



MUSIC CYCLE A

AUTUMN

SPRING

SUMMER

EYFS

Vocalising and singing: to join in with singing familiar songs and rhymes; to make up songs and rhymes of their own; to match the pitch of their voice to the pitch of the song they are singing.

Hearing and listening: to listen to live and recorded music, hearing lyrics, rhymes and instruments; to listen to live and recorded music, hearing changes in tempo, rhythm and dynamics; to respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.

Moving and dancing: to respond to music, including individual instruments with movement and dance; to match movements to the rhythm and pulse of a piece of music.

Exploring and playing: to explore the range of sounds made by different instruments; to use a range of percussive instruments to enhance songs and rhymes; to know the names of instruments that they have explored and used.

- Can you listen carefully to rhymes and songs, paying attention to how they sound?
- Can you sing a large repertoire of songs? (Nursery rhymes or numbers of songs)
- Do you join in with repeated refrains and anticipate key events and phrases in stories and rhymes?
- Do you enjoy joining in with rhyme, songs and poems?
- Do you explore and engage in music making and dance, performing solo or in groups?
- Can you sing in the performance to parents of "A Pirate Christmas"?
- Can you participate in the music with Kathy sessions?

- Can you listen carefully to rhymes and songs, paying attention to how they sound?
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- Do you enjoy joining in with rhyme, songs and poems?
- Can you play a drum in time to the Chinese dance?
- Can you learn to sing and sign the song: "One Thousand Years"?

- Can you move your body in time to the music?
- Can you join in and learn a variety of Nursery Rhymes or songs?

YEAR
1/2

DIFFERENT SOUNDS AND RHYTHMS

BIG QUESTION: Can you describe different sounds and rhythms?

HIGH, LOW, FAST, SLOW

BIG QUESTION: What high, low, fast and slow sounds can you make?

LOUD AND SOFT

BIG QUESTION: How can sounds be made louder or softer?

<p>PRIOR LEARNING: EYFS joining in with a variety of songs (Julia Donaldson songs, Christmas songs); sing call-and-response songs using echo phrases; exploring sounds and how they can be changed, tapping out of simple rhythms; Chinese songs; learn a traditional African song</p> <p>NEXT STEPS: Proper terms for the seven elements of music are introduced in LKS2</p>	<p>PRIOR LEARNING: EYFS joining in with a variety of songs (Julia Donaldson songs, Christmas songs); sing call-and-response songs using echo phrases; exploring sounds and how they can be changed, tapping out of simple rhythms; Chinese songs; learn a traditional African song</p> <p>NEXT STEPS: Proper terms for the seven elements of music are introduced in LKS2</p>	<p>PRIOR LEARNING: EYFS joining in with a variety of songs (Julia Donaldson songs, Christmas songs); sing call-and-response songs using echo phrases; exploring sounds and how they can be changed, tapping out of simple rhythms</p> <p>NEXT STEPS: Proper terms for the seven elements of music are introduced in LKS2</p>
<p>VOCABULARY: sound, silence, percussion, wood, metal, plastic, bang, scrape, shake, rhythm, long, short, steady beat, clap</p>	<p>VOCABULARY: high, low, xylophone, fast, slow, medium, tuned percussion, untuned percussion</p>	<p>VOCABULARY: same, different, repeat, start middle, end, play together, separately, loud, soft</p>
<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What different sounds can you hear inside and outside school? 2. What sounds do different percussion instruments make? (wood, metal, plastic, bang, scrape, shake etc.) 3. Can you clap and recognize short rhythms? Eg children's names/repeating parts of songs. 4. Can you make up different rhythms with long and short lengths of notes? 5. Can you keep a steady beat when singing/playing? 6. Can you listen to/sing/play some music relevant to your topics and notice different rhythms? <p>Topics? Link to traditional songs/dances from UK eg <i>Hot Cross Buns, I am the Music Man, London's Burning.</i></p>	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What sounds/voices are high or low inside and outside school? 2. What high and low notes are there when singing and playing tuned/untuned percussion? (Boom whackers/xylophones) 3. What hand movements can show high/low sounds? 4. What fast/slow things are there in real life eg animals/vehicles? 5. Sing songs/listen to music/play about your topics that show high/low/fast/slow. 6. Use movement to show high/low/ fast or slow. <p>Topics? Transport songs - <i>Row, Row, Row your Boat, The Wheels on the Bus, A Sailor Went to Sea</i> etc</p>	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. Can you begin and end a piece in silence watching the conductor? 2. Can you hear more than one sound in music/repeating sounds? 3. Can different groups add different sounds to a class composition? 4. Can you explore loud and soft volumes in everyday life? 5. Can you investigate loud and soft using voices, body parts and simple percussion? 6. Can you add sound effects to stories/poems/songs? <p>Topics? Add sound effects to stories from the Old Testament e.g., Noah's Ark, sing <i>The Animals Went in Two by Two.</i> See The Jamborees playlist on YouTube. Cbeebies Songs with Maddie.</p>

	See BBC Teach and mamalisa.com for lots of ideas from around the UK and world.	Add sound effects to traditional stories e.g., xylophone = Jack climbing up the beanstalk. The hare and the tortoise	
YEAR 3/4	TIMBRE AND DURATION	PITCH AND TEMPO	STRUCTURE, TEXTURE AND DYNAMICS
	BIG QUESTION: What different types of instruments are there?	BIG QUESTION: Can you read simple music using letter names?	BIG QUESTION: What symbols can you use?
	PRIOR LEARNING: Different sounds and rhythms in KS1 NEXT STEPS: UKS2 correct notation/voice timbres	PRIOR LEARNING: High, low, fast, slow. In KS1 NEXT STEPS: UKS2 sharps, flats, chords	PRIOR LEARNING: Loud and soft in KS1 NEXT STEPS: UKS2 Italian musical terms
	VOCABULARY: timbre, graphic score, symbols, duration, ostinato bass, different length beats, accompaniment, rhythms	VOCABULARY: pitch, C major scale, chime bars, melody, tempo, glissando, symbols, graphic score 7 elements = tempo, timbre, duration, dynamics, texture, structure and pitch.	VOCABULARY: structure, texture, dynamics, unison, harmony, ostinato, drone, graphic notation, verse, chorus (AB)
	ENQUIRY QUESTIONS: 1. What different instruments can you hear? (Timbre) Brass, wind, string, percussion. 2. What symbols can you use on graphic scores for different instruments/rhythms? 3. What different rhythms and lengths of notes can you hear as you listen/sing/play? (Duration) 4. Can you keep a steady beat and use a rhythmic ostinato (repeating pattern) as an accompaniment? 5. Can you compose some music with different lengths of beats?	ENQUIRY QUESTIONS: 1. What sounds can be higher or lower? (Pitch) Try glissando (play xylophone up and down quickly). 2. Can you draw the shape of tunes with your hand? 3. Can you use letter names on chime bars and play simple melodies? 4. Can you learn to read and play music using the scale of C major on a xylophone? 5. How can changes in tempo affect mood when listening, singing, or playing? 6. What symbols can you use on graphic scores for tempo and pitch?	ENQUIRY QUESTIONS: 1. Can you identify different structures? e.g., AB, ABA form (verse, chorus) 2. Can you compose using patterns, repetition, and contrasts? 3. Can you recognize unison and harmony as varied texture? 4. Can you use drones (one sound) or ostinato (repeating rhythm/notes) to add harmony? 5. Can you use different shades of loud or soft? (Dynamics) 6. Can you use graphic notation to show dynamics?

	<p>6. Can you discuss the effects of the 7 elements of music?</p> <p>Topics? Link to the stone age and explore rhythms with sticks and stones. Compare traditional music from all four countries of the UK</p>	<p>Topics? Compare different music from India, play traditional songs from UK/Europe inc. the round <i>Frere Jacques</i>.</p>	<p>Topics? Compare Mexican music with Native American, play <i>Old MacDonald had a Farm</i> (A, B) with an ostinato.</p>
YEAR 5/6	<p>TIMBRE, DURATION AND ALL 7 ELEMENTS</p> <p>BIG QUESTION: Can you describe the seven elements of music?</p>	<p>PITCH, TEMPO AND THE HISTORY OF MUSIC FROM PREHISTORY TO 1600</p> <p>BIG QUESTION: Can you describe how music has changed from prehistoric times?</p>	<p>TEXTURE, STRUCTURE, DYNAMICS AND PROPER MUSIC NOTATION INCLUDING TERMS</p> <p>BIG QUESTION: Can you use some proper music notation and Italian terms?</p>
	<p>PRIOR LEARNING: Timbre and duration in LKS2</p> <p>NEXT STEPS: KS3 Music</p>	<p>PRIOR LEARNING: Pitch and tempo in LKS2</p> <p>NEXT STEPS: KS3 Music</p>	<p>PRIOR LEARNING: Texture, structure and dynamics in LKS2</p> <p>NEXT STEPS: KS3 Music</p>
	<p>VOCABULARY: soprano, alto, tenor, bass, crotchets, quavers, minims, semibreves, rests, even and uneven rhythms</p>	<p>VOCABULARY: chords, largo, allegro, presto, moderato, stave, treble clef, sharps, flats</p> <p>7 elements = tempo, timbre, duration, dynamics, texture, structure, and pitch.</p>	<p>VOCABULARY: rondo, piano, forte, crescendo, diminuendo, accompaniment, composing</p>
	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> Can you recognize a range of timbre in voices and their combined effects? e.g., Soprano, Alto, Tenor, Bass. Do you notice that music can be different rhythms and lengths? (Duration) Can you use correct notation for beats, rhythms, and rests? 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> Can you continue to learn to read and play music using the scale of C major on a xylophone? Extend this to use sharps and flats and different scales. Can you add chords as accompaniments eg G, B, D or F, A, C or C, E, G. to songs? 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> Do you understand sounds can be ordered? (Structure) Can you recognize and use rondo form ABACADA? Compose a melody A and intersperse different B, C, D. Do you understand music can have more than one part? (Texture)

	<p>4. Can you use crotchets, quavers, minims, semibreves?</p> <p>5. Can you explore even and uneven rhythmic patterns?</p> <p>6. Can you describe the seven elements whilst listening to topic related music?</p> <p>Topics? Listen to Christmas carols for four voices, Victorian music hall songs, compose mountain related rhythms</p>	<p>3. Can you learn some proper names for tempo eg largo/slow, allegro/presto/fast, moderato /medium?</p> <p>4. Can you create a timeline by studying the History of Music from Prehistoric to 1600?</p> <p>5. Can you describe the seven elements whilst listening to topic related music?</p> <p>6. Can you compose your own music using the 7 elements?</p> <p>Topics? Explore World war II songs, listen to Saint Saens' Carnival of the Animals and identify 7 elements, compose music about volcanoes</p>	<p>4. Can you further explore using chords as accompaniments? e.g., G, B, D or F, A, C or C, E.G.</p> <p>5. Can you use a balance of dynamics in performing and composing?</p> <p>6. Can you use proper names for dynamics e.g., piano is soft, and forte is loud? Crescendo and diminuendo getting louder/softer?</p> <p>Topics? Habitats/Rainforests/Mayans explore native music and compose own melodies and accompaniments</p>
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