

What relationship do we have with nature?

MUSIC



National Curriculum Links:

Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Listen with concentration and understanding to a range of high-quality live and recorded music.
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Essential Prior Learning:

Sing simple chants from memory.
Sing in unison at the same pitch.
Sing a wide range of call and response songs.
Recognise that there are different styles of music.
Join in with a steady beat.
Improvise simple vocal chants.
Recognise how graphic notation can represent the sounds created.
Use body percussion to play repeated rhythm patterns.
Respond to the pulse in music through movement.

Progression in Skill:

Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control.
Sing songs with a small pitch range, pitching accurately.
Listen to recorded performances.
Use music technology to capture, change and combine sounds.
Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.
Walk in time to the beat of a piece of music or song.
Know the difference between left and right to support coordination and shared movement with others.
Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
Read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and crotchet rests.
Create and perform their own chanted rhythm patterns with the same stick notation.
Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).

Long-term Memory Knowledge:

Listen to, sing and record a song, that ranges in pitch accurately.
Know that the speed of the beat can change making the song have a faster or slower tempo.
Clap, walk and tap in time with the beat (using left and right body parts) and show the first beat in a different way.

Read, create, chant and perform rhythmic patterns using crotchets, quavers and rests.
Show the change in pitch within a piece of a music using actions.

Key Vocabulary

Pitch	how high or low a note/sound is
Crotchet	one beat
Quaver	half a beat
Rest	intervals of silence in the music
Beat	the heartbeat of the music
Notation	symbols that are used to show music.
Tempo	the speed of the music
Rhythm	music patterns within a piece of music
Dynamic	how loud or quiet the music is
Chant	a repeated rhythmic phrase

Progression in Resources:

Sing up Grandma Rap
Rhythm Cards

Relevance

Now	Enjoy music through singing and understanding that there are different styles of music.
Future	Take an interest in watching live musical performances of different styles of music.
Aspiration	Sing as part of an ensemble; compose their own music and to sing it to an audience.