

Music – Summer – ALL

Nursery	Musical Learning	Key Vocabulary
Animal Tea Party	<ul style="list-style-type: none"> I can listen to music and move my body in different ways. 	<ul style="list-style-type: none"> Crouch Stretch Wave Reach Curl
Reception	Musical Learning	Key Musical Vocabulary
Down there Under the Sea	<ul style="list-style-type: none"> Compose new words and actions to <i>Down there under the sea</i>. Sing a call-and-response song. Play sea sound effects. Play a stepping tune using the notes C-D-E. Listen and move to pieces of music inspired by the sea. 	<ul style="list-style-type: none"> Dynamics: getting louder, getting quieter. Pitch: stepping note, leap, notes C-D-E, higher, lower. Structure: call-and-response. Tempo: getting slower/faster. Timbre: shaker, scraper, chime tree, chime bars, glockenspiel, xylophone, ocean drum, rain stick.
Year 1	Musical Learning	Key Musical Vocabulary
Cat and Mouse	<ul style="list-style-type: none"> Create rhythm patterns, put them in an order to create a composition. Write down our compositions. Sing and chant songs and rhymes expressively. Listen and copy rhythm patterns. 	<ul style="list-style-type: none"> Duration: rhythm, beat. Dynamics: loud and quiet, gradual and sudden changes. Pitch: high and low sounds and the notes in a tune. Timbre: the quality of a sound. Other: improvising – experimenting.
Year 2	Musical Learning	Key Musical Vocabulary
Swing -a-long	<ul style="list-style-type: none"> Show the beat with actions. Step rhythm patterns in our feet. Learn how beats can be grouped into patterns. Create body percussion patterns in 2- and 3-time. Identify beat groupings in familiar songs. <p>Move freely and creatively to music using a prop.</p>	<ul style="list-style-type: none"> Beat: a continuous steady pulse, like a ticking clock. Metre: beats grouped into regular patterns (usually in 2s, 3s, or 4s). Rhythm: is made up of patterns of different length notes.
Year 3	Objectives from Entrust	
S1&2: Instrumental lessons	<ul style="list-style-type: none"> Rhythm is the music's pattern in time (counted). Pitch is how high or low a sound is. Dynamics are how loud or quiet the music is. Tempo is the speed of the music. Simple notation is following pictures or words and joining in to sing or play an instrument. Duration is how long a piece of music is. Timbre is the quality of the sound of a voice or instrument. The structure of a piece of music, is how it is put together. 	
Year 4	Musical Learning	Key Musical Vocabulary
Spain	<ul style="list-style-type: none"> Play repeating rhythmic patterns. Count musically. Invent a melody. Fit two patterns together. Structure musical ideas into our own compositions. 	<ul style="list-style-type: none"> Duration: triplets (a rhythm made of three beats filling the space usually taken by two). Pitch: melody (a musical sentence). Other: Habanera (a rhythm from Cuba, which is often now associated with Spain), dynamics (volume, louds and softs), <i>piano</i> (<i>p</i>, soft), <i>forte</i> (<i>f</i>, loud).
Year 5	Musical Learning	Key Musical Vocabulary
Bailnese Gamelan	<ul style="list-style-type: none"> Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. 	<ul style="list-style-type: none"> Duration: cycle – a looped pattern of a fixed number of beats. Texture: interlocking – where 2 or more rhythmic parts connect and combine to make a whole.

	<ul style="list-style-type: none"> • Listen and match vocal and instrumental sounds to each other, and to notation. • Sing/chant a part within a kecak performance. <p>Compose a kecak piece as part of a group.</p>	<ul style="list-style-type: none"> • Timbre: Kendang (drum), ceng ceng (cymbals), pot gongs, hanging gongs <p>Other: Gamelan beleganjur (Indonesian percussion ensemble, often performed at religious ceremonies), kecak (a vocal chant), cak lesung (rice-pounding rhythms).</p>
Year 6	Crucial Knowledge	
Leaver's Assembly	<ul style="list-style-type: none"> • Singing is to perform songs or tunes using our voices. • An ensemble is when a group of people perform together. • Pitch is how high or low a sound is. • Dynamics are how loud or quiet the music is. • Tempo is the speed of the music. • The structure of a piece of music, is how it is put together. • Compose is to write or create a piece of music. • Texture in music means how the melody, tempo and sounds are combined to make a piece of music. 	