

EYFS - Reception Adult Led Activities (please see EYFS Continuous Provision Plans for child initiated opportunities)

Unit of work	Musical Stories	Celebration	Transport	Exploring Sound	Big Band
Link to our context	Children will create a musical story based upon a familiar routine.	Children will sing and move to a variety of different music used in celebrations.	Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.	Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
Essential knowledge	<ol style="list-style-type: none"> Children will know how to use movement to express moods or actions within a musical story. Children will know how to play an instrument as part of a musical story and perform as a group. 	<ol style="list-style-type: none"> Children will know that people have different beliefs and celebrate in different ways. Children will know that some people use music to celebrate. 	<ol style="list-style-type: none"> Children will know different ways of making sounds with percussion instruments Children will know how to follow a simple musical score. 	<ol style="list-style-type: none"> Children will know how to use their body to make sounds. Children will know how to change the tempo and what the term means. Children will know how to change the dynamics and what the term means. 	<ol style="list-style-type: none"> Children will begin to know the 4 different groups of musical instruments. Children will begin to know if an instrument is tuned or untuned.
Vocabulary	Music Instrument Sound Percussion Performance	Celebrations Music Listen Movement Sounds	Listen Music Score Loud Quiet Tempo rhythm	Tempo Dynamics Loud Quiet Fast slow	Instruments Strings Percussion Tuned Untuned Perform audience
Significant individuals					

Year 1

Year 1						
Unit of work	Pulse and Rhythm	Musical Vocabulary		Pitch and Tempo	Timbre and Rhythmic Patterns	
Prior learning	Exploring sound (rec) Sing in a group or on their own following pitch and melody Move to music Finding the beat	Listen attentively, move to and talk about music Learning about different groups of musical instruments		Music & Movement (rec) Sing in a group or on their own following pitch and melody Move to music	Musical vocabulary (y1)	
Essential knowledge	1. To know that rhythm means a pattern of long and short notes. 2. To know that pulse is the regular beat that goes through music. 3. To understand that the pulse of music can get faster or slower. 4. To know that a piece of music can have more than one section, e.g. a verse and a chorus.	1. To understand that pitch means how high or low a note sounds. 2. To know that ‘timbre’ means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. 3. To know that music has layers called ‘texture’.		1. To understand that tempo can be used to represent mood or help tell a story. 2. To understand that ‘tuned’ instruments play more than one pitch of notes. 3. To know that following a leader when we perform helps everyone play together accurately.	1. To know that an instrument or rhythm pattern can represent a character in a story. 2. To know that my voice can create different timbres to help tell a story. 3. To know that Sergei Prokofiev wrote ‘Peter and the Wolf’ for children in 1936.	
Vocabulary	Rhythm Pulse	pulse dynamics tempo celeste pitch	rhythm structure texture graphic score timbre	accelerando high pitched low pitch perform performance pitch pitch pattern tempo	timbre pulse rhythm syllables strings timpani	oboe clarinet bassoon french horn flute
Quick quiz	What is pulse? What is rhythm? Can you give an example of body percussion?	What does ‘timbre’ mean? What is ‘texture’ in music?		What is ‘tempo’? What is ‘pitch’? What does the leader do in a group performance?	How can we show fast or slow movement in music? How can we show loud or soft musical sound? Why is the bird played by a flute in Peter and the Wolf?	
Significant music						

Year 2

Year 2						
Unit of work	Musical Me	Myths and Legends		West African Call and Response	Orchestral Instruments	
Prior learning	Pulse & rhythm and pitch & tempo (y1)	Musical vocab (y1)		Musical vocab (y1)	West African Call and Response (y2)	
Essential knowledge	<div>1. To understand that ‘melody’ means a tune.</div> <div>2. To know that ‘notation’ means writing music down so that someone else can play it.</div> <div>3. To understand that ‘accompaniment’ can mean playing instruments along with a song.</div> <div>4. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</div>	<div>1. I know that a graphic score can show a picture of the structure of music.</div> <div>2. To know that a graphic score can show a picture of the layers, or ‘texture’, of a piece of music.</div> <div>3. To know that ‘Tintagel’ is an example of a ‘symphonic poem’ written by Arthur Bax in 1917.</div>		<div>1. To know that dynamics can change the effect a sound has on the audience.</div> <div>2. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</div> <div>3. To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.</div> <div>4. To understand that the tempo of a musical phrase can be changed to achieve a different effect.</div> <div>5. To understand that an instrument can be matched to an animal noise based on its timbre.</div>	<div>1. To know that musical instruments can be used to create ‘real life’ sound effects.</div> <div>2. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</div> <div>3. To know that stringed instruments, like violins, make a sound when their strings vibrate.</div> <div>4. To know that a brass instrument is played by vibrating your lips against the mouthpiece.</div> <div>5. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</div>	
Vocabulary	<div>pulse</div> <div>dynamics</div> <div>timbre</div> <div>beat</div> <div>melody</div> <div>notation</div>	<div>beat</div> <div>compose</div> <div>composition</div> <div>dynamics</div> <div>graphic score</div> <div>legend</div> <div>melody</div>	<div>myth</div> <div>notation</div> <div>pitch</div> <div>rhythm</div> <div>stave</div> <div>structure</div> <div>tempo</div> <div>texture</div> <div>timbre</div>	<div>timbre</div> <div>dynamics</div> <div>tempo</div> <div>call and response</div> <div>rhythm</div> <div>structure</div>	<div>orchestra</div> <div>instruments</div> <div>strings</div> <div>woodwind</div> <div>brass</div> <div>percussion</div>	<div>vocals</div> <div>sound effect</div> <div>timbre</div> <div>dynamics</div> <div>tempo</div>
Quick quiz	<div>What are sound effects in music?</div> <div>What is a melody?</div> <div>What does letter notation in music show?</div> <div>What does ‘composing’ mean?</div> <div>How do you compose good melodies?</div>	<div>How can ‘texture’ in music be described?</div> <div>What is a graphic score?</div> <div>How can structure be shown in a graphic score?</div> <div>How can texture be shown in a graphic score?</div> <div>Why is a graphic score useful?</div>		<div>What does the word ‘dynamics’ mean?</div> <div>What is ‘timbre’?</div> <div>What does ‘call and response’ mean?</div> <div>What is it called when we write music down?</div>	<div>What is an orchestra?</div> <div>Can you name two sections in an orchestra?</div> <div>Can you name a string instrument that you would find in an orchestra?</div> <div>How do you play music on brass instruments?</div>	
Significant music						

Unit of work	Ballads	Pentatonic Melody	Developing Singing Technique		Traditional instruments and improvisation	
Prior learning	Myths and Legends (y2)	Musical me (y2)	West African call & response (y2)		Singing Technique (y3)	
Essential knowledge	<div>1. To know that a ballad tells a story through song.</div> <div>2. To know that lyrics are the words of a song.</div> <div>3. To know that in a ballad, a ‘stanza’ is a verse.</div>	<div>1. To know that the word ‘crescendo’ means a sound getting gradually louder.</div> <div>2. To know that some traditional music around the world is based on five notes called a ‘pentatonic’ scale.</div> <div>3. To understand that a pentatonic melody uses only the five notes C D E G A.</div> <div>4.</div>	<div>1. To know that the group of pitches in a song is called its ‘key’ and that a key decides whether a song sounds happy or sad.</div> <div>2. To know that different notes have different durations, and that crotchets are worth one whole beat.</div> <div>3. To understand that ‘reading’ music means using how the written note symbols look and their position to know what notes to play.</div> <div>4. To know that written music tells you how long to play a note for.</div> <div>5.</div>		<div>1. To know that Indian music uses all of the sounds in between the 12 ‘notes’ that we are used to in western music.</div> <div>2. To know that a ‘tala’ is a set rhythm that is repeated over and over, usually on the drums called ‘tabla’.</div> <div>3. To know that a ‘rag’ is the tune in traditional Indian music, and is often played on a stringed instrument called a ‘sitar’.</div> <div>4. To know that a ‘drone’ in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.</div> <div>5. To know that many types of music from around the world consist of more than one layer of sound; for example a ‘tala’ and ‘rag’ in traditional Indian music.</div> <div>6.</div>	
Vocabulary	ballad ensemble compose	tempo crescendo dynamics timbre duration	composition melody notation tempo minim	crotchet quaver coordinated disciplined	Bollywood drone dynamics notation rag	sitar tabla tanpura tala tempo
Quick quiz	What is a ballad? What are lyrics? What is a stanza? In music, what is another name for a stanza? What is a chorus?	What is it known as when music gets gradually louder? What is tempo? What is timbre? How many notes are in the pentatonic scale? What does letter notation show you?	When we add layers to music, what are we adding? What are the different types of key? What does it mean when music ‘transposes’? How many beats is a minim worth? How many beats is a crotchet worth? How many beats is a quaver worth?		Can you name 2 traditional Indian musical instruments? What is a sitar? What is a tabla? What is a sarangi? What is a harmonium? What is a tal? What is a Rag? What is a drone?	
Significant music						

Year 4

Unit of work	Samba and Carnival		Pitch, Tempo and Dynamics	Adapting and Transposing Motifs		Body and Tuned Percussion	
Prior learning	Body & tuned percussion (y4)		Traditional instruments & improvisation (y3)	Pitch, Tempo and Dynamics (y4)		Traditional instruments & improvisation (y3)	
Essential knowledge	<ol style="list-style-type: none"> To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. 		<ol style="list-style-type: none"> To know that when you sing without accompaniment it is called 'A Cappella'. To know that harmony means playing two notes at the same time that usually sound good together. To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To know that 'performance directions' are words added to musical notation to tell the performers how to play. 	<ol style="list-style-type: none"> To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. 		<ol style="list-style-type: none"> To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 	
Vocabulary	agogo bateria caixa carnival chocalho composition crescendo cowbell dynamics ensemble features ganza influenced metronome off-beat	percussion pulse repique rhythm rhythmic break Samba Samba breaks structure surdo syncopated rhythms tamborim texture unison untuned percussion	a cappella breathing dynamics harmony listen texture tempo ostinato percussion layer	backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key key signature loop	lyrics minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps	pitter patter raindrop clapping clicking body percussion tempo rhythm boom snap	structure texture contrast higher lower compose loop melody pitch inspiration keyboard
Quick Quiz	How many beats is a quaver worth? Where did Samba originate? What is the name of the ensemble that perform a Samba Batacuda? What is syncopation? What is a break in samba music?		What is a 'round'? What is an 'ostinato'? In pop music, what is an ostinato called? In dance music, what is an ostinato called? What are we changing when we change the speed of the music?	What is important when playing a rhythm? How is a motif different from a loop? What can motifs be called in pop music? What is a two beat note called? What is a one beat note called? What does transposing a motif mean?		What is an 'arch-shaped' musical structure? What does the 'texture' of the music refer to? What is 'body percussion'? What is a 'loop' in music?	

		What is it called when you sing without music?		
Significant music	John Williams (Modern Period) Film			
Wider Opps	Year 4 will also learn a musical instrument in the Summer Term			

Swap order of Samba & Body percussion units for 24-25

Unit of work	Composition Notation		Blues	Composition to represent the festival of colour	South and West Africa	
Prior learning	Adapting and Transposing Motifs (y4)		Composition Notation (y5)	Blues unit (y5)	South and West Africa (y5)	
Essential knowledge	<ol style="list-style-type: none"> To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. 		<ol style="list-style-type: none"> To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. To understand that a chord is the layering of several pitches played at the same time. 	<ol style="list-style-type: none"> To know that a vocal composition is a piece of music created only using voices. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. 	<ol style="list-style-type: none"> To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once. 	
Vocabulary	features notation repeating unison composition structure	repetition melody tempo compose ensemble minor key	Blues chord 12-bar Blues bar Scale Blues scale bent notes ascending scale descending scale improvisation	synesthesia dynamics Holi graphic score vocal composition performance	a cappella call and response dynamics performance chord improvisation	ostinato break poly-rhythms master drummer syncopation metronome
Quick Quiz	What is motif in music? What does unison mean? What does the word 'structure' mean? How many beats is a quaver? How many beats is a crotchet? How many beats is a semibreve? How many beats is a dotted minim?		What emotion do the Blues usually express? Where did Blues music originate from? Which two types of music did Blues influence? What is the 12-bar blues? What is a chord? How many different chords are there in a 12-bar blues	Where is the song Qongqothwane usually sung? Which instrument is played by shaking it? Who originally sang the song Shosholozu? What type of structure does Shosholozu have? What makes a chord?	What makes a chord? When you listen to music and see colours, what is it called? What does it mean to play at the same 'tempo'? What does it mean to 'balance your dynamics'? How does a note played in a minor key sound?	

		What is the blues scale?	Which notes make up the D major chord When drumming, what is a 'break'? What do you call many rhythms played at once?	What is Holi?
Significant music				

Year 6

Unit of work	Baroque	Dynamics, Pitch and Tempo	Theme and Variation		Composing and Performing	
Prior learning	Composition Notation (y5)	Composition Notation (y5)	Samba (y4) *won't be until y6 children until 25-26		South & West Africa (y5)	
Essential knowledge	<ol style="list-style-type: none"> To know that music in which very similar parts are introduced one by one to overlap is called a canon. To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. To know that ground bass is a repeating melody played on a bass instrument in Baroque music 	<ol style="list-style-type: none"> To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music 'on the spot'. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright. 	<ol style="list-style-type: none"> To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. 		<ol style="list-style-type: none"> To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals. 	
Vocabulary	Baroque bass clef canon fugue ground bass opera oratorio polyphonic recitative	audio/video depicting texture pitch dynamics conductor improvisation	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	allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody	mood musical features notation piano poetic structure repetitive rhyme ritardando tempo sequence stave notation upbeat verse
Quick quiz		What is the role of the conductor?	What is the structure of theme and variations?		What would be an appropriate tempo for a sad song?	

		What word means to 'take up music on the spot'? What is an ensemble? What else can timbre be known as? How can texture be created? What does depict mean? What is meant by dynamics?	What are woodwind instruments? Why is an orchestra arranged in a semi-circle way? Why is a piano classified as a percussion instrument? What is the difference between $\frac{3}{4}$ and $\frac{4}{4}$ time? What is a semiquaver worth? What is a quaver worth?	Name two features of a good melody? What is a verse? What is a chorus? What is a chord? What is a chord progression?
Significant music	Bacewicz (Modern Period) The Young Person's Guide to the Orchestra by Benjamin Britten 1945			