



All Saints C of E Primary School

Continuing the
Music Journey





The world's most famous language is music.

Psy



Music

Strands

1. Rhythm
2. Performing (vocal and instrumental)
3. Listening
4. Improvising and Composing
5. Notation (KS2)
6. Listen and appreciate
7. Music History (KS2)

Unit Frame

Listen and Appraise

Introduce different styles, genres and traditions of music. Explore the musical elements of a piece of music, discuss the features and compare with another. KS2 children to learn about the history of the music.



Improvise and Play/Sing

Give children time to explore the instruments and improvise a rhythm or play/sing along to a piece of music. KS2 children to learn how to read notation.



Compose

Create a rhythm or section of music using voice/instruments. KS2 children to develop their ability to record their compositions using notation.



Perform

Apply skills learned in a solo/group performance at the end of the unit.

Being Imaginative and Expressive

Sing and learn songs about different themes and from different cultures and countries.

Explore small world role play based on familiar themes, topics, stories and interests.

Capture thoughts, feelings and experiences with a range of media.

Engage in role play based on familiar settings and own experiences such as home, hairdressers, shop etc.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> *Outdoor music area and instruments. (Nursery rhyme cues) * Africa topic box, Africa music, box. Dressing up area. Small world Role play area *Chinese new year box. 	<ul style="list-style-type: none"> * Story big talk bags activities for group or independent story telling. * Talking story board. * Singing time. * Singing in assemblies (nativity, church services, whole school song a half term) * Festivals -Harvest, Diwali, Christmas, Chinese New Year, Easter, Eid. 	<ul style="list-style-type: none"> * Opportunities to create own song. * Opportunities to create own rhythm. * Opportunities to create own dance. * Opportunities to express yourself.
	<ul style="list-style-type: none"> * Discovery Espresso 	

Reception

Being Imaginative and Expressive

Listen attentively, move to and talk about music, expressing feelings and emotions.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Sing a range of well known songs and nursery rhymes including those with makaton.

Learn to develop storylines in pretend play, invent, adapt and recount narratives with teacher and peers.

Explore and engage in music making and dance, performing solo or in a group.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> * Outdoor music area * Outdoor stage * Big talk bags (book and topic related small world) 	<ul style="list-style-type: none"> * Music sessions (chranga) * Singing assemblies * Singing sessions related to topic work * One goal dance sessions 	<ul style="list-style-type: none"> * Creating music * Creating own songs, changing words of songs * Role playing, creating own stories, puppets or props. * Performing a dance, song, music.
	<ul style="list-style-type: none"> * Chatterpix 	

Rhythm

YEAR 1

- Copy a given rhythm.
- Clap the rhythm of a song.
- Clap a given ostinato.

YEAR 2

- Copy rhythmic phrases with changing dynamics.
- Clap the pulse/rhythm of a song.
- Clap a given ostinato.
- Clap the rhythm of a song whilst others tap the pulse.
- Read simple notation (crotchets and quavers)

YEAR 3

- Copy a rhythmic phrase.
- Clap the rhythm of a song whilst others tap the pulse.
- Tap the metre of songs.
- Play on beat one in a given metre.
- Play the metre of a song whilst others play the rhythm.
- Say and tap eight beat phrase rhythms.
- Clap two ostinato rhythms simultaneously.
- Play two ostinato simultaneously.

YEAR 4

- Improvise rhythmic phrases.
- Clap the rhythm of a song whilst others tap the metre.
- Tap the metre of songs.
- Play on beat one in a given metre.
- Play the metre of a song whilst others play the rhythm.
- Say and tap eight beat phrase rhythms.
- Clap two ostinato rhythms simultaneously.
- Play on ostinato accompaniment to a song.
- Improvise rhythms in the metre of 3.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- To identify and respect the differences and similarities between people.

Comparison
Rhythm

Counting.

Untuned instruments.
Sound makers.

- To identify and respect the differences and similarities between people.

Comparison
Rhythm
Ostinato
Pulse
Notes, crotchet, quaver

Counting.
Fractions.

Untuned instruments.
Sound makers.

- Know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.
- To think about the lives of people living in other places, and people with different values and customs.

Comparison
Rhythm
Ostinato
Pulse
Notes, crotchet, quaver
Metre
Phrase
Simultaneously

Counting.
Fractions.

Untuned instruments.
Sound makers.

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Comparison
Rhythm
Ostinato
Pulse
Notes, crotchet, quaver
Metre
Phrase
Simultaneously
Improvise
Accompaniment

Counting.
Fractions.

Untuned instruments.
Sound makers.
Tuned instruments.

Rhythm

YEAR 5

- Copy and improvise rhythmic phrases.
- Tap/clap the metre of a song whilst the others clap the rhythm.
- Explore different metres.
- Combine ostinato phrases vocally and instrumentally.
- Play/sing an ostinato accompaniment to a song.

YEAR 6

- Copy and improvise rhythmic phrases (4 and 8 beat phrases).
- Combine ostinato phrases.
- Explore different metres.
- Combine ostinato phrases vocally and instrumentally.

P.S.H.E.

LANGUAGE

MATHEMATICS

RESOURCE

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Comparison
Rhythm
Ostinato
Pulse
Notes, crotchet, quaver
Metre
Phrase
Simultaneously
Improvise
Accompaniment

Counting.
Fractions.

Untuned instruments.
Sound makers.
Tuned instruments.

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Comparison
Rhythm
Ostinato
Pulse
Notes, crotchet, quaver
Metre
Phrase
Simultaneously
Improvise
Accompaniment

Counting.
Fractions.

Untuned instruments.
Sound makers.
Tuned instruments.

Performing

YEAR 1

- Singing
 - Speak chants and rhymes.
 - Explore the structure of a simple chant.
 - Mark the phrases of a song.
 - Tap the pulse whilst singing.
 - Clap the words of a song whilst singing.
 - Sing questions (call and response songs).
 - Sing in class/assembly.
- Instrumental
 - Play the pulse of a song.
 - Play the rhythm of a song.
 - Play an ostinato.
 - Play the melody of a simple song on the xylophone.

YEAR 2

- Singing
 - Speak chants and rhymes.
 - Sing two simple note phrases from notation.
 - Mark the phrases in a song with hand movements.
 - Trace the shape of a song.
 - Sing in class/assembly.
- Instrumental
 - Play the pulse of a song.
 - Play the pulse of a song whilst others play the rhythm.
 - Play an ostinato with varying tempo.
 - Play an ostinato as part of a group.
 - Play an ostinato a given number of times.
 - Play beat one in different metres.
 - Play the melody of a 5 note song on a xylophone.
 - Create a melodic ostinato using notes.

P.S.H.E.

LANGUAGE

MATHEMATICS

RESOURCE

- To identify and respect the differences and similarities between people.

Explanation

Rhythm
Phrase
Pulse
Ostinato
Melody

Counting.

Untuned instruments.
Sound makers.
Tuned instruments.

- To identify and respect the differences and similarities between people.

Explanation

Rhythm
Phrase
Shape
Pulse
Ostinato
Melody
Notes, crotchet, quaver

Counting.
Fractions.

Untuned instruments.
Sound makers.
Tuned instruments.

Performing

YEAR 3

- Singing
 - Sing and play in class.
 - Begin to sing in parts.
- Instrumental
 - Play as part of an ensemble.
- Conducting
 - Begin to use different tempi and dynamics.
 - Choose the most appropriate way to perform a song.

YEAR 4

- Singing
 - Sing in parts.
- Instrumental
 - Play as part of an ensemble with an awareness of what is happening.
 - Choose appropriate instrumental sounds to accompany a song.
- Conducting
 - Choose the most appropriate way to perform a song.
 - Use different tempi and dynamics.

YEAR 5

- Singing
 - Sing an ostinato accompaniment.
 - Sing in 2 parts.
- Instrumental
 - Choose appropriate dynamics, tempo and instrumental sounds.
- Conducting
 - Develop increased leadership skills within ensemble group.

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- To think about the lives of people living in other places, and people with different values and customs.

Explanation
Ostinato
Pulse
Notes, crotchet, quaver
Metre
Phrase
Simultaneously
Tempo
Dynamics
Ensemble

Counting.
Fractions.

Untuned
instruments.
Sound makers.

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Explanation
Ostinato
Pulse
Notes, crotchet, quaver
Metre
Phrase
Simultaneously
Tempo
Dynamics
Ensemble

Counting.
Fractions.

Untuned
instruments.
Sound makers.

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Explanation
Ostinato
Pulse
Notes, crotchet, quaver
Metre
Phrase
Simultaneously
Tempo
Dynamics
Ensemble

Counting.
Fractions.

Untuned
instruments.
Sound makers.

Performing

YEAR 6

- Singing
 - Sing in 2 and 3 parts.
- Conducting
 - Develop increased leadership skills within ensemble group.
 - Choose appropriate dynamics, tempo, instrumental sounds and vocal quality for the performance of songs and compositions.

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Explanation

Ostinato
Pulse
Notes, crotchet, quaver
Metre
Phrase
Simultaneously
Tempo
Dynamics
Ensemble

Counting.
Fractions.

Untuned
instruments.
Sound makers.

Listening

YEAR 1

- Move with the pulse to a piece of music.
- Identify a repeated motif in a piece of music.
- Trace the shape of a song.
- Identify ascending and descending sounds on a xylophone.
- Recognise percussion instruments being played in music.
- Listen to and identify male/female voice in music.
- Listen to and respond to live music.

YEAR 2

- Identify the metre of a song.
- Identify repeated sections in a piece of music.
- Trace the shape of a song.
- Identify ascending and descending passages in a piece of music.
- Identify different sections in a piece of music.
- Recognise percussion, brass and string instruments being played in music.
- Listen to and identify male/female voice in music.
- Listen to and respond to live music.

YEAR 3

- Recognise individual key instruments in a piece of music.
- Play simple tunes by ear.
- Sing a song from memory.
- Play the tune of a four phrase, five note song moving in step.
- Play the tune of an 8 note song by ear.
- Trace the shape of an 8 song.
- Identify phrases of a song.

YEAR 4

- Pick out key individual instruments in a piece of music.
- Play simple tunes by ear.
- Sing a song from memory.
- Trace the shape of a tune and match it to convention notation.
- Analyse the phrase structure of a song.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- To identify and respect the differences and similarities between people.

Deduction
Evaluation
Opinion
Comparison
 Pulse
 Ascending / descending
 Percussion

Counting.

Untuned instruments.
 Sound makers.
 Tuned instruments

- To identify and respect the differences and similarities between people.

Deduction
Evaluation
Opinion
Comparison
 Trace
 Shape
 Ascending / descending
 Percussion, brass, strings.

Counting.
 Fractions.

Untuned instruments.
 Sound makers.
 Tuned instruments

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- To think about the lives of people living in other places, and people with different values and customs.

Deduction
Evaluation
Opinion
Comparison
 Names of instruments
 Phrase
 Trace
 Shape
 Metre

Counting.
 Fractions.

Untuned instruments.
 Sound makers.
 Tuned instruments

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Deduction
Evaluation
Opinion
Comparison
 Names of instruments
 Phrase structure
 Trace
 Shape
 Metre
 Notes, crotchet, quaver

Counting.
 Fractions.

Untuned instruments.
 Sound makers.
 Tuned instruments

Listening

YEAR 5

- Listen to an individual part in three and four part music.
- Play simple tunes by ear.
- Identify repeated and contrasting sections in recorded music.
- Match the metre of recorded music.
- Copy melodic phrases.
- Trace the shape of an up and down tune and match it to conventional notation.
- Analyse the phrase structure of a song.

YEAR 6

- Listen to an individual rhythm in a five part structure.
- Play simple tunes by ear.
- Match the metre of recorded music.
- Analyse phrase structure.

P.S.H.E.

LANGUAGE

MATHEMATICS

RESOURCE

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Deduction
Evaluation
Opinion
Comparison
Accompaniment
Repeated
Contrasting
Metre
Melody
Notation, crotchets,
quavers, semiquavers.
Time signature

Counting.
Fractions.

Untuned
instruments.
Sound makers.
Tuned instruments

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Deduction
Evaluation
Opinion
Comparison
Accompaniment
Repeated
Contrasting
Metre
Melody
Notation, crotchets,
quavers, semiquavers.
Time signature

Counting.
Fractions.

Untuned
instruments.
Sound makers.
Tuned instruments

Improvise and Compose

YEAR 1

- Improvise rhythms.
- Take turns when playing with a partner.
- Take turns to play phrases of an equal length with a partner.
- To be aware of rests in music.
- Choose sounds to illustrate a poem/scene etc.

YEAR 2

- Create an ostinato rhythm.
- Play equal length phrases with a partner (Binary Form A B).
- Create, choose and organise sounds and musical ideas in response to a poem/picture/scene etc.

YEAR 3

- Create a rhythmic phrase.
- Create a simple melodic phrase.
- Improvise rhythmic phrases of equal length in pairs.
- Work in pairs to structure a piece using two simple musical ideas.
- Create an ostinato to reflect the mood suggested by a painting, poem or other external stimuli and structure them in an appropriate manner.

YEAR 4

- Organise musical phrases in a simple structure (Ternary Form A B A).
- Create a melodic phrase.
- Create a simple up and down tune.
- Create a vary an ostinato to evoke three contrasting moods suggested by a stimulus and combined this with accompaniments to structure a continuous piece.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- To identify and respect the differences and similarities between people.

Deduction
Opinion
Comparison
 Improve
 Phrase
 Rest

Counting.

Untuned instruments.
 Sound makers.
 Tuned instruments

- To identify and respect the differences and similarities between people.

Deduction
Opinion
Comparison
 Rhythm
 Ostinato
 Phrase

Counting.
 Fractions.

Untuned instruments.
 Sound makers.
 Tuned instruments

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- To think about the lives of people living in other places, and people with different values and customs.

Deduction
Opinion
Comparison
 Rhythm
 Melody
 Improve
 Ostinato
 Phrase structure

Counting.
 Fractions.

Untuned instruments.
 Sound makers.
 Tuned instruments

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Deduction
Opinion
Comparison
 Rhythm
 Melody
 Improve
 Ostinato
 Contrasting
 Accompaniment
 Phrase structure

Counting.
 Fractions.

Untuned instruments.
 Sound makers.
 Tuned instruments

Improvise and Compose

YEAR 5

- Organise rhythmic and melodic phrases in a simple structure.
- Create an up and down tune.
- Play an accompaniment to a tune.
- Invert a melodic phrase.
- Improvise melodic phrases.
- Create and play an instrumental accompaniment.
- Organise musical phrases into a simple structure.
- Create tunes for word phrases.

YEAR 6

- Organise rhythmic and melodic phrases in a simple structure.
- Create a tune using 2 / 3 phrases.
- Accompany a tune with a 2 note ostinato.
- Create a melodic cycle.
- Combine melody and ostinato accompaniment.
- Create harmony by adding notes in parallel to a tune.

P.S.H.E.

LANGUAGE

MATHEMATICS

RESOURCE

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Deduction
Opinion
Comparison
Rhythm
Melody
Improvise
Invert
Ostinato
Contrasting
Accompaniment
Phrase structure

Counting.
Fractions.

Untuned instruments.
Sound makers.
Tuned instruments

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Deduction
Opinion
Comparison
Rhythm, melody
Harmony
Improvise, compose
Ostinato
Contrasting
Accompaniment
Phrase structure
Parallel

Counting.
Fractions.

Untuned instruments.
Sound makers.
Tuned instruments

Notation

YEAR 3

- Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers).
- Sing simple melodic phrases from staff notation (3 notes — E, G, A).

YEAR 4

- Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers).
- Read and play pitch notation (Use notation from middle note C to High Note C).

YEAR 5

- Read, play and write 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers, minim, dotted crotchets and semi breves).
- Play from pitch notation.
- Write simple melodic phrases.
- Match conventional notation to known phrases.
- Explore scales, chords and chord sequences.

YEAR 6

- Notate compositions using the most appropriate method where applicable.
- Read a chord sequence from a chord chart.
- Notate simple melodic phrases from dictation.
- Read conventional notation from known phrases.
- Explore major and minor scale, chords and triads.
- Explore the pentatonic scale.

P.S.H.E.

LANGUAGE

MATHEMATICS

RESOURCE

Explanation

Rhythm
Notes
Crotchet
Crotchet rest
Quaver
Treble clef

Counting.
Fractions.

Untuned
instruments.
Sound makers.
Tuned instruments.

Explanation

Rhythm
Notes
Crotchet
Crotchet rest
Quaver
Treble clef

Counting.
Fractions.

Untuned
instruments.
Sound makers.
Tuned instruments.

Explanation

Crotchet
Crotchet rest
Quaver
Minim
Dotted crotchet
Semi breves
Treble clef
Scales, chords and chord
sequences

Counting.
Fractions.

Untuned
instruments.
Sound makers.
Tuned instruments.

Explanation

Chord sequence
Major scale
Minor scale
Triads
Pentatonic

Counting.
Fractions.
Ordinal numbers.

Untuned
instruments.
Sound makers.
Tuned instruments.

Listen and Appreciate

YEAR 3

- Listen to a selection of different pieces of music.
- Listen to live music and give an opinion.

YEAR 4

- Talk about how a piece of music makes you feel.
- Listen to live music and give an opinion.
- Recognise how sounds are used to achieve an intended effect.
- Recognise layers of sound in recorded music.

YEAR 5

- Listen to a variety of composers/musicians.
- Respond to live music.
- Explore the use of sequencing in recorded music.
- Identify the use of ostinato in recorded music.

YEAR 6

- Make comparisons across different genres of music.
- Evaluate live music.

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- To think about the lives of people living in other places, and people with different values and customs.

Opinion
Mood
Emotions
Phrase
Tempo
Dynamics

Counting.
Fractions.

Untuned instruments.
Sound makers.
Tuned instruments.

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Opinion
Mood
Emotions
Phrase
Tempo
Dynamics
Effect
Layers

Counting.
Fractions.

Untuned instruments.
Sound makers.
Tuned instruments.

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Opinion
Mood
Emotions
Phrase
Tempo
Dynamics
Composer, musician.
Ostinato

Counting.
Fractions.

Untuned instruments.
Sound makers.
Tuned instruments.

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Opinion
Comparison
Mood
Emotions
Phrase
Tempo
Dynamics
Composer, musician.
Ostinato

Counting.
Fractions.

Untuned instruments.
Sound makers.
Tuned instruments.

Music History

KEY STAGE 2

- Develop an understanding of the history of music.
- Relate music to historical curriculum topics covered where possible.

P.S.H.E.

LANGUAGE

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Opinion

Comparison

Classical
Medieval 1150-1400
Renaissance 1400-1600
Baroque 1600-1750
Classical 1750-1830
Early Romantic 1830-1860
Romantic 1860-1920
20th Century

Blues
Country
Disco
Hip hop
Jazz
New-age music
Polka
Rock and roll
Salsa
World music

Counting.
Fractions.

Untuned
instruments.
Sound makers.
Tuned instruments.



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