



**Farnborough Grange Nursery and Infant School – Curriculum Overview**

**Music - HMS**

Nursery	Spiral Curriculum – Covered over academic year
<b>Skills</b>	<p><b>Development Matters (birth – 3 years)</b></p> <ul style="list-style-type: none"> <li>• Show attention to sounds and music.</li> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music. Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.</li> <li>• Explore their voices and enjoy making sounds.</li> <li>• Join in with songs and rhymes,</li> <li>• making some sounds.</li> <li>• Make rhythmical and repetitive sounds.</li> <li>• Explore a range of sound makers and instruments and play them in different ways.</li> </ul> <p><b>Development Matters (3-4 years)</b></p> <ul style="list-style-type: none"> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person (‘pitch match’).</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>
<b>Knowledge</b>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Exploring Sounds – body sounds, mouth sounds, environmental sounds, identifying sounds</li> <li>• Singing - Hello song, Nursery rhymes</li> <li>• Louder and Quieter – quiet sounds, loud sounds, getting louder and quieter instruments</li> <li>• Nursery rhymes, Christmas songs,</li> <li>• Faster and slower – slow and fast in contrast, maintain a steady pulse, fast and slow together</li> <li>• Nursery rhymes</li> <li>• Higher and lower – explore the extremes of pitch</li> <li>• Longer and Shorter – explore long sounds and short sounds, Start and stop, Long and short sounds in sequence</li> <li>• Reflect, Rewind and Replay: Consolidation of learning</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• To know the names of instruments – shaker, tambourine, drum, trumpet, piano – and identify them through picture and sound.</li> </ul>
<b>Key vocabulary</b>	Environment, sounds, loud, quiet Volume, pitch, loud, quiet, Pulse, beat, tempo, Pitch Longer, shorter

<b>Reception</b>	<b>Autumn 1</b> Rosie's Walk <i>Duration and Timbre</i>	<b>Autumn 2</b> Rainbow Fish <i>Timbre</i>	<b>Spring 1</b> Dragon Dance <i>Duration</i>	<b>Spring 2</b> Incy Wincy Spider <i>Pitch and Texture</i>	<b>Summer 1</b> The Weather <i>Dynamics and Tempo</i>	<b>Summer 2</b> On the beach <i>Structure and Timbre</i>
<p><b>Skills</b></p>	<p><b>Playing:</b> Explore and use a range of sounds including body sounds, other sound makers and classroom percussion to develop control and accuracy.</p> <p><b>Rehearsing and performing</b> Sing and play individually and in a group, starting and stopping together and following simple directions</p> <p><b>Notating</b> Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions</p> <p><b>Listening and responding</b> Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel Hens and Roosters from Carnival of the Animals by Saint-Saens The Swan from Carnival of the Animals by Saint-Saens</p>	<p><b>Singing</b> Explore and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory</p> <p><b>Playing</b> Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy</p> <p><b>Rehearsing and performing</b> Sing and play individually and in a group, starting and stopping together and following simple directions</p> <p><b>Notating</b> Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions</p>	<p><b>Playing</b> Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy</p> <p><b>Rehearsing and performing</b> Sing and play individually and in a group, starting and stopping together and following simple directions</p> <p><b>Notating</b> Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions</p> <p><b>Listening and responding</b> Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel</p> <p><b>Describing and discussing</b></p>	<p><b>Singing</b> Explore and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory</p> <p><b>Playing</b> Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy</p> <p><b>Rehearsing and performing</b> Sing and play individually and in a group, starting and stopping together and following simple directions</p> <p><b>Notating</b> Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions</p>	<p><b>Playing</b> Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy</p> <p><b>Rehearsing and performing</b> Sing and play individually and in a group, starting and stopping together and following simple directions</p> <p><b>Notating</b> Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions</p> <p><b>Listening and responding</b> Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel</p>	<p><b>Playing</b> Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy</p> <p><b>Rehearsing and performing</b> Sing and play individually and in a group, starting and stopping together and following simple directions</p> <p><b>Notating</b> Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions</p> <p><b>Listening and responding</b> Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel Oh! I do like to be beside the seaside</p>

	<p><b>Describing and discussing:</b> talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions</p>	<p><b>Listening and responding</b> Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel Listen to classroom percussion instruments and <i>Aquarium</i> from <i>Carnival of the Animals</i> by Saint-Saens</p> <p><b>Describing and discussing</b> Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions</p>	<p>Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions</p>	<p><b>Listening and responding</b> Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel Listen to Spider webs by Brandon Fiechter (available on Youtube)</p> <p><b>Describing and discussing</b> Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions</p>	<p><b>Describing and discussing</b> Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions</p>	<p><b>Describing and discussing</b> Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions</p>
<b>Musical Dimensions</b>	<p><b>Timbre:</b> Explore, use and respond to a range of sounds and sound-makers including vocal sounds</p> <p><b>Duration:</b> Explore and respond to long and short sounds and recognise the steady beat in music heard and performed</p>	<p><b>Timbre:</b> Explore, use and respond to a range of sounds and sound-makers including vocal sounds</p>	<p><b>Duration:</b> Explore and respond to long and short sounds and recognise the steady beat in music heard and performed</p>	<p><b>Pitch:</b> Explore and respond to high and low sounds</p>	<p><b>Dynamics:</b> Explore, respond to and recognise loud, quiet and silence</p> <p><b>Tempo:</b> Explore, respond to and recognise fast and slow</p>	<p><b>Structure:</b> distinguish between same and different</p> <p><b>Timbre:</b> respond to a range of sounds and sound-makers</p>
<b>Knowledge</b>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Select sounds to accompany the fox's accidents</li> <li>• Match sounds to notations</li> <li>• Invent a new sound sequence using notations</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Learn the Rainbow Fish chants – focus on clarity of words and remembering what comes next</li> <li>• Sing on their own, pretending to be the fish and other</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Move around the room slowly stepping in time to the music</li> <li>• Rehearse performing the steady beat in time to the music.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Sing and use your hands to indicate how the notes move up high and down low</li> <li>• Start at the bottom Sing and hand map this simple song</li> <li>• Sing down low then sing up high</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Consider the rain drops at the beginning and end and also how the sounds build into a storm in the middle.</li> <li>• Use hands, scarves, parachute or lycra to respond to the music highlighting the</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Explore voices and body sounds</li> <li>• Exploring vocal shape and musical structure with pebbles and sand.</li> </ul>

	<ul style="list-style-type: none"> <li>• Read Rosie’s Walk and keep a steady beat</li> <li>• Add fox’s accident sounds to the steady beat with the story.</li> <li>• Perform accident sounds in a new order over a steady beat.</li> <li>• Copy and match fox and Rosie name rhythms</li> <li>• Devise own fox and Rosie rhythm.</li> <li>• Learn a rhythmic rhyme, chant or rap and accompany with a steady beat</li> <li>• Sing hen songs and compose simple accompaniments</li> <li>• Listen and respond to recorded music through movement</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>Saint-Saens is a composer from the Romantic Period of music.</i></li> </ul>	<p>characters from the story</p> <ul style="list-style-type: none"> <li>• Choose instruments and ways to play them that would best reflect the characters in the story</li> <li>• Create music that shows the differences from rainbow fish to the dark cave and create movements to match these</li> <li>• Put together all of the above elements to re-tell the story of the Rainbow Fish, incorporating water music, chants and improvised songs</li> <li>• Record and appraise - is there anything that could be improved? Make changes accordingly</li> <li>• Final audience - perform to an audience and record</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>Saint-Saens is a composer from the Romantic Period of music.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and respond to a steady beat.</li> <li>• Begin to follow a leader or signals when performing in a group.</li> <li>• Use a selection of chime bars (C D E G A) and metal percussion instruments to play along to Chinese Lantern’s track.</li> <li>• Create music that best reflects the dragon.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>The Chinese New Year, which is also known as the Spring festival, is the most important of the traditional Chinese holiday celebrations.</i></li> </ul>	<p>Use low C and high C to sing and respond to this simple song</p> <ul style="list-style-type: none"> <li>• Rain sounds Use untuned percussion instruments to find sounds to represent the rain falling</li> <li>• Identify the key events of the story</li> <li>• Use pictures to compose Create a picture to represent each of the key events of the story Invent a sound to go with each picture</li> <li>• Place the pictures in the order these events occur in the song</li> <li>• As a class re-order the pictures to create a different story</li> <li>• In small groups order a set of pictures to then perform and share.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>Sing other well-known nursery rhymes</i></li> </ul>	<p>dynamic and tempo changes</p> <ul style="list-style-type: none"> <li>• Choose and make sounds for the weather of the day using voices, bodies and instruments</li> <li>• Add sound effects to <i>The storm is a-brewing</i> using voices, bodies and instruments</li> <li>• Choose instruments to represent sounds in a storm.</li> <li>• Make a storm using instruments</li> <li>• Create weather sequences e.g. rain sun sun rain wind rain</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>Little April Shower is from Disney’s film ‘Bambi’</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explore using seaside objects as sound makers</li> <li>• Choose instruments that make seaside sounds.</li> <li>• Create a class seaside sound scape</li> <li>• Create small group seaside soundscapes</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>Identify features of a beach or the seaside</i></li> <li>• <i>Suggest items or objects found at the seaside.</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• <i>Carnival of the animals was written in 1886</i></li> <li>• <i>Create loud and quiet sounds to match the characters in the story.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Carnival of the animals was written in 1886</i></li> <li>• <i>Create loud and quiet sounds to match the characters in the story.</i></li> </ul>	<p><i>The celebrations start on the 1<sup>st</sup> day of the first Chinese month and finish on the 15<sup>th</sup> day with the Lantern Festival</i></p> <ul style="list-style-type: none"> <li>• <i>The Dragon Dance is also part of the Chinese New Year celebrations and is believed to ward off evil spirits. Chinese people think of dragons as helpful and friendly creatures and associate them with good luck, long life and wisdom</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Play high and low sounds to represent the weather.</i></li> </ul>	
<b>Key vocabulary</b>	Instrument names, tap shake scrape, loud quiet, fast slow, long short, steady beat, timbre, duration	Ways of playing instruments: tapping, shaking, scraping, timbre, loud, quiet.	Instrument names, steady beat Instrumental playing techniques – tap, shake, scrape, duration, fast, slow, long, short, loud quiet,	Pitch, low, high, nursery rhyme	Loud, quiet, silence, dynamics Fast, slow, tempo Instrument names, instrument playing techniques: shake, tap, scrape	Same, different, instrument names,

<b>Year 1</b>	<b>Autumn 1</b> The Three Bears <i>Pitch</i>	<b>Autumn 2</b> Walking the Dog <i>Duration</i>	<b>Spring 1</b> As Cold as Ice <i>Duration and Structure</i>	<b>Spring 2</b> The Old Castle <i>Timbre</i>	<b>Summer 1</b> Can I be helpful too? <i>Duration and Texture</i>	<b>Summer 2</b> Toys <i>Dynamics and Tempo</i>
<b>Skills</b>	<p><b>Playing</b> Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand</p> <p><b>Rehearsing and performing</b> Sing and play in time and follow a range of simple directions including ideas about how to improve</p> <p><b>Notating</b> Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</p> <p><b>Listening and responding</b> Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel Listen to Teddy Bears' Picnic from There's a Hippo in My Tub by Anne Murray available on Spotify and youtube and selected pieces from Carnival of the Animals by</p>	<p><b>Playing</b> Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand</p> <p><b>Rehearsing and performing</b> Sing and play in time and follow a range of simple directions including ideas about how to improve</p> <p><b>Notating</b> Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</p> <p><b>Listening and responding</b> Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel <i>Promenade - Walking the Dog by George Gershwin</i></p> <p><b>Describing and discussing</b> Think and talk about sounds and music and how they make you feel</p>	<p><b>Playing</b> Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand</p> <p><b>Rehearsing and Performing</b> Sing and play in time starting to develop musical memory and follow a range of simple directions including ideas about how to improve and perform</p> <p><b>Notating</b> Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical, dimensions</p> <p><b>Listening and responding</b> Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes / contrasts and how music makes you feel Icy Music Box by Nakira (available on Youtube) Vivaldi – The Four Seasons – Winter (listen out for</p>	<p><b>Playing</b> Explore and use an increase range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of use of the dominant hand.</p> <p><b>Rehearsing and performing</b> Sing and play in time and follow a range of simple directions including ideas about how to improve.</p> <p><b>Notating</b> Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</p> <p><b>Listening and responding</b> Explore, respond to, recognise and identify sounds form different sources and musical moods, features and changes /contrasts and how music makes you feel. Listen to <i>The Old Castle</i> from <i>Pictures at an Exhibition</i> by Mussorgsky.</p>	<p><b>Singing</b> Explore and use vocal sounds, chant and sing rhymes and songs building rhythmic memory</p> <p><b>Rehearsing and performing</b> Sing and play in time and follow a range of simple directions including ideas about how to improve</p> <p><b>Notating</b> Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</p> <p><b>Listening and responding</b> Explore, respond to, recognise and identify musical features (steady beat, rhythm pattern) and solo sounds and layers of sound</p> <p>Listen and respond to This is Berk from the sound track to How to train your dragon</p> <p>Listen and respond to steady beat music e.g. Jessica's Welcome by Whapweasel, Easy Disco by Weapons of</p>	<p><b>Singing</b> Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory</p> <p><b>Rehearsing and performing</b> Sing and play in time and follow a range of simple directions including ideas about how to improve</p> <p><b>Notating</b> Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</p> <p><b>Listening and responding</b> Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes / contrasts and how music makes you feel</p> <p><i>Suggested listening (linked to particular toys) Fairy doll - Dolly 1 by Prokofiev, Robot - Only time will tell by Mike Oldfield, Train - Little train of the Caipira by Villa-Lobos, Rabbit -</i></p>

	<p>Saint Saens including Kangaroos, Persons with Long Ears, The Cuckoo in the Heart of the Woods, Elephants, The Swan, The Aviary</p> <p><b>Describing and discussing</b> Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions</p>		<p>and join in with the shivering)</p> <p><b>Describing and discussing</b> Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions</p>	<p><b>Describing and discussing</b> Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions</p>	<p>Sound, Death and Glory March from the sound track to Brassed Off</p> <p>People who help us song – listen to backing, respond to steady beat, sing and play (solo and using layers) in time with the steady beat</p> <p><b>Describing and discussing</b> Think and talk about the difference between a steady beat and a rhythm pattern and how music can be performed on its own or with additional layers. Use key words relating to duration and texture.</p>	<p><i>Kangaroos from Carnival of the Animals by Saint-Saens, Horse - William Tell overture by Rossini or Rodeo by Copland</i></p> <p><b>Describing and discussing</b> Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions</p>
<b>Musical Dimensions</b>	<p><b>Pitch:</b> Explore, respond to and recognise high, middle and low sounds</p>	<p><b>Duration:</b> Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed</p> <p><b>Structure:</b> Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses</p>	<p><b>Duration:</b> Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed</p> <p><b>Structure:</b> Explore, respond to and recognise simple structures including beginning middle end and responses</p>	<p><b>Timbre:</b> Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used.</p>	<p><b>Duration:</b> Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed</p> <p><b>Texture:</b> Explore, respond to and recognise solo sounds and layers of sounds</p>	<p><b>Dynamics:</b> Explore, use, respond to, recognise and identify loud, moderate, quiet and silence</p> <p><b>Tempo:</b> Explore, use, respond to, recognise and identify fast, moderate and slow</p>
<b>Knowledge</b>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Sing along to a well-known song</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Recognise and respond to the steady beat</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Learn to perform the chant in time to a steady beat</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Respond to a piece of music by drawing.</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to the song</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• Learn to sing, adding actions for the toys e.g.</li> </ul>

	<ul style="list-style-type: none"> <li>• Listen to the song and enjoy responding to the low sounding footsteps</li> <li>• Listen out for the instrumental section of the song and respond to the high sounds</li> <li>• Listen to pieces from Carnival of the Animals by Saint Saens and all respond to the high and low sounds in the music</li> <li>• Chant to identify and find low, middle and high sounds played on a tuned percussion Instrument</li> <li>• Use tuned instruments to play the word pattern of the second line of each rhyming couplet as you perform the chant</li> <li>• Discuss the character of each bear and whether their voice sounds low, middle or high</li> <li>• Listen to the following three pieces of music from Carnival of the Animals by Saint Saens and as a class decide which piece would</li> </ul>	<ul style="list-style-type: none"> <li>• Invent simple patterns to perform in time to the music</li> <li>• Create a sequence of imaginary events</li> <li>• Use graphic notation to create ideas</li> <li>• Mime the events along to the music</li> <li>• Play along to the music</li> <li>• Compose “walking the dog” music using actions and untuned instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the structure of the chant – it has a clear beginning, middle and end. Refer to these sections when rehearsing the chant</li> <li>• Use instruments to develop the performance</li> <li>• Listen to the music and discuss what it sounds like / what it is about</li> <li>• Create <i>Ice Music</i> as a class – choosing instruments and sounds to represent this.</li> <li>• Explore the structure of music</li> <li>• Respond to the music</li> <li>• Create walking and shivering sounds</li> <li>• Create a class piece <i>As Cold as Ice</i> choosing instruments and sounds to represent this.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a list of words to describe the music.</li> <li>• Choose untuned percussion instruments and play sounds to match the words.</li> <li>• Invent vocal, instrumental and / or body sounds to perform to represent what’s behind the door.</li> <li>• Create different sounds on untuned percussion instruments.</li> <li>• Perform a chant with sound effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the structure</li> <li>• Learn the song and create actions to perform during the verses</li> <li>• Explore some word rhythm patterns</li> <li>• Add untuned instruments to the performance</li> <li>• Identify long and short sounds in word rhythm patterns</li> <li>• Clap and play word rhythm patterns in response to flash cards</li> <li>• Learn the chant and perform with a steady beat accompaniment</li> <li>• Perform word rhythm patterns</li> <li>• Perform both parts together</li> <li>• Invent new verses to perform</li> <li>• Create a sequence of People who help us rhythms</li> </ul>	<p>creeping, dancing, building the bricks</p> <ul style="list-style-type: none"> <li>• Add dynamics by singing verse 1 quietly and verse 2 loudly</li> <li>• Listen to 2 or 3 of the recordings and match them to the toys. Discuss choices and why - be sure to talk about how fast / slow or loud / quiet the music is</li> <li>• Choose toy related actions to perform to each piece of music e.g. flapping wings, robot arms, train arms, hopping hands, galloping</li> <li>• Explore percussion instruments to find sounds for each of the toys</li> <li>• Create sounds for toy to perform to the class - think about dynamics and tempo</li> </ul>
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	<p>best represent each of the bears – Elephants, The Swan, The Aviary</p> <ul style="list-style-type: none"> <li>• Play the question using one of the identified notes</li> <li>• Identify which bear they were playing</li> <li>• Decide which sound (low, middle or high) to use for each repetition of the question</li> <li>• Perform a question pattern.</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>Saint-Saens is a composer from the Romantic Period of music.</i></li> <li>• <i>Carnival of the animals was written in 1886</i></li> <li>• <i>To know the story of the three little bears.</i></li> <li>• <i>Create loud and quiet sounds to match the characters in the story</i></li> </ul>	<p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>Promenade (Walking the Dog) was composed in 1937 by George Gershwin for the film Shall We Dance featuring Fred Astaire and Ginger Rogers. In the film, the music is used to accompany a scene of walking a dog on board a luxury liner.</i></li> </ul>	<p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>Vivaldi is a composer from the Baroque period of music.</i></li> <li>• <i>Four Seasons was composed in 1725.</i></li> </ul>	<p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>Mussorgsky is a composer from the Romantic period of music.</i></li> <li>• <i>The Old Castle was composed in 1874</i></li> </ul>	<ul style="list-style-type: none"> <li>• Add a steady beat to performance</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>To find the steady beat in different pieces of music</i></li> </ul>	<p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>Name different toys</i></li> <li>• <i>Compare different toys from different time periods</i></li> <li>• <i>Create high and low sounds to match toys</i></li> </ul>
<p><b>Key vocabulary</b></p>	<p>Pitch, high, middle, low</p>	<p>steady beat, opening, ending, beginning, middle and end, echo, (repeat) and response, long, short,</p>	<p>duration, long, short, steady beat, structure, beginning, middle, end, introduction, repetition</p>	<p>Fast(er), quiet(er), silence, start, stop, plus instrument names and playing techniques (tapped, shaken, scraped)</p>	<p>Duration, steady beat, rhythm pattern, verse, chorus Texture, solo, layers</p>	<p>dynamics, loud, quiet, silence, tempi, fast, slow</p>

<b>Year 2</b>	<b>Autumn 1</b> Dragons <i>Dynamics and Tempo</i>	<b>Autumn 2</b> Christmas is Coming <i>Pitch and Duration</i>	<b>Spring 1</b> Man on the Moon <i>Timbre and Texture</i>	<b>Spring 2</b> Jolly Rogers <i>Structure and Timbre</i>	<b>Summer 1</b> Wispy Willow <i>Pitch</i>	<b>Summer 2</b> Minibeasts on the Move <i>Duration</i>
<b>Skills</b>	<p><b>Singing:</b> Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments</p> <p><b>Playing:</b> Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent.</p> <p><b>Rehearsing and performing:</b> Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve</p> <p><b>Notating:</b> Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions</p> <p><b>Listening and responding:</b> Respond to, identify, and distinguish between</p>	<p><b>Playing</b> Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent</p> <p><b>Rehearsing and performing</b> Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve</p> <p><b>Notating</b> Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch</p> <p><b>Listening and responding</b> Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas Listen to Sleigh Ride by Leroy Anderson and Jingle</p>	<p><b>Playing:</b> Demonstrate accuracy and control of correct technique on an appropriate range of untuned percussion instruments</p> <p><b>Rehearsing</b> Build in practice, rehearsal and improvement opportunities: Aliens Hello, Michael Collins song and Man on the Moon music (class and small group)</p> <p><b>Notating</b> Use of notation if appropriate: graphic notation – in particular to highlight use of texture</p> <p><b>Listening and responding:</b> Listen and respond to piece(s) to support the identified learning Mare Tranquillitas – Vangelis</p> <p><b>Describing and discussing:</b> Choose key words to use and understand a piece of music.</p>	<p><b>Singing</b> Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and / or mood. Use simple vocal patterns as accompaniments</p> <p><b>Rehearsing and performing</b> Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve</p> <p><b>Notating</b> Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions</p> <p><b>Listening and responding</b> Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas Watch and listen to Portside Pirates from youtube Watch and listen to Storm</p>	<p><b>Playing</b> Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent</p> <p><b>Rehearsing and performing</b> Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve</p> <p><b>Notating</b> Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of pitch</p> <p><b>Listening and responding</b> Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas Listen to People with Long Ears from Carnival of the Animals by Saint Saens</p>	<p><b>Playing</b> Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent</p> <p><b>Rehearsing and performing</b> Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve</p> <p><b>Notating</b> Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm</p> <p><b>Listening and responding</b> Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</p> <p><b>Describing and discussing</b> Think and talk about what you hear, begin to explore the ideas behind the</p>

	<p>sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</p> <p>Pieces from the sound track of <i>How to train your dragon</i> by John Powell: Romantic Flight Dragon Battle The Cove</p> <p><b>Describing and discussing:</b> Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</p>	<p>Bells by James Lord Pierpont</p> <p><b>Describing and discussing</b> Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</p>		<p>Interlude Peter Grimes by Benjamin Britten (BBC Ten Pieces)</p> <p><b>Describing and discussing</b> Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</p>	<p><b>Describing and discussing</b> Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</p>	<p>music and how they make you feel. Use key words relating to the dimensions</p>
<b>Musical Dimensions</b>	<p><b>Dynamics:</b> Respond to, recognise and identify getting louder and quieter</p> <p><b>Tempo:</b> Respond to, recognise and identify getting faster and slower</p>	<p><b>Pitch:</b> Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes</p> <p><b>Duration:</b> Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together</p>	<p><b>Timbre:</b> Identify the way sounds are made (vocalised, shaken, struck, scraped, plucked, strummed, blown or produced electronically) and can be used</p> <p><b>Texture:</b> Respond to and begin to recognise the different layers of sounds used in music</p>	<p><b>Structure:</b> Respond to, recognise and identify a range of repetition and contrast structures, in particular verse and chorus</p> <p><b>Timbre:</b> Identify and choose the way sounds are made and can be used</p>	<p><b>Pitch:</b> Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes</p>	<p><b>Duration:</b> Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together</p>
<b>Knowledge</b>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Use different types of voice to illustrate the different dragons</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Listen to festive music and keep the steady beat</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Learn the Michael Collins Song</li> <li>Add space and rocket sound effects (from earlier explorations)</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Sing Ten Lazy Pirates</li> <li>Sing What shall we do with the Lazy Pirate</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Responding to, recognising and identifying higher and lower sounds and the general shape of melodies and</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>Add an ostinato to a piece of music</li> <li>Clap on number beat 1</li> </ul>

	<ul style="list-style-type: none"> <li>• Clap the word patterns</li> <li>• Play the word patterns on untuned percussion instruments</li> <li>• Listen to <i>Romantic Flight</i> from the sound track of <i>How to train your dragon</i> by John Powell (available on Youtube and Spotify) respond to the music by miming “dragon movements”</li> <li>• Discuss how the changes in the music inspire the different parts of the mime</li> <li>• Listen to Dragon Battle and The Cove from <i>How to train your dragon</i> - draw/ design dragons to match each piece</li> <li>• Identify some of the key features of the music</li> <li>• Describe a dragon and create vocal /body sound to match their word</li> <li>• Choose an instrument and create a sound to match their dragon word.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the meaning of the song <i>Christmas is Coming</i></li> <li>• Learn to sing the song paying careful attention to the melodic line and diction</li> <li>• Keep the steady beat</li> <li>• Identify the highest notes</li> <li>• Identify the lowest notes</li> <li>• Draw a graphic notation that shows the shape of the melody</li> <li>• Play the bass line on tuned percussion</li> <li>• Create a graphic notation to show the order of the events</li> <li>• Rehearse, reflect on, improve and develop your performance</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to <b>Mare Tranquillitas</b> by <b>Vangelis</b> and explore space walking / moving on the moon in response to the music</li> <li>• Draw a picture inspired by the music</li> <li>• Draw shapes inspired by the music</li> <li>• Discuss the sounds you can hear</li> <li>• Identify the different layers of sound</li> <li>• Create a class “Man on the Moon” soundscape using improvised sounds controlled by a conductor</li> <li>• Plan, rehearse, perform and record a class “Man on the Moon” composition</li> <li>• Create group “Man on the Moon” compositions</li> <li>• Rehearse, listen and appraise to make your “Man on the Moon” soundscape the best it can be</li> </ul>	<ul style="list-style-type: none"> <li>• Invent actions for each of the verses</li> <li>• Discuss the structure of the song activities</li> <li>• Learn The Storm is a-Brewing</li> <li>• Add body and vocal sounds to the chant</li> <li>• Create a storm themed picture / graphic notation</li> <li>• Sing and develop a performance</li> <li>• Listen to the Storm Interlude from Peter Grimes and respond to the Storm</li> <li>• Create structured compositions – use narrative and verse / chorus structure</li> </ul>	<p>beginning to recognise steps, leaps and repeated notes).</p> <ul style="list-style-type: none"> <li>• Respond by raising their arms in the air for the high note or lowering their arms for the low note.</li> <li>• Learn to play the climbing up pattern on pitched instruments: C D E F G A B C</li> <li>• Sing the pattern back to the performers whilst trying to show the shape of the pattern with their hands</li> </ul>	<ul style="list-style-type: none"> <li>• Clap a line to a song</li> <li>• Learn song</li> <li>• Add a simple accompaniment</li> <li>• Create a new chorus as a class</li> <li>• Create new creepy crawly patterns</li> <li>• Notate ideas</li> <li>• Record patterns as sound and in paper form</li> <li>• Decide on an order for your pairs to perform their creepy crawly compositions</li> <li>• Record the class’s new song</li> <li>• Allow adequate time for improvements to be made before the final performance</li> </ul>
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	<ul style="list-style-type: none"> <li>• Composing Dragon Music by designing a dragon and create a piece of music to represent it</li> <li>• Design and draw a dragon - consider its colour, its size, its mood and how it moves</li> <li>• Choose instrumental sounds to represent that dragon and decide how to play these sounds</li> </ul> <p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>To link dragons to stories or films they have heard.</i></li> </ul>	<p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>To know Christmas is Coming, the geese are getting fat is a popular Christmas tune.</i></li> <li>• <i>To recognise features of folk music</i></li> <li>• <i>To identify folk music.</i></li> </ul>	<p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>To recognise lives of significant individuals in the past who have contributed to national and international achievements – Neil Armstrong</i></li> <li>• <i>To know that Neil Armstrong was the first man on the moon.</i></li> </ul>	<p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>Britten is a composer from the 20<sup>th</sup> century.</i></li> <li>• <i>Storm Interlude was written in 1945</i></li> </ul>	<p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>To recognise the notes in a C major scale.</i></li> </ul>	<p><b>Hinterland:</b></p> <ul style="list-style-type: none"> <li>• <i>To name some common minibeasts and their features.</i></li> </ul>
<p><b>Key vocabulary</b></p>	<p>Dynamics, loud (forte), quiet (piano), louder, quieter, silence Tempo, fast, slow, faster, slower</p>	<p>Pitch - higher, lower, melodic shape, steps, leaps, repeated notes Duration - long, short, steady beat, rhythm pattern</p>	<p>timbre, vocal, shaken, struck, plucked, strummed, blown, electronic texture, layers</p>	<p>Verse and chorus, structure, timbre</p>	<p>Pitch, high, low, higher, lower, steps, leaps, repeats</p>	<p>duration, steady beat, rhythm pattern</p>

