

Music Overview

Key Knowledge, Skills and Vocabulary

Year A

What makes Tywardreath curriculum unique? A clear focus on local, national and global communities, raise multi-cultural awareness, develop skills for life, celebrate responsible citizens and provide opportunities to debate and reflect.

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn 1	Amazing Discoveries, Amazing People	Romans – Helpful Invaders?	How Mysterious were the Maya?
	Play and Perform	Play and Perform	Play and Perform
National Curriculum Objectives	<u>Listening</u> , developing knowledge and understanding.	Pupils should be taught: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (Across Autumn 1 and Autumn 2)	Pupils should be taught: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (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.	- To understand what expression means -To understand what lyrics are -To know how to sing with others	-To know the emotions that need to be expressed. -To understand the context of lyrics. -To know how to sing with others.
Key Skills	<ul style="list-style-type: none"> - Listening - Describing feelings - Expressing opinions - Singing familiar songs 	Performing - singing Children can: a. sing with good diction; b. sing in tune songs with a limited range; c. sing a song with two or more parts	Performing- singing. <ul style="list-style-type: none"> - Explore different combinations of vocal sounds - Create different vocal effects when singing and rapping - Sing songs in unison and two parts - Maintain their own part when singing songs written in two parts - Sing songs written in different metres - tap the pulse on the strong beats
Sequence of lessons	<ul style="list-style-type: none"> - Can I listen and respond to melodic phrases and familiar songs? - Can I describe how a piece of music makes me feel? - Can I tell others my opinion of a piece of music? 	Can I explain / demonstrate what singing with expression means? Can I explain what lyrics are? Can I sing with others?	Can I show an understanding of emotions being expressed in music? Can I explore different combinations of vocal sounds? Can I create different vocal effects when singing or rapping?

	- Can I sing some familiar songs?	Can I sing in tune (limited range)? (Note for teachers, not too low or high!) Can I sing a song with two or more parts?	Can I sing songs in unison? Can I maintain my own part when singing songs in two parts? Can I sing songs in different metres, tapping the pulse on the strong beats?
Key Vocabulary	Feelings, tempo, pitch, high, low, soft, loud, happy, sad, emotions	Tempo/speed, dynamics/volume, pitch, voice, lyrics	Pitch, vocal effects, control, unison, expression, diction, phrase, melodic phrase, structure, rehearse, rhythmic patterns

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn 2	Lights of London	How Can I Find My Way?	How Amazing are the Americas?
	Play and Perform	Play and Perform	Play and Perform
National Curriculum Objectives	Performing, singing, vocal expression chants and rhymes.	Pupils should be taught: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (Across Autumn 1 and Autumn 2)	Pupils should be taught: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (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.	- To understand what expression means - To understand what lyrics are - To know how to sing with others	- To know the emotions that are needing to be expressed. - To understand the context of lyrics. - To know how to sing with others.
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	Performing - singing Children can: a. sing with good diction; b. sing in tune songs with a limited range; c. sing a song with two or more parts	Performing- singing. - Explore different combinations of vocal sounds - Create different vocal effects when singing and rapping - Sing songs in unison and two parts - Maintain their own part when singing songs written in two parts - Sing songs written in different metres - tap the pulse on the strong beats

Sequence of lessons	<p>Can I use my voice expressively?</p> <p>Can I sing songs expressively and in different ways?</p> <p>Can I sing with a good, clear voice?</p> <p>Can I sing in time to a beat?</p>	<p>Can I explain / demonstrate what singing with expression means?</p> <p>Can I explain what lyrics are?</p> <p>Can I sing with others?</p> <p>Can I sing in tune (limited range)? (Note for teachers, not too low or high!)</p> <p>Can I sing a song with two or more parts?</p>	<p>Can I show an understanding of emotions being expressed in music?</p> <p>Can I explore different combinations of vocal sounds?</p> <p>Can I create different vocal effects when singing or rapping?</p> <p>Can I sing songs in unison?</p> <p>Can I maintain my own part when singing songs in two parts?</p> <p>Can I sing songs in different metres, tapping the pulse on the strong beats?</p>
Key Vocabulary	Voice, musical instrument, singing, rhyme, rhythm, beat	Tempo/speed, dynamics/volume , pitch, voice, lyrics	Pitch, vocal effects, control, unison, expression, diction, phrase, melodic phrase, structure, rehearse, rhythmic patterns

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Spring 1	The Lights of London	What did the Anglo-Saxons Do For Us?	Were the Vikings Victorious?
	Playing/Composing	Composing	Composing
National Curriculum Objectives	Play tuned and un-tuned instruments musically	Pupils should be taught: To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. (Across Spring 1 and 2)	Pupils should be taught: To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. (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.	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"> - Recognise genres - Name composers - Recognise instruments - Express opinion - Compare/contrast
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.	<ul style="list-style-type: none"> -Use some of the correct musical terms -Express opinion and discuss similarities and differences -Recognise some genres of music -Recognise some of the instruments played in a piece of music -Name some composers and the centuries they lived in. -Recognise and sing songs by composers of the last 20 years. 	Children can: a. recognise a range of music genres (including from around the world) and describe their characteristics; b. name a variety of composers and artists associated with different genres of music; c. recognise instruments being played in a piece of music; d. express their opinion about pieces of music using appropriate musical vocabulary; e. discuss similarities and differences in pieces of music and explain how composers and performers achieve this.
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 give my opinion about a piece of music? Can I discuss similarities and differences in music? Can I use some musical terms to evaluate a piece of music? Can I name some genres of music? Can I recognise some of the instruments in a piece of music?	Can I recognise, name and describe some genres of music? Can I name a variety of different composers? Can I recognise some of the instruments in a piece of music? Can I use appropriate musical vocabulary to evaluate a piece of music?

		Can I name some composers and the centuries they lived in? Can I recognise and sing some songs from composers in the last 20 years?	Can I discuss similarities and differences in music and composers?
Key Vocabulary	Pitch, Tone, Volume, Percussion, Triangle, Taiko , Drum, Xylophone, Maracas, Tambourine, Rhythm	composer, artist, instruments, duration, timbre, pitch, beat, tempo, texture	Genre, composer, artist, instruments, composition, Similarities, differences, performer, live, recorded

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Spring 2	Does It Rain In Kenya?	Why Do People Live Near Volcanoes?	Does Alaska Need Saving?
	Performing	Composing	Composing
National Curriculum Objectives	Performing- playing, control and developing <u>knowledge</u> . (African Chants and drumming).	Pupils should be taught: To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. (Across Spring 1 and 2)	Pupils should be taught: To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. (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	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"> - Recognise genres - Name composers - Recognise instruments - Express opinion - Compare/contrast
Key Skills	-Perform with a good sense of rhythm -Perform together in an ensemble	-Use the some of the correct musical terms -Express opinion and discuss similarities and differences	Children can:

	-Change the tempo or dynamics while playing an instrument	-Recognise some genres of music -Recognise some of the instruments played in a piece of music -Name some composers and the centuries they lived in. -Recognise and sing songs by composers of the last 20 years.	a. recognise a range of music genres (including from around the world) and describe their characteristics; b. name a variety of composers and artists associated with different genres of music; c. recognise instruments being played in a piece of music; d. express their opinion about pieces of music using appropriate musical vocabulary; e. discuss similarities and differences in pieces of music and explain how composers and performers achieve this.
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 give my opinion about a piece of music? Can I discuss similarities and differences in music? Can I use some musical terms to evaluate a piece of music? Can I name some genres of music? Can I recognise some of the instruments in a piece of music? Can I name some composers and the centuries they lived in? Can I recognise and sing some songs from composers in the last 20 years?	Can I recognise, name and describe some genres of music? Can I name a variety of different composers? Can I recognise some of the instruments in a piece of music? Can I use appropriate musical vocabulary to evaluate a piece of music? Can I discuss similarities and differences in music and composers?
Key Vocabulary	Rhythm, performance, Drums, dynamics, tempo, beat	composer, artist, instruments, duration, timbre, pitch, beat, tempo, texture	Genre, composer, artist, instruments, composition, Similarities, differences, performer, live, recorded

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 1	Do I Know the History on my Doorstep?	Who Had the Power?	Crime and Punishment – Who Done It?
	Composition	Notation	Notation
National Curriculum Objectives	Improvising and experimenting- control and change sounds.	Pupils should be taught to use and understand staff and other musical notations. (Across Summer 1 & 2)	Pupils should be taught: To use and understand staff and other musical notations. (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.	<ul style="list-style-type: none"> - Recognise notes - Attempt to play from notes - Be able to clap simple rhythms including rests (ssh) 	<ul style="list-style-type: none"> - Recognise notes - Read and play from notes - Record compositions
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	Children can: <ul style="list-style-type: none"> a. recognise crotchets, quavers, semibreves, crotchet rests; b. begin to be able to recognise notes on a treble clef staff (the notes EGBDF and FACE). 	Children can: <ul style="list-style-type: none"> a. recognise crotchets, quavers, semibreves, crotchet and quaver rests; b. recognise notes on a treble clef staff; c. understand that notes are positioned differently on a bass clef; d. read, and play from, music notation; e. record their own compositions using music notation.
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 recognise notes (crotchets, quavers, semibreves, crotchet rests)? Can I recognise where some notes are on the treble clef staff? Can I play some notes from music? Can I clap some simple rhythms which include rests?	Can I recognise notes (crotchets, quavers, semibreves, crotchet and quaver rests)? Can I recognise where some notes are on the treble clef staff? Can I read and play some notes from music? Can I record my own composition using some notes?
Key Vocabulary	Loud, soft, quiet, mood, feelings, percussion, rhythm, pitch, tempo (fast, slow)	crotchets, quavers, semibreves, rests, treble clef, bass clef, staff, notation, composition	crotchets, quavers, semibreves, rests, treble clef, bass clef, staff, notation, composition

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 2	Fire and Ice	Is Iceland a Frozen Land?	What Journey Does a River Take?
	Composition	Notation	Notation
National Curriculum Objectives	Improvising and experimenting- Create rhythms and melodies.	Pupils should be taught to use and understand staff and other musical notations. (Across Summer 1 & 2)	Pupils should be taught: To use and understand staff and other musical notations. (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).	<ul style="list-style-type: none"> - Recognise notes - Attempt to play from notes - Be able to clap simple rhythms including rests (ssh) 	<ul style="list-style-type: none"> - Recognise notes - Read and play from notes - Record compositions
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 	Children can: <ul style="list-style-type: none"> a. recognise crotchets, quavers, semibreves, crotchet rests; b. begin to be able to recognise notes on a treble clef staff (the notes EGBDF and FACE). 	Children can: <ul style="list-style-type: none"> a. recognise crotchets, quavers, semibreves, crotchet and quaver rests; b. recognise notes on a treble clef staff; c. understand that notes are positioned differently on a bass clef; d. read, and play from, music notation; e. record their own compositions using music notation.
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 recognise notes (crotchets, quavers, semibreves, crotchet rests)? Can I recognise where some notes are on the treble clef staff? Can I play some notes from music? Can I clap some simple rhythms, which include rests?	Can I recognise notes (crotchets, quavers, semibreves, crotchet and quaver rests)? Can I recognise where some notes are on the treble clef staff? Can I read and play some notes from music? Can I record my own composition using some notes?
Key Vocabulary	Loud, soft, quiet, mood, feelings, percussion, rhythm, pitch, tempo (fast, slow)	crotchets, quavers, semibreves, rests, treble clef, bass clef, staff, notation, composition	crotchets, quavers, semibreves, rests, treble clef, bass clef, staff, notation, composition