

Music Overview

Key Knowledge, Skills and Vocabulary

Year B

What makes Tywardreath Curriculum unique? A clear focus on local, national and global communities, developing skills for life, celebrating responsible citizens and providing opportunities to debate and reflect.

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn 1	Explorers through Time	Who are you going to call?	A Child's War
	Play and Perform	Improvise and Compose	Improvise and Compose
National Curriculum Objectives	<u>Listening</u> , developing knowledge and understanding.	Improvise and compose music for a range of purposes (Across Autumn 1 and Autumn 2)	Improvise and compose music for a range of purposes (Across Autumn 1 and Autumn 2)
Key Knowledge	Listen and respond to melodic phrases, familiar songs. Listen to and express opinions of music from different styles.	Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.).	Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques. Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.
Key Skills	<ul style="list-style-type: none"> - Listening - Describing feelings - Expressing opinions - Singing familiar songs 	Compose and perform melodic songs. <ul style="list-style-type: none"> • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Choose, order, combine and control sounds to create an effect. • Use digital technology to compose 	Create songs with verses and a chorus. <ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
Sequence of lessons	Can I listen and respond to melodic phrases and familiar songs? Can I describe how a piece of music makes me feel?	Can I use sound to create abstract effects? Can I create repeated patterns with a range of instruments? Can I create my own accompaniment for a tune? Can I use digital technology to compose a tune?	Can I create tunes with rhythmic patterns? Can I create melody, chords and rhythm using a variety of devices? Can I select elements to gain a specific effect?

	Can I tell others my opinion of a piece of music? Can I sing some familiar songs?		Can I use digital technology to compose, edit and refine a piece of music?
Key Vocabulary	Feelings, tempo, pitch, high, low, soft, loud, happy, sad, emotions	Compose, melody, tempo/speed, dynamics/volume, pitch, voice, lyrics	Pitch, vocal effects, control, compose, lyrics, melodic phase, tempo, dynamics

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn 2	Where's our kingdom?	Where can we go?	Is there anybody out there?
	Play and Perform	Improvise and Compose	Improvise and Compose
National Curriculum Objectives	Performing, singing, vocal expression chants and rhymes.	Improvise and compose music for a range of purposes (Across Autumn 1 and Autumn 2)	Improvise and compose music for a range of purposes (Across Autumn 1 and Autumn 2)
Key Knowledge	To understand that music can be a way of expressing ourselves. To learn some new songs and rhymes.	Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.).	Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques. Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.
Key Skills	Using voices expressively singing songs and rhymes. Sing songs expressively and in different ways. Sing with good diction. Sing in time to a steady beat	Compose and perform melodic songs. <ul style="list-style-type: none"> • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Choose, order, combine and control sounds to create an effect. • Use digital technology to compose 	Create songs with verses and a chorus. <ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.

Sequence of lessons	Can I use my voice expressively? Can I sing songs expressively and in different ways? Can I sing with a good, clear voice? Can I sing in time to a beat?	Can I use sound to create abstract effects? Can I create repeated patterns with a range of instruments? Can I create my own accompaniment for a tune? Can I use digital technology to compose a tune?	Can I create tunes with rhythmic patterns? Can I create melody, chords and rhythm using a variety of devices? Can I select elements to gain a specific effect? Can I use digital technology to compose, edit and refine a piece of music?
Key Vocabulary	Voice, musical instrument, singing, rhyme, rhythm, beat	Compose, melody, tempo/speed, dynamics/volume , pitch, voice, lyrics	Pitch, vocal effects, control, compose, lyrics, melodic phase, tempo, dynamics

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Spring 1	Traps, Trams and Trains	Davy Shines the Light!	Ancient Egyptians – the original farmers?
	Playing/Composing	Composing	Composing
National Curriculum Objectives	Play tuned and un-tuned instruments musically	Pupils should be taught: To listen with attention to detail and recall sounds with increasing aural memory (across Spring 1 and Spring 2)	Pupils should be taught: To listen with attention to detail and recall sounds with increasing aural memory (across Spring 1 and Spring 2)
Key Knowledge	To learn the names of the instruments. Keyboard, Taiko drums, violin, guitar, xylophone, maracas Experiment with sound. Create and choose sounds and instruments in response to a stimulus. Match sound to images.	Listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses. Share opinions of different music.	Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Be perceptive to music and communicate thoughts and feelings. Share opinions about own and others' music and be willing to justify these.
Key Skills	Describe, name and group a variety of instruments. Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands. Add an instrument to play on the beat and one to play with the rhythm. The children mark the pulse of a song with stamps/ claps. Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting.	-Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. -Evaluate music using musical vocabulary to identify areas of likes and dislikes. - Understand layers of sounds and discuss their effect on mood and feelings. -Begin to recognise some orchestral instruments in a piece of music.	-Use the terms: lyrics and melody, duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. -Find the beat in a piece of music and explain the tempo, dynamics, metre, timbre and duration of the music -Understand layers of sounds and discuss their effect on mood and feelings. -Recognise orchestral instruments and describe their effect in a piece of music
Sequence of lessons	Can I name some musical instruments? Can I find the beat of a tune? Can I sing a familiar song, tapping the rhythm at the same time? Can I play an instrument in time with the beat? Can I perform a song with musical instruments to accompany?	Can I use the correct musical terms to describe a piece of music? Can I use musical vocabulary to give my opinions about music? Can I discuss the effect of layers of sound to change moods of music?	Can I use the correct musical terms to describe a piece of music? Can I find the beat in music and explain the meaning of tempo, dynamics, metre and timbre? Can I discuss the effect of layers of sound to change moods of music?

		Can I recognise some instruments in an orchestral piece of music?	Can I recognise instruments in orchestral music and describe their effect?
Key Vocabulary	Pitch, Tone, Volume, Percussion, Triangle, Taiko Drum, Xylophone, Maracas, Tambourine, Rhythm	instruments, duration, timbre, pitch, beat, tempo, texture, dynamics, lyrics and melody , sense of occasion expressive, solo, harmonies, musical elements	instruments, duration, timbre, pitch, beat, tempo, texture, dynamics, lyrics and melody (with cultural context) , sense of occasion , expressive, solo, harmonies, musical elements Similarities, differences, performer, live, recorded

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Spring 2	A Land Down Under	How Mighty is a Mountain?	Who lives in Rio?
	Performing	Listening	Listening
National Curriculum Objectives	Performing- playing, control and developing knowledge.	Pupils should be taught: To listen with attention to detail and recall sounds with increasing aural memory (across Spring 1 and Spring 2)	Pupils should be taught: To listen with attention to detail and recall sounds with increasing aural memory (across Spring 1 and Spring 2)
Key Knowledge	To understand how an instrument can be controlled to sound different To perform as part of a group (e.g. kookaburra song as a round)	Listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses. Share opinions of different music.	Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Be perceptive to music and communicate thoughts and feelings. Share opinions about own and others' music and be willing to justify these.
Key Skills	<ul style="list-style-type: none"> Perform with a good sense of rhythm Perform together in an ensemble Change the tempo or dynamics while playing an instrument 	<ul style="list-style-type: none"> -Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. -Evaluate music using musical vocabulary to identify areas of likes and dislikes. - Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> -Use the terms: lyrics and melody, duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. -Find the beat in a piece of music and explain the tempo, dynamics, metre, timbre and duration of the music

		-Begin to recognise some orchestral instruments in a piece of music.	-Understand layers of sounds and discuss their effect on mood and feelings. -Recognise orchestral instruments and describe their effect in a piece of music
Sequence of lessons	Can I change the sound that an instrument makes? Can I change the tempo or dynamics of an instrument? Can I keep the rhythm and beat of a tune? Can I perform a song together in an ensemble?	Can I use the correct musical terms to describe a piece of music? Can I use musical vocabulary to give my opinions about music? Can I discuss the effect of layers of sound to change moods of music? Can I recognise some instruments in an orchestral piece of music?	Can I use the correct musical terms to describe a piece of music? Can I find the beat in music and explain the meaning of tempo, dynamics, metre and timbre? Can I discuss the effect of layers of sound to change moods of music? Can I recognise instruments in orchestral music and describe their effect?
Key Vocabulary	Rhythm, performance, Drums, dynamics, tempo, beat	instruments, duration, timbre, pitch, beat, tempo, texture, dynamics, lyrics and melody , sense of occasion expressive, solo, harmonies, musical elements	instruments, duration, timbre, pitch, beat, tempo, texture, dynamics, lyrics and melody (with cultural context) , sense of occasion , expressive, solo, harmonies, musical elements Similarities, differences, performer, live, recorded

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 1	The Unsinkable Ship?	What did the Greeks ever do for us?	Stone Age - Carving the way forward?
	Composition	History of Music	History of Music
National Curriculum Objectives	Improvising and experimenting- control and change sounds.	Pupils should be taught to develop an understanding of the history of music. (Across Summer 1 & 2)	Pupils should be taught to develop an understanding of the history of music. (Across Summer 1 & 2)
Key Knowledge	Use body percussion initially and then instruments. Know how to change sounds, explore concepts loud/quiet high/ low fast/ slow. Intro composition using symbols.	Analyse and compare different styles of music over time. Describe some of the styles of great composers.	Analyse and compare different styles of music over time. Describe some of the styles of great composers. Compare and contrast the styles and musical features of some composers or artists

Key Skills	Children can: <ul style="list-style-type: none"> - Compose a simple tune of three or four notes - Create sound effects for a picture or story (mood) Write down their composition using symbols or pictures	-appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians -Name some composers and genres of music from different eras	-appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians -name some composers and genres of music -name different musical periods
Sequence of lessons	Can I find different ways to change a sound? Can I use body percussion to explore rhythms? Can I compose a simple tune? Can I create sound effects for a picture or story?	Can I appreciate music from different traditions? Can I recognise and compare music from great composers and musicians? Can I describe the style of some different composers? Can I describe the style of music from different genres and eras?	Can I appreciate music from different traditions? Can I recognise and compare music from great composers and musicians? Can I name and describe the style of some different composers? Can I describe the style of music from different genres and eras?
Key Vocabulary	Loud, soft, quiet, mood, feelings, percussion, rhythm, pitch, tempo (fast, slow)	Composers, styles, traditions, cultures, eras	Composers, styles, genres, eras, traditions, origins/cultures, emotions

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 2	My Ocean, Your Ocean, Our Ocean?	Can we live anywhere?	Who are the Guardians of the Rainforest?
	Composition	History of Music	History of Music
National Curriculum Objectives	Improvising and experimenting- Create rhythms and melodies.	Pupils should be taught to develop an understanding of the history of music. (Across Summer 1 & 2)	Pupils should be taught to develop an understanding of the history of music. (Across Summer 1 & 2)
Key Knowledge	Internalise and create rhythmic patterns- use familiar words eg days of week. Makeup three notes tunes of their own (linked to seasons).	Analyse and compare different styles of music over time. Describe some of the styles of great composers.	Analyse and compare different styles of music over time. Describe some of the styles of great composers. Compare and contrast the styles and musical features of some composers or artists
Key Skills	Children can: <ul style="list-style-type: none"> - Compose a simple tune of three or four notes - Create sound effects for a picture or story (mood) - Write down their composition using symbols or pictures 	-appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians -Name some composers and genres of music from different eras	-appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians -name some composers and genres of music -name different musical periods
Sequence of lessons	Can I create rhythms with familiar words? Can I use body percussion to explore rhythms? Can I compose a simple tune? Can I create sound effects for a picture or story?	Can I appreciate music from different traditions? Can I recognise and compare music from great composers and musicians? Can I describe the style of some different composers? Can I describe the style of music from different genres and eras?	Can I appreciate music from different traditions? Can I recognise and compare music from great composers and musicians? Can I name and describe the style of some different composers? Can I describe the style of music from different genres and eras?
Key Vocabulary	Loud, soft, quiet, mood, feelings, percussion, rhythm, pitch, tempo (fast, slow)	Composers, styles, traditions, cultures, eras	Composers, styles, genres, eras, traditions, origins/cultures, emotions