

Springfield Primary School

Music

Autumn

Spring

Summer

EYFS

Development Matters Reception Year

- Listen attentively, move to and talk to music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody

Early Learning Goals Expressive Arts and design (EAD)

Sing a range of well-known nursery rhymes and songs, and perform these along with stories and poems, moving in time with music.

Songs and Dances

What songs do I already know?
Can I learn to sing a new song?
Can I copy dance moves to music?
Can I create my own dance moves to music?
Can I make my own song with dance moves?
Can I move in time to the music?

Christmas performance rehearsals

Singing and Exploring Sounds

What songs do I know off by heart?
How do I sing/copy a melody?

EYFS Vocab

Song, sing, music, dance

Songs, singing, repeat

Year 1

Singing

Can I chant a song with others?
[*Boom Chicka Boom! | Fun Song for Kids featuring Caitie & the Super Simple Puppets!*]
Can I sing a simple song? [*Bounce High Bounce Low; Dr Knickerbocker Singing Sherlock*]
Can I sing a call and response song?

Christmas performance rehearsals

Listening

Can I talk about music?

[*Fanferra (Cabua Le Le) – Sergio Mendes*]
What is samba?
What sounds can I hear?
What is the *beat*? What is pulse?
[*Rondo alla Turca (Turkish March) – Mozart*]
Who was Wolfgang Amadeus Mozart?
What words can I use to describe the music?

[*Northern Lights - Ēriks Ešenvalds*
Wild Man – Kate Bush]

Musicianship

Can I respond to the pulse/beat?
(stepping, jumping, walking)
[*Nutcracker Suite: Trepak – Tchaikovsky; Firebird Suite: Scherzo – Stravinsky; Capriol Suite: Mattachins – Warlock*]
Can I play repeated patterns? (*using body percussion/using classroom percussion – blocks, shakers etc.*)

Composition

Can I create a rhythm pattern? (body percussion/classroom percussion)
NOTE: Short sequences maybe using stimuli e.g., rainstorm or train journey
Can I write my sounds using pictures? [*i.e. create different symbols to represent different types*]

	Can I talk about different pieces of music? How are these pieces different?	<i>of sound. This is a starting block to reading/writing musical notation.]</i>
Year 1 Vocab		
Chant, sing, call and response, bounce	Piano, sound, repeat (repetitive), march	Beat, samba, percussion, pulse, clapping, tapping, walking, marching, repeated rhythms
Year 2		
<u>Singing</u> What is pitch? <i>[Trad. Rain, Rain Go Away]</i> <i>[Trad. Hey, Hey, Look at Me]</i> <i>[Trad. Star Light Star Bright]</i> <i>[Ebeneezer Sneezer]</i> What are dynamics? What is tempo? NOTE: Children should know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (crescendo, decrescendo) Christmas performance rehearsals	<u>Listening</u> Can I compare different music pieces? What is the same and what is different about these two pieces of music? <i>[Bolero – Ravel; The Planets: Mars – Holst]</i> <i>[Runaway Blues – Ma Rainey; Hound Dog – Elvis Presley]</i> What do different instruments look and sound like? What is a gamelan? Where does a gamelan come from? What does a gamelan sound like? <i>[Baris – Gong Kebyar of Peliatan]</i>	<u>Composing</u> Can I create music about a journey to the moon? <i>(Use picture or video linked to Going to the Moon topic)</i> Can I create symbols to represent my composition? <u>Musicianship</u> Can I copy beat and rhythm? Can I tap along to the beat? <i>[Saint-Saens – The Carnival of the Animals: The Elephant; Brahms – Hungarian Dance no.5 (changes tempo); Susato – La Mourisque (walk in time to this); Joplin – Maple Leaf Rag (syncopation beats between left and right hand)]</i> Can I copy and create rhythms? <i>(Create rhythms using word phrases e.g., Hel-lo Si-mon)</i> Can I read rhythm pattern notation? <i>(Introduce to crotchets, quavers and crotchet rests.)</i> Can I sing or play from dot notation? <i>(Use 3-note dot notation to sing or play simple phrases.)</i>
Year 2 Vocab		
Pitch, range, vocal control Dynamics, loud, quiet, crescendo, decrescendo Tempo, fast, slow, pause	Stomp, compose, beat, pulse, rhythm, improvise, recycle, tempo, combine. Instruments, appraise, texture, emotions, feelings, mood, texture, pitch, dynamics, rhythm, pulse, timbre.	Symbols, notation, compose, composition. Body percussion, perform, rhythm, tempo, beat, pulse, crotchets, quavers, rests.
Year 3		
<u>Singing & Listening</u> Can I sing in unison? <i>[Hallelujah from Messiah – Handel; a live rendition of this is a good example of unison singing – what do</i>	<u>Listening</u> How can I respond with movement to music?	<u>Composing & performing</u> Can I compose and perform a simple melody? How do I play C-D-E? Can I create a simple tune using C-D-E?

<i>the children notice? Have they heard it before?]</i> What do <i>piano</i> and <i>forte</i> mean? (<i>soft and loud; perform singing demonstrating this</i>) What is <i>tempo</i>? (<i>Perform songs with actions such as Heads and Shoulders; marching to different tempos etc.</i>) Christmas performance rehearsals	Oracy opportunities: listen to chosen piece of music; children describe what they think could be happening. Build upon these ideas to create movement for the music (dance or drama) <i>[Night on Bald Mountain – Mussorgsky; The Planets: Jupiter – Holst; Bolero – Ravel]</i> Can I compare different genres of modern music? What does <i>genre</i> mean? How many different genres of music can I think of? (Compare the genres of these songs – what is the same, what is different etc.) <i>[Rock Around the Clock – Bill Haley & The Comets; Jailhouse Rock – Elvis Presley; I Got You (I Feel Good) – James Brown; Le Freak – Chic]</i>	Can I play <i>adagio</i> and <i>allegro</i>? How do I play Keyboard? [Charanga unit: <i>Home>Instruments>Keyboard beginner course: chapter 1]</i> Can I read simple music notation? What is a stave? What is a treble clef and what does it show? What are crotchets and quavers? <i>[In Y2 chn learn these in order to play simple rhythms. Now this knowledge is built upon as chn try to include these in their own simple compositions.]</i> <u>Listening</u> How is music different around the world? What does music from India sound like? <i>[Sahel Re – Kishori Amonkar]</i>
Year 3 Vocab		
Sing, unison, <i>piano</i>, <i>forte</i>, loud, soft, <i>tempo</i>, speed; Baroque; Handel; Hallelujah	Movement; Mussorgsky; Romantic; Holst; genre, Modern; Ravel; disco; pop; rock n' roll.	Song, composition, compose, tuned, untuned, percussion, percussive; improvise, melody, tune Traditional; India
Year 4		
<u>Singing</u> Can I sing in unison? <i>[Songs with a wider melodic range than that of Y3]</i> <i>[Any Time You Need a Calypso – Various versions on YouTube. Recommend The Ben Jonson primary version; One More Day – Fisherman's Friends]</i> Can I sing harmony? <i>[When I Grow Up (from 'Matilda') - use original for basic learning then Charanga-sing tab for harmony singing; Cathy's Clown (chorus only) – The Everly Brothers]</i> How do I recognise time signatures? Christmas performance rehearsals	<u>Performing</u> [Charanga unit Happy: <i>Home>Freestyle>KS2 Units of Work > Happy]</i> What is the structure of a pop song? How do I warm up for singing? How do I read G, A, B on a music score? How do I play G, A, B reading from a music score? <u>Composing</u> How do I play keyboard? Can I play simple musical phrases? [keyboards – learning to read notation] Can I compose simple musical phrases? [keyboards – write phrase on staff notation] What is the difference between major and minor chords? [simple chords not scales] Can you follow your score to perform your composition?	<u>Listening</u> How has music changed over time? What is Renaissance music? Which instruments were used in Renaissance music? What is Baroque music? Which instruments were used in Baroque music? Can I compare Renaissance and Baroque music? [Renaissance: <i>If Ye Love Me – Thomas Tallis; Gaudete – Anon.;</i> Baroque: <i>Canon on D – Pachelbel; Abdelazar: Rondeau – Henry Purcell; Coronation Anthems: Zadok the Priest – Handel; Gloria in Excelsis Deo – Vivaldi]</i>

	[Charanga unit: <i>Home>Instruments>Keyboard beginner course: chapters 2 & 3]</i>		
Year 4 Vocab			
Octave, crescendo, decrescendo, time signatures, unison, vocal harmony	Octave, musical phrases, major, minor, chords, perform, composition, scores	Renaissance, Baroque, Classical, Romantic, Modern, instrumentation, string, woodwind, percussion, brass (instrument names), harpsichord, lute, orchestra.	
Year 5			
<u>Singing/Listening</u> What are the features of modern music? What are the features of Blues/Soul? How do I warm up my voice for singing? [Charanga unit Dancing in the Street: Home>Freestyle>KS2 Units of Work > Dancing In The Street] Christmas performance rehearsals	<u>Listening</u> How has music changed over time? What is Classical music? Which instruments were used in Classical music? What is Romantic music? Which instruments were used in Romantic music? How do Romantic and Classical music compare to each other? What are the instrument families? [Classical: Symphony No.5: 1st movement – Beethoven; Orfeo & Euridice: Dance of the Blessed Spirits - Gluck; Eine Kleine Nachtmusik: 1st movement – Mozart] Romantic: L’Arlesienne Suite: iv. Carillon – Bizet; Ride of the Valkyries – Wagner; Hungarian Dance No.5 – Brahms; Fantasy Impromptu – Chopin; Swan Lake: Waltz - Tchaikovsky]	<u>Composing & performing</u> How do I play keyboard? [Charanga unit: <i>Home>Instruments>Keyboard beginner course: chapters 4,5,6]</i> How do I use music technology? Can I create a simple composition using technology? Can I tell a story with music? <i>[Chrome Music Lab – Song Maker et al.]</i> [Charanga unit: Home>Creat with YuStudio>Dragon Beats]	
Year 5 Vocab			
Blues; Soul; vocal; warm-up	Classical; Romantic; Beethoven; Gluck; Mozart; string section; woodwinds; brass; Bizet; Wagner; Brahms; Chopin; Tchaikovsky; waltz.	Music technology; click; BPM (beats per minute); mix; loop; samples; arrangement; melody; Notation, chords, major, minor, duration, pitch, melody, tempo. Major, minor, notes, musical elements, texture, timbre, pitch, pulse, rhythm, melody, dynamics, duration, improvise, compose perform.	
Year 6			
<u>Listening</u> What is contemporary music?	<u>Composing</u> How do I use music technology?	<u>Composing & performing/Singing</u> How do I compose a Pop song?	

Which instruments were used in Modern music? Which instruments are used today? How can I differentiate between contemporary styles? What are the features of Pop? How does music connect us with our past? <i>[Recap music since Renaissance to modern day. In particular, link 20th century music to modern music (e.g. Elvis, The Beatles to artists today). Discuss legacy and inspiration]</i> Christmas performance rehearsals	Can I create a composition using technology? <i>[Chrome Music Lab – Song Maker et al.]</i> <i>[Charanga unit: Home>Create with YuStudio>Hip Hop]</i>	What is the typical structure of a pop song? How do I compose pop a melody? What will my composition look like on paper? How do I create lyrics to fit a melody? What instruments will I use as accompaniment? Can I rehearse and perform my pop song? <i>Staff free to refer back to any units to fill obvious gaps in children's knowledge of music.</i>
Year 6 Vocab		
Modern; contemporary; pop; rock; rock and roll; legacy; inspiration.	Music technology; click; BPM (beats per minute); mix; loop; samples; arrangement; melody; rap; Hip Hop. Major, minor, notes, musical elements, texture, timbre, pitch, pulse, rhythm, melody, dynamics, duration, improvise, compose perform.	Compose, structure, genre, pop, melody, bridge, chorus, verse, rhyme, instrumentation, accompaniment, rehearse, perform, dynamics, pitch, texture, timbre, duration, pulse, time signature, key signature.