



MUSIC CYCLE B

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?
- Can you listen carefully to rhymes and songs, paying attention to how they sound?
- 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: How can you make high, low, fast and slow sounds?

LOUD AND SOFT

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

<p>PRIOR LEARNING: EYFS joining in with a variety of 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>PRIOR LEARNING: EYFS joining in with a variety of songs; sing call-and-response songs using echo phrases; exploring sounds and how they can be changed.</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; sing call-and-response songs using echo phrases; exploring sounds and how they can be changed.</p> <p>NEXT STEPS: Proper terms for the seven elements of music are introduced in LKS2</p>
<p>VOCABULARY: sound, silence, voice, percussion, wood, metal, plastic, rhythm, long, short, pattern, steady beat, clap, repeat, symbols. bang, blow, scrape, shake</p>	<p>VOCABULARY: high, low, xylophone, fast, slow, medium, control, steady beat, getting faster/slower</p>	<p>VOCABULARY: same, different, repeat, start middle, end, play together, separately, loud, soft, medium, verse, chorus, question, answer, solo, group, volume</p>
<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. Do you understand sounds can be different? Can you recognize instruments that you bang, blow, scrape, shake and the materials they are made of? 2. Can you choose appropriate sounds to make sound effects for stories, poems, and songs? 3. Can you explore different rhythms and lengths? 4. Do you notice changes in rhythms, and can you create patterns of short and long beats? 5. Can you develop symbols for long and short sounds. 6. Using everything that you have learnt in this topic can you answer the Big Question: Can you describe different sounds and rhythms? <p>Sing/play songs or rhymical poems linked to other topic areas/animals (There's a Rumble in the Jungle)</p>	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. Do you understand sounds can be high or low? Can you stand up and sit down to show high and low notes? 2. Can you investigate going up and down in pitch on xylophones? Can you use drawn symbols for pitch? 3. Do you understand sounds can be fast/ slow? 4. Can you show keeping to a steady beat? 5. Can you show slow, fast, and getting faster or slower on instruments/ body sounds in a controlled way? 6. Using everything that you have learnt in this topic can you answer the Big Question: How can you make high, low, fast and slow sounds? <p>Listen/sing/play about the seaside or linked to other topic areas such as the Victorians. (A Sailor</p>	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. Can you sing AB? (eg verse + chorus, solo + group, question and answer) 2. Can you sing rounds to investigate texture and harmony? (<i>Three Blind Mice</i> or <i>I Like the Flowers</i> as well as repeating <i>London's Burning</i> from the previous year) 3. Can you add rhythmic ostinato (a repeating rhythm or tune) to poems or songs? 4. Can you show sounds can be loud or soft and can you follow hand signals to show volume? 5. Can you choose suitable dynamics and devise symbols for them? 6. Using everything that you have learnt in this topic can you answer the Big Question: How can sounds be made louder or softer? <p>See mamilisa.com for songs from the UK and around the world.</p>

	See the Jamborees playlist on YouTube	Went to Sea/I Do Like to be Beside the Seaside etc) BBC teach – Sun, sea and song programmes	
YEAR 3/4	TIMBRE AND DURATION BIG QUESTION: What different types of instruments are there?	PITCH AND TEMPO BIG QUESTION: Can you read simple music using the letter names?	STRUCTURE, TEXTURE AND DYNAMICS BIG QUESTION: What symbols can you use in music?
	PRIOR LEARNING: Different sounds and rhythms in KS1 NEXT STEPS: UKS2 different voices	PRIOR LEARNING: High, low, fast, slow in KS1 NEXT STEPS: UKS2 using chords	PRIOR LEARNING: Loud and soft in KS1 NEXT STEPS: UKS2 using Italian musical terms
	VOCABULARY: Timbre, graphic score, duration, ostinato bass, rhythm, orchestra families, woodwind, brass, strings, percussion, strong and weak beats, waltz, march	VOCABULARY: pitch, pentatonic scale, C major scale, tempo, glissando, march, waltz 7 elements = tempo, timbre, duration, dynamics, texture, structure and pitch.	VOCABULARY: structure, texture, dynamics, unison, harmony, ostinato, graphic notation, verse, chorus, composing
	ENQUIRY QUESTIONS: 1. Do you understand sound can be different rhythms and lengths? (Duration) 2. Can you notice strong and weak beats in groups of 2, 3, 4 and 6? (Waltz/ March) 3. Can you use hand signals to conduct different beats? 4. Can you recognize and classify instruments within orchestral families? (Timbre) 5. Can you discuss the effects of the 7 elements of music especially timbre? 6. Using everything you have learnt in this topic can you answer the Big Question: What different types of instruments are there?	ENQUIRY QUESTIONS: 1. Do you understand how sounds can vary higher or lower? (Pitch) 2. Can you explore pentatonic scales and compose melodies? e.g., C, D, E, G, A. 3. Can you learn to read and play music using the letter names on a glockenspiel? 4. Do you understand sounds can be fast, slow, or varied? (Tempo) 5. Can you discuss the effects of the 7 elements of music especially pitch? 6. Using everything you have learnt in this topic can you answer the Big Question: Can you read simple music using the letter names?	ENQUIRY QUESTIONS: 1. Do you understand music can have more than one part using symbols? (Texture) 2. Can you experiment with clusters of notes and identify which mix well? 3. Can you sing/play parts in harmony? 4. Can you compose using two parts e.g., verse and chorus AB or ABA? (Structure) 5. Can you understand sounds can be loud, soft, or varied and use symbols? (Dynamics) 6. Using everything you have learnt in this topic can you answer the Big Question: What symbols can you use in music?

YEAR 5/6	TIMBRE AND DURATION	PITCH, TEMPO AND HISTORY OF MUSIC	TEXTURE, STRUCTURE AND DYNAMICS
	BIG QUESTION: Can you write correct music notation for different rhythms?	BIG QUESTION: How is different pitch produced?	BIG QUESTION: Can you describe rondo form?
	PRIOR LEARNING: Timbre and duration in LKS2 NEXT STEPS: KS3 Music	PRIOR LEARNING: Pitch and tempo in LKS2 NEXT STEPS: KS3 Music	PRIOR LEARNING: Texture, structure and dynamics in LKS2 NEXT STEPS: KS3 Music
	VOCABULARY: Soprano, Alto, Tenor, and Bass, crotchets, quavers, minims, semibreves, rests, even, uneven rhythmic patterns	VOCABULARY: chords, largo, allegro, presto, moderato, stave, treble clef, sharps, and flats 7 elements = tempo, timbre, duration, dynamics, texture, structure and pitch.	VOCABULARY: Vocabulary: rondo, piano, forte, crescendo, diminuendo accompaniment
	ENQUIRY QUESTIONS: 1. Do you know that timbre is the characteristic of voice of an instrument? 2. Do you know there are different voices in choral work? 3. Do you know that sound have different durations? 4. Are you able to us some musical notation? 5. Can you discuss the effects of the 7 elements of music? 6. Using everything you have learnt in this topic can you answer the Big Question: Can you write correct music notation for different rhythms?	ENQUIRY QUESTIONS: 1. How can sounds have different pitches? Who is Beethoven? 2. Can I use chords as accompaniments? 3. How can sounds have different tempo? 4. Can I play music in the key of C Major? 5. Can I learn about music from 1600-1827? 6. Using everything you have learnt in this topic can you answer the Big Question: How is different pitch produced?	ENQUIRY QUESTIONS: 1. Can you recognize and use rondo form ABACADA? (structure)? Can you compose melody A and intersperse different B, C, D? 2. Do you understand music can have more than one part? (Texture) 3. Can you further explore using chords as accompaniments? (G, B, D or F, A, C or C, E, G) 4. Can you use a balance of dynamics in performing and composing? 5. Can you learn and use proper names for dynamics? (piano is soft, and forte is loud, crescendo is getting louder, and diminuendo is getting softer) 6. Using everything you have learnt in this topic can you answer the Big Question: Can you describe rondo form?

