

Term	Autumn 1	
Year R	Rosie's Walk	
Concept	Duration and Timbre	
<p>Knowledge and Skills</p>	<p>Crucial Knowledge:</p> <p>Duration: Explore and respond to long and short sounds and recognise the steady beat in music heard and performed</p> <ul style="list-style-type: none"> Children need to know what long and short sounds are and the difference between them. Children need to know what a steady beat is. Children need to know the difference between a steady beat and no beat. <p>Timbre: Explore, use and respond to a range of sounds and sound-makers including vocal sounds</p> <ul style="list-style-type: none"> Children need to know that instruments, including the voice make different sounds. Children need to know that an instrument including the voice can make a different sound depending how it is played or used. Children need to know that they can combine sounds to make a different effect. 	<p>Using Knowledge as a Skill:</p> <p>Playing</p> <ul style="list-style-type: none"> Children will explore and use a range of sounds including body sounds, other sound makers and classroom percussion. Children will begin to develop control and accuracy. <p>Rehearsing and performing</p> <ul style="list-style-type: none"> Children will sing and play individually and in a group, starting and stopping together and following simple directions <p>Notating</p> <ul style="list-style-type: none"> Children will respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions <p>Listening and responding</p> <ul style="list-style-type: none"> Children will explore, enjoy and respond to sounds from different sources and musical moods, features and changes Children will be able to say how music makes you feel <p>Hens and Roosters from Carnival of the Animals by Saint-Saens The Swan from Carnival of the Animals by Saint-Saens</p> <p>Describing and discussing:</p> <ul style="list-style-type: none"> Children will talk about sounds and music and think about how they make you feel. Children will begin to use key words relating to the dimensions
Vocabulary	Instrument names, tap shake scrape, loud quiet, fast slow, long short, steady beat	
Year 1	The Three Bears	
Concept	Pitch	
<p>Knowledge and Skills</p>	<p>Crucial Knowledge:</p> <p>Pitch: Explore, respond to and recognise high, middle and low sounds (revisiting and extending from Year R Spring 2).</p> <ul style="list-style-type: none"> Children need to understand the terms 'same' and 'different' and be able to explain why. (Year R) Children need to know that sounds can be ordered in different ways (Year R) Children should be able to identify high, middle and low sounds and have an understanding of when they are used Children need to know what pitch means. 	<p>Using Knowledge as a Skill:</p> <p>Playing</p> <ul style="list-style-type: none"> Children will explore and use an increased range of sounds (including body sounds) . Children will begin to use correct percussion techniques and show an awareness of the use of the dominant hand <p>Rehearsing and performing</p> <ul style="list-style-type: none"> Children will sing and play in time. Children will follow a range of simple directions including ideas about how to improve <p>Notating</p> <ul style="list-style-type: none"> Children will respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions <p>Listening and responding</p> <ul style="list-style-type: none"> Children will explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts. Children will be able to say how music makes you feel <p>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 Saint Saens including Kangaroos, Persons with Long Ears, The Cuckoo in the Heart of the Woods, Elephants, The Swan, The Aviary</p> <p>Describing and discussing</p> <ul style="list-style-type: none"> Children will think and talk about sounds and music and how they make you feel.

		<ul style="list-style-type: none"> Children will use key words relating to the dimensions
Vocabulary	Pitch, high, middle, low	
Year 2	Dragons	
Concept	Dynamics & Tempo	
Knowledge and Skills	<p>Crucial Knowledge:</p> <p>Dynamics: Respond to, recognise and identify getting louder and quieter (Revisited and extended from Year R Summer 1 & Year 1 Summer 2)</p> <ul style="list-style-type: none"> Children need to know what dynamics are Children need to know what 'loud', 'quiet', 'moderate' and 'silence' mean. Children need to know that dynamics can convey ideas in music Children should be able to define what dynamics are in order to discuss them and develop an appreciation for music. Children need to know that sounds can become louder or quieter for musical effect. <p>Tempo: Respond to, recognise and identify getting faster and slower (Revisited and extended from Year R Summer 1 & Year 1 Summer 2)</p> <ul style="list-style-type: none"> Children need to know what tempo and tempi mean. (revisiting from Autumn 2) Children to know what is a fast, moderate and slow tempo Children to know that tempi can convey ideas in music. 	<p>Using Knowledge as a Skill:</p> <p>Singing:</p> <ul style="list-style-type: none"> Children will explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Children will use simple vocal patterns as accompaniments <p>Playing:</p> <ul style="list-style-type: none"> Children will demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Children will begin to play with musical intent. <p>Rehearsing and performing:</p> <ul style="list-style-type: none"> Children will sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve <p>Notating:</p> <ul style="list-style-type: none"> Children will respond to, identify and use symbols and other graphic notation illustrating the musical dimensions <p>Listening and responding:</p> <ul style="list-style-type: none"> Children will respond to, identify, and distinguish between sounds and music in different contexts. Children will begin to consider how music illustrates the composer's ideas <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>Describing and discussing:</p> <ul style="list-style-type: none"> Children will think and talk about what they hear, Children will begin to explore the ideas behind the music and how they makes you feel. Children will use key words relating to the dimensions
Vocabulary	Dynamics, loud (forte), quiet (piano), louder, quieter, silence Tempo, fast, slow, faster, slower	

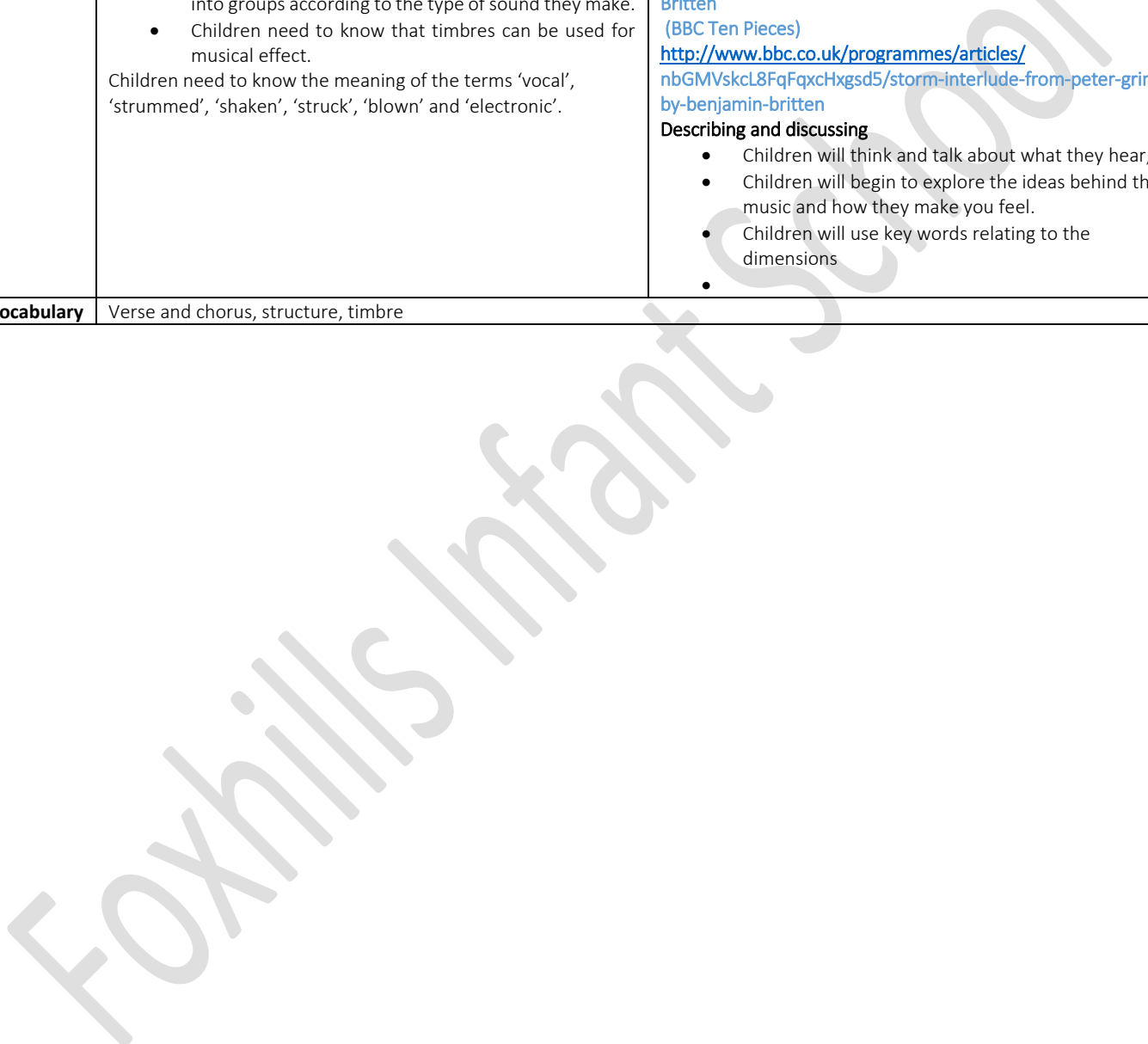
Term	Autumn 2	
Year R	The Weather	
Concept	Dynamics & Tempo	
Knowledge and Skills	<p>Crucial Knowledge:</p> <p>Dynamics: Explore, respond to and recognise loud, quiet and silence</p> <ul style="list-style-type: none"> Children need to know what 'loud', 'quiet', 'moderate' and 'silence' mean. <p>Tempo: Explore, respond to and recognise fast and slow</p> <ul style="list-style-type: none"> Children need to know what 'slow' and 'fast' mean 	<p>Using Knowledge as a Skill:</p> <p>Playing</p> <ul style="list-style-type: none"> Children will explore and use a range of sounds including body sounds, other sound makers and classroom percussion Children will begin to develop control and accuracy <p>Rehearsing and performing</p> <ul style="list-style-type: none"> Children will sing and play individually and in a group, starting and stopping together and following simple directions <p>Notating</p> <ul style="list-style-type: none"> Children will respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions <p>Listening and responding</p> <ul style="list-style-type: none"> Children will explore, enjoy and respond to sounds from different sources and musical moods, features and changes Children will be able to say how music makes you feel <p><i>Little April Shower from Bambi.</i></p> <p>Describing and discussing</p> <ul style="list-style-type: none"> Children will talk about sounds and music and think about how they make you feel. <p>Children will begin to use key words relating to the dimensions</p>
Vocabulary	Loud, quiet, silence, dynamics Fast, slow, tempo Instrument names, instrument playing techniques: shake, tap, scrape	
Year 1	Walking The Dog	
Concept	Duration & Structure	
Knowledge and Skills	<p>Crucial Knowledge:</p> <p>Duration: Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed</p> <ul style="list-style-type: none"> Children need to know what duration means. Children need to know what long and short sounds are and the difference between them. (revisiting from Year R) Children need to know what a steady beat is. (revisiting from Year R) Children need to know the difference between a steady beat and no beat. (revisiting from Year R) <p>Structure: Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses and simple repeated patterns (ostinato) (revisited and extended from Year R Summer 2)</p> <ul style="list-style-type: none"> Children need to know that sounds can be ordered in different ways. (revisiting from Year R) Children need to know what 'openings', 'endings', 'echoes' and 'responses' are Children know that ostinato means a repeated pattern Children to know and recognise beginning, middle and end in a piece of music. 	<p>Using Knowledge as a Skill:</p> <p>Playing</p> <ul style="list-style-type: none"> Children will explore and use an increased range of sounds (including body sounds) Children will begin to use correct percussion techniques and show an awareness of the use of the dominant hand <p>Rehearsing and performing</p> <ul style="list-style-type: none"> Children will sing and play in time and follow a range of simple directions including ideas about how to improve <p>Notating</p> <ul style="list-style-type: none"> Children will respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions <p>Listening and responding</p> <ul style="list-style-type: none"> Children will explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts Children will be able to say how music makes you feel <p><i>Promenade - Walking the Dog by George Gershwin</i></p> <p>Describing and discussing</p> <ul style="list-style-type: none"> Children will think and talk about sounds and music and how they make you feel
Vocabulary	steady beat, opening, ending, beginning, middle and end, echo, (repeat) and response	
Year 2	Christmas Is Coming	

Concept	Pitch & Duration	
<p>Knowledge and Skills</p>	<p>Crucial Knowledge:</p> <p>Pitch Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes (revisiting and extending from Year R Spring 2 & Year 1 Autumn 1)).</p> <ul style="list-style-type: none"> Children need to understand the terms 'same' and 'different' and be able to explain why. (Year R) Children need to know that sounds can be ordered in different ways (Year R) Children should be able to identify high, middle and low sounds and have an understanding of when they are used Children need to know what pitch means. <p>Duration Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together (Revisited and extended from Year R Autumn 1 & Spring 1. Revisited from Year 1 Autumn 2 & Spring 1 & Summer 1)</p> <ul style="list-style-type: none"> Children need to know what duration means. Children need to know what long and short sounds are and the difference between them. Children need to know what a steady beat is. Children need to know the difference between a steady beat and no beat. 	<p>Using Knowledge as a Skill:</p> <p>Playing</p> <ul style="list-style-type: none"> Children will demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Children will begin to play with musical intent <p>Rehearsing and performing</p> <ul style="list-style-type: none"> Children will sing and play in time and follow a wider range of simple directions, Children will develop an awareness of why and how to improve <p>Notating</p> <ul style="list-style-type: none"> Children will respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch <p>Listening and responding</p> <ul style="list-style-type: none"> Children will respond to, identify, and distinguish between sounds and music in different contexts. Children will begin to consider how music illustrates the composer's ideas <p>Listen to Sleigh Ride by Leroy Anderson and Jingle Bells by James Lord Pierpont</p> <p>Describing and discussing</p> <ul style="list-style-type: none"> Children will think and talk about what you hear, Children will begin to explore the ideas behind the music and how they make you feel. Children will use key words relating to the dimensions
<p>Vocabulary</p>	<p>Pitch - higher, lower, melodic shape, steps, leaps, repeated notes Duration - long, short, steady beat, rhythm pattern</p>	

Term	Spring 1	
Year R	Dragon Dance	
Concept	Duration	
<p>Knowledge and Skills</p>	<p>Crucial Knowledge:</p> <p>Duration: Explore and respond to long and short sounds and recognise the steady beat in music heard and performed (revisited from Year R Autumn 1)</p> <ul style="list-style-type: none"> Children need to know what long and short sounds are and the difference between them. Children need to know what a steady beat is. 	<p>Using Knowledge as a Skill:</p> <p>Playing</p> <ul style="list-style-type: none"> Children will explore and use a range of sounds including body sounds, other sound makers and classroom percussion Children will begin to develop control and accuracy <p>Rehearsing and performing</p>

	<ul style="list-style-type: none"> Children need to know the difference between a steady beat and no beat. 	<ul style="list-style-type: none"> Children will sing and play individually and in a group, starting and stopping together and following simple directions <p>Notating</p> <ul style="list-style-type: none"> Children will respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions <p>Listening and responding</p> <ul style="list-style-type: none"> Children will explore, enjoy and respond to sounds from different sources and musical moods, features and changes Children will be able to say how music makes you feel <p>Describing and discussing</p> <ul style="list-style-type: none"> Children will be able to talk about sounds and music and think about how they make you feel. Children will begin to use key words relating to the dimensions
Vocabulary	Instrument names, steady beat, Instrumental playing techniques – tap, shake, scrape	
Year 1	As Cold As Ice	
Concept	Duration & Structure	
Knowledge and Skills	<p>Crucial Knowledge:</p> <p>Duration: Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed (revisited and extended from Year R Autumn 1 & Spring 1. Revisited from Year 1 Autumn 2)</p> <ul style="list-style-type: none"> Children need to know what duration means. Children need to know what long and short sounds are and the difference between them. (revisiting from Year R) Children need to know what a steady beat is. (revisiting from Year R) Children need to know the difference between a steady beat and no beat. (revisiting from Year R) <p>Structure: Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses and simple repeated patterns (ostinato) (revisited and extended from Year R Summer 2 & Year 1 Autumn 2)</p> <ul style="list-style-type: none"> Children need to know that sounds can be ordered in different ways. (revisiting from Year R) Children need to know what ‘openings’, ‘endings’, ‘echoes’ and ‘responses’ are Children know that ostinato means a repeated pattern Children to know and recognise beginning, middle and end in a piece of music. 	<p>Using Knowledge as a Skill:</p> <p>Playing</p> <ul style="list-style-type: none"> Children will explore and use an increased range of sounds (including body sounds) Children will begin to use correct percussion techniques and show an awareness of the use of the dominant hand <p>Rehearsing and Performing</p> <ul style="list-style-type: none"> Children will sing and play in time and follow a range of simple directions including ideas about how to improve <p>Notating</p> <ul style="list-style-type: none"> Children will respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical, dimensions <p>Listening and responding</p> <ul style="list-style-type: none"> Children will explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes / contrasts Children will be able to say how music makes you feel <p>Icy Music Box by Nakira (available on Youtube) Vivaldi – The Four Seasons – Winter (listen out for and join in with the shivering)</p> <p>Describing and discussing</p> <ul style="list-style-type: none"> Children will think and talk about sounds and music and how they make you feel
Vocabulary	Use key words relating to the dimensions - duration, long, short, steady beat, structure, beginning, middle, end, introduction, repetition	
Year 2	The Jolly Rogers	
Concept	Structure & Timbre	
Knowledge and Skills	<p>Crucial Knowledge:</p> <p>Structure: Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA and repeated patterns (ostinato) (revisited and extended from Year R Summer 2 & Year 1 Autumn 2 & Spring 1)</p> <ul style="list-style-type: none"> Children need to know that sounds can be ordered in different ways. (revisiting from Year R) Children need to know what ‘openings’, ‘endings’, ‘echoes’ and ‘responses’ are 	<p>Using Knowledge as a Skill:</p> <p>Singing</p> <ul style="list-style-type: none"> Children will explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and / or mood. Children will use simple vocal patterns as accompaniments <p>Rehearsing and performing</p> <ul style="list-style-type: none"> Children will sing and play in time and follow a wider range of simple directions,

	<ul style="list-style-type: none"> • Children know that ostinato means a repeated pattern • Children to know and recognise beginning, middle and end in a piece of music. • Children need to know what structure means and know some different musical structures e.g. repetition. <p>Timbre : Identify and choose the way sounds are made and can be used.(revisited and extended from Year R Autumn 2 & Year 1 Spring 2 & Year 2 Spring 1)</p> <ul style="list-style-type: none"> • Children need to know what timbre means. • Children need to know that instruments can be sorted into groups according to the type of sound they make. • Children need to know that timbres can be used for musical effect. <p>Children need to know the meaning of the terms ‘vocal’, ‘strummed’, ‘shaken’, ‘struck’, ‘blown’ and ‘electronic’.</p>	<ul style="list-style-type: none"> • Children will develop an awareness of why and how to improve <p>Notating</p> <ul style="list-style-type: none"> • Children will respond to, identify and use symbols and other graphic notation illustrating the musical dimensions <p>Listening and responding</p> <ul style="list-style-type: none"> • Children will respond to, identify, and distinguish between sounds and music in different contexts. • Children will begin to consider how music illustrates the composer’s ideas <p>Watch and listen to Portside Pirates from youtube https://www.youtube.com/watch?v=_qAngsMJD3I Watch and listen to Storm Interlude Peter Grimes by Benjamin Britten (BBC Ten Pieces) http://www.bbc.co.uk/programmes/articles/nbGMVskcl8FqFqxcHxgsd5/storm-interlude-from-peter-grimes-by-benjamin-britten</p> <p>Describing and discussing</p> <ul style="list-style-type: none"> • Children will think and talk about what they hear, • Children will begin to explore the ideas behind the music and how they make you feel. • Children will use key words relating to the dimensions •
Vocabulary	Verse and chorus, structure, timbre	



Term	Spring 2	
Year R	Incy, Wincy Spider	
Concept	Pitch	
Knowledge and Skills	<p>Crucial Knowledge:</p> <p>Pitch: Explore and respond to high and low sounds</p> <ul style="list-style-type: none"> Children need to know what high and low sounds are. Children need to understand the terms 'same' and 'different' and be able to explain why. Children need to know that sounds can be ordered in different ways. <p>Texture: Explore and respond to one sound and many sounds</p> <ul style="list-style-type: none"> Children need to know that they can combine sounds to make a different effect. Children need to know that different combinations of sounds can be used to describe musical ideas and add sound effects Children need to know what solo sounds are. Children need to know what layers of sounds are. 	<p>Using Knowledge as a Skill:</p> <p>Singing</p> <ul style="list-style-type: none"> Children will explore and use vocal sounds, talking and singing voice in response to character and / or mood. Children will chant and sing familiar rhymes and songs or sections of songs from memory <p>Playing</p> <ul style="list-style-type: none"> Children will explore and use a range of sounds including body sounds, other sound makers and classroom percussion Children will begin to develop control and accuracy <p>Rehearsing and performing</p> <ul style="list-style-type: none"> Children will sing and play individually and in a group, starting and stopping together and following simple directions <p>Notating</p> <ul style="list-style-type: none"> Children will respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions <p>Listening and responding</p> <ul style="list-style-type: none"> Children will explore, enjoy and respond to sounds from different sources and musical moods, features and changes Children will be able to say how music makes you feel Listen to Spider webs by Brandon Fiechter (available on Youtube) <p>Describing and discussing</p> <ul style="list-style-type: none"> Children will talk about sounds and music and think about how they make you feel. Children will begin to use key words relating to the dimensions
	Vocabulary	High , Low , Same, Different
Year 1	The Old Castle	
Concept	Timbre	
Knowledge and Skills	<p>Crucial Knowledge:</p> <p>Timbre: 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.(revisited and extended from Year R Autumn 2)</p> <ul style="list-style-type: none"> Children need to know what timbre means. Children need to know that instruments can be sorted into groups according to the type of sound they make. Children need to know that timbres can be used for musical effect. Children need to know the meaning of the terms 'vocal', 'strummed', 'shaken', 'struck', 'blown' and 'electronic'. 	<p>Using Knowledge as a Skill:</p> <p>Playing</p> <ul style="list-style-type: none"> Children will explore and use an increased range of sounds (including body sounds) Children will begin to use correct percussion techniques and show an awareness of the use of the dominant hand <p>Rehearsing and performing</p> <ul style="list-style-type: none"> Children will sing and play in time and follow a range of simple directions including ideas about how to improve <p>Notating</p> <ul style="list-style-type: none"> Children will respond and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions <p>Listening and responding</p> <ul style="list-style-type: none"> Children will explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and Children will be able to say how music makes you feel Listen to the Old castle from Pictures at an Exhibition by Mussorgsky <p>Describing and discussing</p> <ul style="list-style-type: none"> Children will think and talk about sounds and music and how they make you feel.

		<ul style="list-style-type: none"> Children will use key words relating to the diensions
Vocabulary	Choose key words to use and understand – Fat, faster, quiet, quieter, silence, start, stop, plus instrument names and playing techniques (tapped/shaken/scraped)	
Year 2	Man On The Moon	
Concept	Timbre & Texture	
Knowledge and Skills	<p>Crucial Knowledge:</p> <p>Timbre: identify the way sounds are made (vocalised, shaken, struck, scraped, plucked, strummed, blown or produced electronically) .(revisited and extended from Year R Autumn 2 & Year 1 Spring 2)</p> <ul style="list-style-type: none"> Children need to know what timbre means. Children need to know that instruments can be sorted into groups according to the type of sound they make. Children need to know that timbres can be used for musical effect. Children need to know the meaning of the terms ‘vocal’, ‘strummed’, ‘shaken’, ‘struck’, ‘blown’ and ‘electronic’. <p>Texture: recognise and respond to the different layers of sounds used in music (Revisited and extended from Year R Spring 2 & Year 1 Summer 1)</p> <ul style="list-style-type: none"> Children need to know what solo sounds are. Children need to know what layers of sounds are. Children need to use and remember diferent combinations of sounds to convey ideas. 	<p>Using Knowledge as a Skill:</p> <p>Playing</p> <ul style="list-style-type: none"> Children will demonstrate accuracy and control of correct technique on an appropriate range of untuned percussion instruments <p>Rehearsing</p> <ul style="list-style-type: none"> Children will build in practice, rehearsal and improvement opportunities: <p>Aliens Hello, A Spaceship to the Moon, Michael Collins song and Man on the Moon music (class and small group)</p> <p>Notating</p> <ul style="list-style-type: none"> Children will use notation if appropriate: graphic notation – in particular to highlight use of texture <p>Listening and responding</p> <ul style="list-style-type: none"> Children will respond to, identify, and distinguish between sounds and music in different contexts. Children will begin to consider how music illustrates the composer’s ideas <p>Mare Tranquillitas – Vangelis</p> <p>Describing and discussing</p> <ul style="list-style-type: none"> Children will think and talk about what they hear, Children will begin to explore the ideas behind the music and how they make you feel
Vocabulary	timbre, vocal, shaken, struck, plucked, strummed, blown, electronic texture, layers	

Term	Summer 1	
Year R	Rainbow Fish	
Concept	Timbre	
<p>Knowledge and Skills</p>	<p>Crucial Knowledge:</p> <p>Timbre : Explore, use and respond to a range of sounds and sound-makers including vocal sounds (revisit from Year R Autumn 1)</p> <ul style="list-style-type: none"> • Children need to know that instruments, including the voice make different sounds. • Children need to know that there are many different ways to make sounds eg an instrument including the voice can make a different sound depending how it is played or used. 	<p>Using Knowledge as a Skill:</p> <p>Singing</p> <ul style="list-style-type: none"> • Children will explore and use vocal sounds, talking and singing voice in response to character and / or mood. • Children will chant and sing familiar rhymes and songs or sections of songs from memory. <p>Playing</p> <ul style="list-style-type: none"> • Children will explore and use a range of sounds including body sounds, other sound makers and classroom percussion • Children will begin to develop control and accuracy <p>Rehearsing and performing</p> <ul style="list-style-type: none"> • Children will sing and play individually and in a group, starting and stopping together and following simple directions <p>Notating</p> <ul style="list-style-type: none"> • Children will respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions <p>Listening and responding</p> <ul style="list-style-type: none"> • Children will explore, enjoy and respond to sounds from different sources and musical moods, features and changes • Children will be able to say how music makes you feel <p>Listen to classroom percussion instruments Aquarium from Carnival of the Animals by Saint-Saens</p> <p>Describing and discussing</p> <ul style="list-style-type: none"> • Children will talk about sounds and music and think about how they make you feel. • Children will begin to use key words relating to the dimensions.
Vocabulary	Ways of playing instruments: tapping, shaking, scraping	
Year 1	Can I be Helpful Too?	
Concept	Duration & Texture	
<p>Knowledge and Skills</p>	<p>Crucial Knowledge:</p> <p>Duration: Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed (Revisited and extended from Year R Autumn 1 & Spring 1. Revisited from Year 1 Autumn 2 & Spring 1)</p> <ul style="list-style-type: none"> • Children need to know what duration means. • Children need to know what long and short sounds are and the difference between them. • Children need to know what a steady beat is. • Children need to know the difference between a steady beat and no beat. <p>Texture: Explore, respond to and recognise solo sounds and layers of sounds (Revisited and extended from Year R Spring 2)</p> <ul style="list-style-type: none"> • Children need to know what solo sounds are. • Children need to know what layers of sounds are. • Children need to use and remember diferent combinations of sounds to convey ideas. 	<p>Using Knowledge as a Skill:</p> <p>Singing</p> <ul style="list-style-type: none"> • Children to explore and use vocal sounds, chant and sing rhymes and songs building rhythmic memory <p>Rehearsing and performing</p> <ul style="list-style-type: none"> • Children to sing and play in time and follow a range of simple directions including ideas about how to improve <p>Notating</p> <ul style="list-style-type: none"> • Children to respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions <p>Listening and responding</p> <ul style="list-style-type: none"> • Children to explore, respond to, recognise and identify musical features (steady beat, rhythm pattern) and solo sounds and layers of sound <p>Listen and respond to This is Berk from the sound track to How to train your dragon Listen and respond to steady beat music e.g. Jessica’s Welcome by Whapweasel, Easy Disco by Weapons of Sound, Death and Glory March from the sound track to Brassed Off</p>

		<p><i>People who help us</i> song – listen to backing, respond to steady beat, sing and play (solo and using layers) in time with the steady beat</p> <p>Describing and discussing</p> <ul style="list-style-type: none"> • Children to think and talk about the difference between a steady beat and a rhythm pattern • Children to think and talk about how music can be performed on its own or with additional layers. Use key words relating to duration and texture.
Vocabulary	Duration, steady beat, rhythm pattern, verse, chorus, Texture, solo, layers	
Year 2	The Wispy Willow	
Concept	Pitch	
Knowledge and Skills	<p>Crucial Knowledge:</p> <p>Pitch Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes (revisiting and extending from Year R Spring 2 & Year 1 Autumn 1)).</p> <ul style="list-style-type: none"> • Children need to understand the terms ‘same’ and ‘different’ and be able to explain why. (Year R) • Children need to know that sounds can be ordered in different ways (Year R) • Children should be able to identify high, middle and low sounds and have an understanding of when they are used • Children need to know what pitch means. 	<p>Using Knowledge as a Skill:</p> <p>Playing</p> <ul style="list-style-type: none"> • Children will demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. • Children will begin to play with musical intent <p>Rehearsing and performing</p> <ul style="list-style-type: none"> • Children will sing and play in time and follow a wider range of simple directions, • Children will develop an awareness of why and how to improve <p>Notating</p> <ul style="list-style-type: none"> • Children will respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of pitch <p>Listening and responding</p> <ul style="list-style-type: none"> • Children will respond to, identify, and distinguish between sounds and music in different contexts. • Children will begin to consider how music illustrates the composer’s ideas <p><i>Listen to People with Long Ears from Carnival of the Animals by Saint Saens</i></p> <p>Describing and discussing</p> <ul style="list-style-type: none"> • Children will think and talk about what they hear, • Children will begin to explore the ideas behind the music and how they make you feel. • Children will use key words relating to the dimensions
Vocabulary	Pitch, high, low, higher, lower, steps, leaps, repeats	

Term	Summer 2	
Year R	On The Beach	
Concept	Structure & Timbre	
Knowledge and Skills	<p>Crucial Knowledge:</p> <p>Structure: distinguish between same and different</p> <ul style="list-style-type: none"> Children need to know how sounds can be the same or different. Children need to know that sounds can be ordered in different ways. <p>Timbre: respond to a range of sounds and sound-makers (revisiting from Year R Autumn 1 & 2)</p> <ul style="list-style-type: none"> Children need to know that instruments, including the voice make different sounds. Children need to know that an instrument including the voice can make a different sound depending how it is played or used. Children need to know that they can combine sounds to make a different effect. 	<p>Using Knowledge as a Skill:</p> <p>Playing</p> <ul style="list-style-type: none"> Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy <p>Rehearsing and performing</p> <ul style="list-style-type: none"> Sing and play individually and in a group, starting and stopping together and following simple directions <p>Notating</p> <ul style="list-style-type: none"> Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions <p>Listening and responding</p> <ul style="list-style-type: none"> Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel <p>Oh! I do like to be beside the seaside</p> <p>Describing and discussing</p> <ul style="list-style-type: none"> Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions
Vocabulary	Same, different, instrument names, tap shake scrape,	
Year 1	Toys	
Concept	Dynamics & Tempo	
Knowledge and Skills	<p>Crucial Knowledge:</p> <p>Dynamics: Explore, use, respond to, recognise and identify loud, moderate, quiet and silence (Revisited and extended from Year R Summer 1)</p> <ul style="list-style-type: none"> Children need to know what dynamics are Children need to know what 'loud', 'quiet', 'moderate' and 'silence' mean. Children need to know that dynamics can convey ideas in music <p>Tempo: Explore, use, respond to, recognise and identify fast, moderate and slow (Revisited and extended from Year R Summer 1)</p> <ul style="list-style-type: none"> Children need to know what tempo and tempi mean. (revisiting from Autumn 2) Children to know what is a fast, moderate and slow tempo Children to know that tempi can convey ideas in music. 	<p>Using Knowledge as a Skill:</p> <p>Singing</p> <ul style="list-style-type: none"> Children will explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory <p>Rehearsing and performing</p> <ul style="list-style-type: none"> Children will sing and play in time and follow a range of simple directions including ideas about how to improve <p>Notating</p> <ul style="list-style-type: none"> Children will respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions <p>Listening and responding</p> <ul style="list-style-type: none"> Children will explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes / contrasts Children will be able to say how music makes you feel <p>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 - Kangaroos from Carnival of the Animals by Saint-Saens, Horse - William Tell overture by Rossini or Rodeo by Copland</p> <p>Describing and discussing</p> <ul style="list-style-type: none"> Children will think and talk about sounds and music and how they make you feel. Children will use key words relating to the dimensions
Vocabulary	dynamics, loud, quiet, silence, tempo, tempi, fast, slow	
Year 2	Minibeasts On The Move	
Concept	Duration	
Knowledge and Skills	<p>Crucial Knowledge:</p> <p>Duration: Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together</p>	<p>Using Knowledge as a Skill:</p> <p>Playing</p>

	<p>(Revisited and extended from Year R Autumn 1 & Spring 1. Revisited from Year 1 Autumn 2 & Spring 1 & Summer 1 & Year 2 Autumn 2)</p> <ul style="list-style-type: none"> • Children need to know what duration means. • Children need to know what long and short sounds are and the difference between them. • Children need to know what a steady beat is. • Children need to know the difference between a steady beat and no beat. 	<ul style="list-style-type: none"> • Children will demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. • Children will begin to play with musical intent <p>Rehearsing and performing</p> <ul style="list-style-type: none"> • Children will sing and play in time and follow a wider range of simple directions, • Children will develop an awareness of why and how to improve <p>Notating</p> <ul style="list-style-type: none"> • Children will respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm <p>Listening and responding</p> <ul style="list-style-type: none"> • Children will respond to, identify, and distinguish between sounds and music in different contexts. • Children will begin to consider how music illustrates the composer’s ideas <p>Regularly listen to a piece of music that has a very clear, strong and steady beat, and contrasting sections such as: “Clog Dance” from La Fille Mal Gardee by Ferdinand Herold (Sounds Topical CD) “Fossils” from Carnival of the Animals by Saint Saens (Listening to Elements 5+) “March” from Love of Three Oranges by Prokofiev “Playful Pizzicato” on CD2 of Let’s Go Zudie-O</p> <p>Describing and discussing</p> <ul style="list-style-type: none"> • Children will think and talk about what you hear, • Children will begin to explore the ideas behind the music and how they make you feel. • Children will use key words relating to the dimensions
Vocabulary	duration, steady beat, rhythm pattern	

