



	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
<b>FS Beech</b> EYFS Expressive Arts & Design	<p>*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 with music.</p> <p>*Make music in a range of ways, begin to build a collection of rhymes and dances.</p> <p>*Express and communicate their feelings and understanding of different art forms, e.g. movement, dance, drama and music</p>					
<b>Y2/1 Elm/Beech</b>	<p><b>Keeping the pulse - My favourite things</b></p> <ul style="list-style-type: none"> <li>*Tap a pulse.</li> <li>*Keep the pulse whilst using voice.</li> <li>*Speak with the pulse.</li> <li>*Play short rhythms with the pulse.</li> <li>*Demonstrate pulse through performance.</li> </ul>	<p><b>Tempo - Snail and mouse</b></p> <ul style="list-style-type: none"> <li>*Music can be at different speeds.</li> <li>*Rhymes can have fast and slow beats.</li> <li>*Songs can have fast and slow beats.</li> <li>*Voices can sing fast and slow beats.</li> <li>*Instruments can play fast and slow beats.</li> </ul>	<p><b>Pitch - Superheroes</b></p> <ul style="list-style-type: none"> <li>*Sounds can be a high or low pitch.</li> <li>*Two sounds can be made with different pitches.</li> <li>*Music can be fast or slow.</li> <li>*Sounds can be fast or slow.</li> <li>*Pitch and tempo can change in a piece of music.</li> </ul>	<p><b>Instruments - Musical storytelling</b></p> <ul style="list-style-type: none"> <li>*Tempo can be fast or slow.</li> <li>*Musical vocabulary can describe a piece of music.</li> <li>*Dynamics can represent emotions.</li> <li>*Dynamics and tempo can change in a piece of music.</li> <li>*There can be contrasts in dynamics and tempo.</li> </ul>	<p><b>Singing - On this island</b></p> <ul style="list-style-type: none"> <li>*You can memorise a song.</li> <li>*Breathe at appropriate points in a song.</li> <li>*Actions can accompany a song.</li> <li>*Simple drawings or lines can show sound.</li> <li>*Notation is read from left to right.</li> </ul>	<p><b>Pitch - Musical me</b></p> <ul style="list-style-type: none"> <li>*By moving my eyes left to right I can read pitch patterns.</li> <li>*High sounds are drawn higher up the page than low sounds.</li> <li>*You can hear when notes get higher or lower.</li> <li>*Simple pitch patterns can be played from notation.</li> <li>*Notes can be drawn on a three-line staff.</li> </ul>
<b>Y3/4 Birch</b>	<p><b>South Africa - Instrumental lessons</b></p> <ul style="list-style-type: none"> <li>*Crotchet last for 1 beat.</li> <li>*Minim lasts for 2 beats.</li> <li>*Semibreve lasts for 4 beats.</li> <li>*Ostinatos are short and the rhythm is repeated.</li> <li>*Dynamics of music can be changed.</li> </ul>	<p><b>Developing singing technique - the Vikings</b></p> <ul style="list-style-type: none"> <li>*More than one person can sing in time together.</li> <li>*You can move in time to the music.</li> <li>*Note rhythms can be heard and written down.</li> <li>*Rhythms can be layered to create a piece of music.</li> <li>*You can perform in time and in tune with others.</li> </ul>	<p><b>Caribbean - Instrumental lessons</b></p> <ul style="list-style-type: none"> <li>*Calypso music originated in Trinidad.</li> <li>*Calypsonian is a singer or musician who performs calypso music.</li> <li>*Percussion instruments were important in Trinidad.</li> <li>*Quavers last for half a beat.</li> <li>*Pentatonic scale has five pitches.</li> </ul>	<p><b>Body and tuned percussion – Rainforests</b></p> <ul style="list-style-type: none"> <li>*Music is organised into sections.</li> <li>*Rhythm can be recorded using symbols or words.</li> <li>*Body percussion can create musical rhythms.</li> <li>*Repeated melody or a loop is something that keeps repeating.</li> <li>*Composition needs to consider: tempo, speed, dynamics, texture and structure.</li> </ul>	<p><b>Jazz</b></p> <ul style="list-style-type: none"> <li>*Syncopated rhythm is playing or emphasising the off-beat.</li> <li>*A call is when one person/group plays/sings a phrase. The response in when the other person or group answers with a different phrase.</li> <li>*Scat singing uses the call and response format.</li> <li>*Jazz motif is a 3-5 riff.</li> <li>*Swung quaver is an uneven rhythm.</li> </ul>	<p><b>Adapting and transposing motifs – Romans</b></p> <ul style="list-style-type: none"> <li>*Lyrics are the words of a song.</li> <li>*Motifs can be played on a tuned instrument.</li> <li>*Graphic notation can record a motif.</li> <li>*A motif can be adapted by changing notes, the rhythm or reversing the order.</li> <li>*Transposing is when you change the key of the music.</li> </ul>
<b>Y4/5 Rowan</b>	<p><b>South Africa - Instrumental lessons</b></p> <ul style="list-style-type: none"> <li>*Crotchet last for 1 beat.</li> <li>*Minim lasts for 2 beats.</li> <li>*Semibreve lasts for 4 beats.</li> <li>*Ostinatos are short and the rhythm is repeated.</li> <li>*Dynamics of music can be changed.</li> </ul>	<p><b>Developing singing technique - the Vikings</b></p> <ul style="list-style-type: none"> <li>*More than one person can sing in time together.</li> <li>*You can move in time to the music.</li> <li>*Note rhythms can be heard and written down.</li> <li>*Rhythms can be layered to create a piece of music.</li> <li>*You can perform in time and in tune with others.</li> </ul>	<p><b>Caribbean - Instrumental lessons</b></p> <ul style="list-style-type: none"> <li>*Calypso music originated in Trinidad.</li> <li>*Calypsonian is a singer or musician who performs calypso music.</li> <li>*Percussion instruments were important in Trinidad.</li> <li>*Quavers last for half a beat.</li> <li>*Pentatonic scale has five pitches.</li> </ul>	<p><b>Body and tuned percussion – Rainforests</b></p> <ul style="list-style-type: none"> <li>*Music is organised into sections.</li> <li>*Rhythm can be recorded using symbols or words.</li> <li>*Body percussion can create musical rhythms.</li> <li>*Repeated melody or a loop is something that keeps repeating.</li> <li>*Composition needs to consider: tempo, speed, dynamics, texture and structure.</li> </ul>	<p><b>Jazz</b></p> <ul style="list-style-type: none"> <li>*Syncopated rhythm is playing or emphasising the off-beat.</li> <li>*A call is when one person/group plays/sings a phrase. The response in when the other person or group answers with a different phrase.</li> <li>*Scat singing uses the call and response format.</li> <li>*Jazz motif is a 3-5 riff.</li> <li>*Swung quaver is an uneven rhythm.</li> </ul>	<p><b>Adapting and transposing motifs – Romans</b></p> <ul style="list-style-type: none"> <li>*Lyrics are the words of a song.</li> <li>*Motifs can be played on a tuned instrument.</li> <li>*Graphic notation can record a motif.</li> <li>*A motif can be adapted by changing notes, the rhythm or reversing the order.</li> <li>*Transposing is when you change the key of the music.</li> </ul>

<p style="text-align: center;"><b>Y5/6 Willow</b></p>	<p style="text-align: center;"><b>Film music</b></p> <ul style="list-style-type: none"> <li>*Soundtrack is the music that accompanies a film.</li> <li>*Major evokes a positive feeling.</li> <li>*Minor evokes a sad feeling.</li> <li>*Reading a graphic score tells you about the music.</li> <li>*Notation is using symbols.</li> </ul>	<p style="text-align: center;"><b>Composition notation - Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>*You sing with accuracy, fluency, control and expression.</li> <li>*Notation can be shown in different forms.</li> <li>*Notes can be different lengths.</li> <li>*Position of a note on a staff dictates its pitch.</li> <li>*Music in a minor key, sounds more sad and solemn.</li> </ul>	<p style="text-align: center;"><b>Musical theatre</b></p> <ul style="list-style-type: none"> <li>*Musical theatre can take many different forms: book musical; jukebox musical; rock/hiphop musical.</li> <li>*Character songs show how a character is feeling.</li> <li>*Musical scene can tell the story of a journey.</li> <li>*There are smooth transitions between spoken dialogue, singing and dancing.</li> <li>*Emotion can be conveyed by performing with expression.</li> </ul>	<p style="text-align: center;"><b>Theme and variations - Pop Art</b></p> <ul style="list-style-type: none"> <li>*Rhythms can be 'translated' into different instruments.</li> <li>*Orchestra is a group of musicians playing classical music on different musical instruments.</li> <li>'The Young Person's Guide to the Orchestra' was written by Benjamin Britten in 1945.</li> <li>*Rhythmic elements are parts of a longer rhythm.</li> <li>*One rhythm can be represented in different ways.</li> </ul>	<p style="text-align: center;"><b>Songs of World War 2</b></p> <ul style="list-style-type: none"> <li>*Vera Lynn was a popular English singer during World War 2.</li> <li>*Lyrics can be sung with meaning.</li> <li>*Do-Re-Mi-Fa-So-La-Ti are the sequence of notes to help sing any song at the correct pitch.</li> <li>*A counter-melody complements a main melody.</li> <li>*Solfa pitches can be high or low.</li> </ul>	<p style="text-align: center;"><b>Composing and performing a Leavers' song</b></p> <ul style="list-style-type: none"> <li>*A song can be evaluated on its lyrics, tempo, melody and arrangement.</li> <li>*Chorus is a section of the song which is represented throughout a song.</li> <li>*Lyrics can be organised into a song structure.</li> <li>*Improvisation involves making up your own melodies and rhythms without prewritten music.</li> <li>*Staff notation is a system of lines and spaces that represent musical pitches in writing.</li> </ul>
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