**Music – Overview**

*With Progression of Key Vocabulary*

**Mixed aged – based on the Charanga Scheme of Learning**

**Cycle A**

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|  | Aut 1  7weeks | Aut 2  8weeks | Spring 1  6weeks | Spring 2  6weeks | Summer 1  5weeks | Summer 2  7weeks |
| **EYFS** | **Me**  **Charanga Songs:**  Pat-a-cake  1, 2, 3, 4, 5, Once I Caught a Fish Alive  This Old Man  Five Little Ducks  Name Song  Things for Fingers | **My Stories**  **Charanga Songs:**  I’m A Little Teapot  The Grand Old Duke of York  Ring O’ Roses  Hickory Dickory Dock  Not Too Difficult  The ABC Song | **Everyone!**  **Charanga Songs:**  Wind the Bobbin Up  Rock-a-bye Baby  Five Little Monkeys Jumping on The Bed  Twinkle, Twinkle  If You're Happy and You Know It  Head, Shoulders, Knees and Toes | **Our World**  **Charanga Songs:**  Old Macdonald  Incy Wincy Spider  Baa, Baa Black Sheep  Row, Row, Row Your Boat  The Wheels on The Bus  The Hokey Cokey  Hands, Feet, Heart | **Big Bear Funk**  Find a funky pulse. Copy-clap 3 or 4  word phrases from  the song. Keep the beat of the  song with a pitched  note. Add pitched notes to the rhythm of the words. Enjoy playing patterns using a combination of any of the three notes C, D and E. | **Reflect, Rewind and Replay**  Big Bear Funk  Baa, Baa Black Sheep  Twinkle, Twinkle  Incy Wincy Spider  Rock-a-bye Baby  Row, Row, Row Your Boat |
| **Year 1-2** | **Hey You!**  How pulse, rhythm and pitch work together. Listen and clap back, then listen and clap your own answer (rhythms of words). | **Christmas**  Christmas Production with KS1/EYFS | **Rhythm in the way/Banana Rap**  Pulse, rhythm and pitch, rapping, dancing and singing. Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. | **In the Groove**  How to be in the groove with different styles of music. Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D | **Your Imagination**  Using your Imagination in the style of Pop music. Take it in turns to improvise using D or D and E. | **Reflect Rewind Replay**  This is a consolidation unit of all the skills and knowledge learnt in the previous units during the year. It will be based around classical music and will provide a good end of year summary of all learning that has taken place. |
| **Year 3-4** | **Let your Spirit Fly**  Listen and copy back using instruments, 1 note, C. Using your instruments, listen and play your own answer using the notes C and sometimes D. Take it in turns to improvise using 1 or 2 notes, C and D. | **Glockenspiel Stage 1**  This is a six-week Unit  of Work that introduces the children to learning about the language of music through playing the glockenspiel.  **Christmas**  Christmas Production with KS2 | **Three little Birds**  Listen and copy back using instruments, 1 note, C. Using your instruments, listen and play your own answer using the notes C and sometimes D. Take it in turns to improvise using 1 or 2 notes, C and D. | **The Dragon Song**  The unit includes new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. | **Bringing Us Together**  Listen and copy back using instruments, 1 note, C. Using your instruments, listen and play your own answer using the notes C and sometimes A. Take it in turns to improvise using 1 or 2 notes, C and A. | **Reflect Rewind Replay**  This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities. |
| **Year 5-6** | **Living on a Prayer**  Copy back using instruments. Use the notes G and A. Question and Answer using instruments. Use the notes G and A in your answer. Take it in turns to improvise using 2 notes, G and A. | **Christmas**  Christmas Production with KS2 | **Make You Feel My Love**  Copy back using instruments. Use the notes C and D. Question and Answer using instruments. Use the notes C and C in your answer. Take it in turns to improvise using 2 notes, C and D. | **The Fresh Prince of Bel-Air**  Copy back using instruments. Use the notes D and E. Question and Answer using instruments. Use the notes D and E in your answer. Take it in turns to improvise using 2 notes, D and E. | **Dancing In The Street**  Clapping riffs. Learn the rhythm of three riffs. Playing riffs using instruments and/or voices. Play the three riffs using the notes F and G. Question and Answer. As a class or on your own, improvise (make up) your own answer to the musical question you hear played. Use the notes F, or F and G. Improvise! Try on your own. Try to include one or two of the riffs you have learnt. Use the notes F, or F and G. | **Reflect Rewind Replay**  This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities. |

**Cycle B**

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|  | Aut 1  7weeks | Aut 2  8weeks | Spring 1  6weeks | Spring 2  6weeks | Summer 1  5weeks | Summer 2  7weeks |
| **EYFS** | **Me** | **My Stories** | **Everyone!** | **Our World** | **Big Bear Funk** | **Reflect, Rewind and Replay** |
| **Year 1-2** | **I Wanna Play in A Band**  Playing together in a band. Listen and clap back, then listen and clap your own answer (rhythms of words). | **Christmas**  Christmas Production with KS1/EYFS | **Round and Round**  Pulse, rhythm and pitch in different styles of music. Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E. | **Zootime**  Reggae music and animals. Sing, Play and Improvise. Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. | **Friendship song**  A song around being friends. Take it in turns to improvise using C or C and D. | **Reflect Rewind Replay**  This is a consolidation unit of all the skills and knowledge learnt in the previous units during the year. It will be based around classical music and will provide a good end of year summary of all learning that has taken place. |
| **Year 3-4** | **Mamma Mia**  Listen and copy back using instruments, 1 note, G. Using your instruments, listen and play your own answer using the notes G and sometimes A. Take it in turns to improvise using 1 or 2 notes, G and A. | **Glockenspiel Stage 2**  This is a six-week Unit of Work that continues to teach about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel. | **Stop!**  Listen and Appraise the song Stop! and other songs. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music. Perform the Song - perform and share your learning as you progress through the Unit of Work. | **Lean On Me**  Listen and copy back using instruments, 1 note, F. Using your instruments, listen and play your own answer using the notes F and sometimes G. Take it in turns to improvise using 1 or 2 notes, F and G. | **The Blackbird**  Listen and copy back using instruments, 1 note, C. Using your instruments, listen and play your own answer using the notes C and sometimes D. Take it in turns to improvise using 1 or 2 notes, C and D. | **Reflect Rewind Replay**  This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities. |
| **Year 5-6** | **Happy**  Copy back using instruments.  Use 1 note: D. Question and Answer  using instruments. Use 1 note in your answer: D. Take it in turns to  improvise using 1 note: D | **Performance**  A Christmas production will take place and be shared with the parents. | **A New Year Carol**  Benjamin Britten’s music and cover  versions. Learn to clap some of the rhythms used in the song.  Learn some musical phrases that you  will sing in the song. Copy back using instruments. Use 2 notes: A and G. Question and Answer using instruments. Use 2 notes in your answer: A and G. Take it in turns to improvise using 2 notes: A and G. | **You’ve got a friend**  The music of Carole King. Rhythm and Pitch  Copy back and Question and  Answer. Copy back using  instruments. Use 1 note: A. Question and Answer using instruments. Use 1 note in your answer: A. Take it in turns to improvise using 1 note: A | **Music and Me**  Being happy! Rhythm and Pitch Copy back and Question and Answer. Copy back using instruments. Use 3 notes: A, G and B. Question and Answer using instruments. Use 3 notes in your answer: A, G and B. Take it in turns to improvise using 3 notes: A, G and B | **Reflect Rewind Replay**  This is a consolidation unit of all the skills and knowledge learnt in the previous units during the year. It will be based around classical music and will provide a good end of year summary of all learning that has taken place. |

**Key Vocabulary**

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| **KS1 Key Music Vocabulary** | | | |
| **Pitch**  melody, tune high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides | **Tempo**  fast, (getting) faster slow, (getting) slower | **Duration**  pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm | **Dynamics**  loud, (getting) louder quiet, (getting) quieter |
| **Timbre**  Light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking rattling, smooth, tinkling hitting, shaking, scraping | **Texture**  solo duet ensemble few – many | **Structure**  beginning – middle – end phrase verse – chorus | **Techniques**  breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming |

**KS1 music glossary:**

Beat: As for pulse.

Chant: Words spoken to a steady beat.

Dynamics: The loudness of the sounds, which generally changes, sometimes dramatically, throughout most pieces of music.

Phrase: A group of sounds that make musical sense.

Pulse: A constant regular beat that can be felt throughout much music – like a heartbeat that brings the music to life. The speed of the beat is related to the tempo of the music.

Rhythm: A sequence of shorter and longer sounds that can fit to a steady beat.

Structure: The way sounds are organised within a composition, eg sounds could be organised with a beginning, middle and end.

Tempo: The speed of the music, which can either be the same throughout the music or change, eg getting faster/slower.

Timbre: Different types of sound, eg different voice sounds, sounds made by different instruments, sounds made using different kinds of beater.

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| **LKS2 Key Music Vocabulary** | | | |
| **Pitch**  melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato, drone pentatonic scale note names (A-G) | **Tempo**  fast, (getting) faster slow, (getting) slower pulse different speeds | **Duration**  steady pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato | **Dynamics**  loud - forte (getting) louder - crescendo quiet - piano (getting) quieter – diminuendo |
| **Timbre**  Light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking rattling, smooth, tinkling hitting, shaking, scraping | **Texture**  solo duet ensemble few – many combined | **Structure**  beginning – middle – end phrase verse – chorus round repetition introduction interlude ostinato bass drone melodic ostinato | **Techniques**  breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming |

**Lower KS2 music glossary:**

Chant: Words spoken to a steady beat.

Dynamics: The loudness of the sounds, which generally changes, sometimes dramatically, throughout most pieces of music.

Ostinato: A repeated pattern that can be melodic and/or rhythmic.

Pentatonic scale: A series of five notes often made by using all the black notes of a keyboard, although it can sometimes be made using white notes, eg C D E G A.

Phrase: A group of sounds that make musical sense.

Pulse/beat: A constant regular beat that can be felt throughout much music – like a heartbeat that brings the music to life. The speed of the beat is related to the tempo of the music.

Rhythm: A sequence of shorter and longer sounds that can fit to a steady beat.

Semitone: The smallest step between two notes on a keyboard using black and white notes. (Note that there are points where the smallest step is from white to white, eg E to F, B to C.)

Structure: The way sounds are organised within a composition, eg sounds could be organised with a beginning, middle and end.

Tempo: The speed of the music, which can either be the same throughout the music or change, eg getting faster/slower.

Timbre: Different types of sound, eg different voice sounds, sounds made by different instruments, sounds made using different kinds of beater

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| **UKS2 Key Music Vocabulary** | | | |
| **Pitch**  melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato, drone pentatonic scale note names (A-G) interval unison, harmony, chord | **Tempo**  fast, (getting) faster slow, (getting) slower pulse different speeds | **Duration**  steady pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato rest semibreve (4 beats) minim (2 beats) crotchet (1 beat) quaver (1/2 beat) semiquaver (1/4 beat) | **Dynamics**  (moderately) loud – (mezzo) forte very loud – fortissimo (getting) louder – crescendo (moderately) quiet – (mezzo) piano very quiet – pianissimo (getting) quieter – diminuendo |
| **Timbre**  Light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking rattling, smooth, tinkling hitting, shaking, scraping, attack, decay, accent | **Texture**  solo duet ensemble few – many combined | **Structure**  beginning – middle – end phrase verse – chorus round repetition introduction interlude ostinato bass drone melodic ostinato | **Techniques**  breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming |

**Upper KS2 music glossary:**

Accompaniment: Adding rhythmic and/or melodic material to a song or melody.

Chant: Words spoken to a steady beat.

Dynamics: The loudness of the sounds, which generally changes, sometimes dramatically, throughout most pieces of music.

Legato: Full, long and flowing notes leading to a smooth sound.

Ostinato: A repeated pattern that can be melodic and/or rhythmic.

Pentatonic scale: A series of five notes often made by using all the black notes of a keyboard, although it can sometimes be made using white notes, eg C D E G A.

Phrase: A group of sounds that make musical sense.

Pulse: A constant regular beat that can be felt throughout much music – like a heartbeat that brings the music to life. The speed of the beat is related to the tempo of the music.

Rhythm: A sequence of shorter and longer sounds that can fit to a steady beat.

Semitone: The smallest step between two notes on a keyboard using black and white notes. (Note that there are points where the smallest step is from white to white, eg E to F, B to C.)

Staccato: Short, ‘bouncy’ or ‘clipped’ notes