse and play a rhythm as part of a group.**4) **What is the shape of the song?****To understand pitch and shape. Practise singing and pitch matching the different lines. Add boomwhackers.****5) Can you change the dynamics?****To confidently change dynamics of a song. Re-cap dynamics and the other associated musical terms and symbols.****6) Can you draw the song?****To understand and recognise basic graphic notation.** |  | **RHTYTHM AND PITCH****1) Can I keep in time?****To maintain a pulse whilst performing a rhythm as a group.**2) **What rhythms can I hear? To recognise and perform rhythmic patterns in songs.**3) **Can I perform a part in a song?****To perform parts of a song with a strong sense of pulse and rhythm.**4) **Can I sing the correct pitch?****To sing and perform notes of different pitches.**5) **How can I represent the pitch of a song?****To use graphic notation to demonstrate changes in pitch.**6) **Can I use symbols to represent my music?****To create rhythmic patterns with a variety of pitches.** |  | **MUSIC TECHNOLOGY/STRUCTURE AND FORM****1)What is the structure of Peter and the wolf?****To explore the structure and form of a piece of music.**2) **What are the instruments of the orchestra?****Identify the different groups of orchestral instruments.**3) **What instruments can I hear?****To identify instruments used in a 20th century jazz song.**4) **What are the similarities and differences between the songs?****To listen to the way songs can change and develop to suit the times.**5) **Can I accompany a song using instruments ?****To learn a 20th century song,understand genre and select appropriate instruments.**6) **What is an 8 beat rhythm?****To use computer software to explore and experiment with different sounds** |  |
| Year 3 | PULSE AND VOICE1)Can you maintain the pulse?Clapping skills Rhythm Maintaining a pulse Replicating rhythms 2) What is an ostinato?Ostinato Replicating rhythms and applying them to the “Cup song” Creating rhythms through words. 3) Can I create and perform an ostinato?Ostinato and playing ostinato patterns Group performances 4) Why do we warm up our voices ?Singing skills Listening skills Pitch Group performance 5) Can I respond to performance directions? Dictation Creating graphic score Singing Listening 6) What is a melody line? Singing Graphic score Listening Pitch differentiation  |   | RHYTHM AND PITCH1) What is musical texture?To understand rhythm and musical texture.2) What rhythms can I hear?To identify rhythms in songs and use these as inspiration for their own music.3) Can I create and perform a rhythm?To add body percussion and percussion instruments into our own pieces of music.4) Can I identify different pitches?To understand what the word pitch means and recognise high and low sounds.5) Can I perform using different pitches?To explore high and low sounds by playing the melody to a song using a variety of both high and low sounds.6) How can I use pitch effectively?To create rhythmic patterns with a variety of pitch. |  | MUSIC TECHNOLOGY1) What is musical form?To identify and understand musical form2) Can I use structure to create a piece of music?To create a short piece of music using musical structure.3) How can I improve the structure of my composition?**To use and demonstrate music sequencing software.**4) How has 20th century music evolved?To understand and listen to genres from the 20th century.5) **Who are the Beatles?****To study and identify the music of a 20th century band.**6) What do I need to successfully perform a song?To learn a song by a 20th century band. |  |
| Year 4 | PULSE AND VOICE1)Can you play in time?To be able to play in 4/4 and 3/4 using ostinato, drone and repeating patterns 2) Can you play your part in an ensemble?To maintain an independent part in a small group ensemble .3) How can I improve my performance?be able to perform a part in a group and offer improvements using technical terms.4) Can you sing with awareness?To learn to sing with awareness of breathing and pronunciation.5) What is the pentatonic scale?To understand pentatonic scales and to learn to sing fluently with confidence .6) Can you create a melody using the pentatonic sale?To create melodies using pentatonic scales  |  | RHYTHM AND PITCH1) How does the texture affect a piece of music?To identify and discuss rhythm, texture, and dynamics.2) How do layers change the texture of a piece of music?To demonstrate a strong sense of rhythm and pulse by creating and layering our own rhythms.3) Can I use layers effectively in my own compositon?To create ideas to compose a melody as a team, recording ideas using notation.4) What is the importance of pitch?To continue to understand what the word pitch means and recognise high and low sounds.5) How do I know the pitch of a note?To understand basic musical notes and how they have different pitches6) Can I sing and perform a piece accurately?To be able to sing in a variety of pitches with clear diction. |  | MUSIC TECHNOLOGY1) What is a call and response song?To identify and study musical structure.2) Can I write a pop song using AB structure?To use music software and voice sounds in a creative way.3) How do I improve my song?**To record and edit a piece of music using software**4) What is minimalism?To understand/interpret minimalism and listen and reflect on a piece of orchestral music.5) **How do I compose a travelling ostinato?****To create /compose an ostinato in groups.**6) What makes an effective performance?To perform and appraise minimalistic music as an orchestra |  |
| Year 5 | PULSEAND VOICE1) How do I identify the pulse?To be able to identify and play to the pulse of music 2) What is graphic notation?To create graphic notation to represent rhythms 3) Can you play your part effectively?To be able to independently maintain a part in a group performance.4) How would you interpret the score?To create sounds and interpret a graphical score using our voices 5) What are line and space notes?To understand line and space notes on graphic Scores.6) Can you follow the score?To follow a notated score to sing an independent part.  |  | RHYTHM AND PICTCH1) What are the values of notes?To learn to identify a range of different notes2) Can I play a rhythm from notation?To demonstrate a strong sense of rhythm and pulse by creating and layering our own rhythms3) Can I compose a rhythm using standard notation?To add body percussion and percussion instruments into our own pieces of music.4) How is sound made?To explore sound and understand the meaning of pitch.5) What determines an instruments pitch?To play a piece of music with a variety of pitches.6) What is a chord?To learn understand what a chord is and be able to play G and D chords |  | MUSIC TECH/20TH C MUSIC1) How can we use structure to write a song?To identify and understand musical structure2) What is the 12 bar blues?To compose 12 bar blues using music technology.3) Can I perform and evaluate my composition? To perform and evaluate their music compositions.4) Can I interpret a piece of minimalistic music? To understand/identify minimalistic music through listening.5) **What elements do I need to include when composing my own piece of minimalistic music?****To compose a piece of minimalistic music.**6) What do I need to do to perform effectively in a large group ensemble?To perform and appraise minimalistic music as an orchestra |  |
| Year 6 | PULSE AND VOICE1) How do I know if I’m going out of time?To be able to maintain a strong pulse and recognise when going out of time.2) How do drummers play in time?To be able to play rhythms while maintaining a pulse 3) Can I play an irregular time signature?To be able to sing / play regular (2/4 , ¾, 4/4) and irregular (7/4, 5/4) 4) What is a monophonic and homophonic texture?To understand the difference between monophonic and homophonic textures 5) How can graphic scores be interpreted in different ways?To read scores and perform them with confidence 6) What is a Solfa Staircase?To be able to maintain a part in an ensemble (do rey me etc)  | . | **RHYTHM AND PITCH****1)** How can I create an effective graphic score?To interpret and play a graphic score.**2)** Why is timbre important?To create a piece of Music with awareness of timbre and texture.**3)** What do I have to consider when composing as a group?To perform as a group: consolidating our knowledge on musical notes, timbre, texture and rhythm**4)** What is a musical motif?To recap what pitch is and understand "motif"**If time is allowed use lesson elements of lesson 2 to create contrast and understanding.****5)** How is an arpeggio played?To be able to play an arpeggio and describe the pitch changes within it.**6)** How can I use my composition to illicit specific emotions ?To compose music combining rhythm, pitch, dynamics, timbre & tempo |  | **MUSIC TECH/2OTH C MUSIC****1)** How can I add instruments to my composition using garage band?To identify and understand the musical structure of a song**2)** How can I use technology to recreate 80’s pop?To manipulate and create sounds in a creative way using technology**3)** Does my composition fulfil all the criteria?To perform and evaluate their music compositions.**4)** What impact did the Beatles have on music ?To study a 20th century band and appreciate their music.**5) Can I follow a piece of music for a performance?****To learn/practise ‘Yesterday‘ by The Beatles.****6)** What elements do I need to include when performing a piece of music?To perform and appraise a song by a 20th century band. |  |

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