

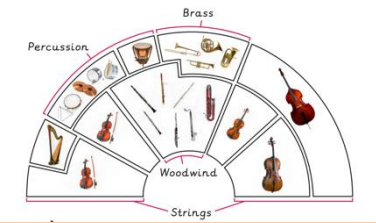




National Curriculum: Music	Key Themes			Vocabulary	
<p>Children will:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the interrelated dimensions of music 	<h3>Listening</h3> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<h3>Performing</h3> <p>Use their voices expressively and creatively by singing songs and speaking and speaking chants and rhymes. Play tuned and untuned instruments musically.</p>	<h3>Composing</h3> <p>Experimenting with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Strings Instruments that are played by plucking or bowing strings.</p> <p>Woodwind Instruments that make sound by blowing air through a reed or small mouthpiece.</p> <p>Brass Instruments that are made of metal and the sound is made by blowing air through a cup-shaped mouthpiece.</p> <p>Percussion Instruments which are played by shaking, tapping.</p> <p>Timbre The quality of sound e.g. smooth, scratchy, twinkly.</p> <p>Sound effects A sound created to represent something in a film, television programme or a play.</p> <p>Dynamics The volume of the music (loud or quiet).</p> <p>Vocals Using your voice in a piece of music.</p> <p>Tempo The speed of the music (fast or slow).</p> <p>Rhythm A pattern of long and short notes.</p> <p>Call and Response One person plays or sing something, and others sing or play something back.</p>	
	<h2>Topics</h2>				
	<h3>Timbre and Rhythmic Patterns</h3> <p>(Theme: Fairytales)</p> 	<h3>African Call and Response Song</h3> <p>(Theme: Animals)</p> 	<h3>Orchestral Instruments</h3> <p>(Theme: Traditional Western Stories)</p> 		
	<h3>Nativity Rehearsals & Performance</h3> 	<h3>Recorders</h3> 			

Key Stage 1: Music

Term: Autumn 2023 - Summer 2024

Topic: Timbre and Rhythmic Patterns (Theme: Fairytales) Term: Autumn 2023		Children will learn to: <ul style="list-style-type: none"> • Chant the well-known phrase, "I'll huff..." • Make changes to their voices to represent a character. • Choose a suitable sound to represent a specific point in a story. • Play a rhythmic pattern along with their spoken words. • Identify and hold up the correct sign to correspond to some music. • Play/chant along with the elements of a story with prompting from the teacher.
1	Character voices - To use voices expressively to speak and chant	
2	Starting with instruments - To select suitable instrumental sounds to represent a character	
3	Rhythms - To compose and play a rhythm	
4	Responding to music - To recognise how timbre is used to represent characters in a piece of music	
5	Keeping the pulse - To keep the pulse using untuned instruments	
Topic: Nativity Rehearsal & Performance Term: Autumn 2023		Children will learn to: <ul style="list-style-type: none"> • Perform as an ensemble using voices as instruments and with some awareness of others. • Perform simple actions, in time, to accompany songs sung.
Topic: African Call and Response Song (Theme: Animals) Term: Spring 2024		Children will learn to: <ul style="list-style-type: none"> • Use tempo, dynamics and timbre in their piece. • Play in time with their group. • Use instruments appropriately. • Successfully sing back the melody line in time and at the correct pitch. • Play either a call and/or response role in time with another pupil. • Perform their composition.
1	Going on safari - To create short sequences of sound.	
2	Rhythmic safari - To copy a short rhythm.	
3	Call and response - To learn a traditional song from Ghana.	
4	Rhythmic response - To create rhythms based on call and response	
5	The safari event - To add dynamics (volume) to a structure of rhythms.	
Topic: Orchestral Instruments (Theme: Traditional Western Stories) Term: Summer 2024		Children will learn to: <ul style="list-style-type: none"> • Make plausible descriptions of the music. • Identify a few instruments and the sounds of different sections of the orchestra. • Explain what is happening in the music using language relating to emotion. • Create a piece of music with some appropriate tempo, dynamic and timbre changes. • Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. • Perform confidently using appropriate instrumental sounds.
1	The Three Bears - To listen to and analyse an orchestral version of a traditional story	
2	The Snow Queen - To listen to and analyse a film musical version of a traditional story	
3	Red Riding Hood - To select appropriate sounds to match events, characters and feelings in a story	
4	Jack and the Beanstalk - To write a play script and select appropriate musical sounds to accompany it	
5	Super storytellers - To perform a story script with accompanying music	
Topic: Recorders Term: Summer 2024		Children will learn to: <ul style="list-style-type: none"> • Introduce staff notation to play a tuned instrument with a selection of notes and basic rhythms, beginning to learn appropriate musical vocabulary to understand and act upon pitch and duration. • Perform as part of a group, taking direction from a conductor.