

Y6

<p>Focus piece of music: Vera Lynn- We'll meet again (Aut 2) Autumn Term - Y6</p> <p>Shape: Tempo-to know the terms accelerando and ritardando and be able to identify them in a piece of music. Structure-to identify the structure of the song. Duration-to know and identify the musical terminology staccato (detached) and legato (bound together) and use this to interpret rhythmic notation of a stave. Communication (outcome focus): To use musical terminology to justify the composition of their own piece of WW2 music.</p>	<p>Focus piece of music: The Greatest Showman- This is me (Spr 2) Spring Term – Y6</p> <p>Shape: Structure-to know what a melody is and to identify these pieces of music. Pitch-to know that pitch can change, to use the correct terminology to describe the key changes. Duration-to know what a syncopated rhythm is and to recognise the notation on a stave. Communication (outcome focus): To learn and perform the focus piece of music to reflect; structure, pitch and duration.</p>	<p>Focus piece of music: Handel- Water Music (Overture & Hornpipe) (Sum 2) Summer Term - Y6</p> <p>Shape: Duration-to know the terminology fortissimo (very loud-ff), mezzo-forte (medium loud-mf), pianissimo (very soft-pp), mezzo-piano (medium soft-mp). To use the terminology to describe the dynamics in the focus piece of music. Duration-to know what a syncopated rhythm is and to recognise the notation on a stave. Tempo-to know what a music canon is (rule), to use this to identify and discuss changes in tempo. Communication (outcome focus): To know use knowledge of music canons and changes in dynamics and tempo to create and compose own piece of music.</p>
<p>Focus piece of music: Ludwig van Beethoven: Symphony No.5 in C Minor (Sum 1&2) Summer Term – Y5</p> <p>Shape: Duration-to know the terminology fortissimo (very loud-ff), mezzo-forte (medium loud-mf), pianissimo (very soft-pp), mezzo-piano (medium soft-mp). To use the terminology to describe the dynamics in the focus piece of music. Texture/timbre-to know the individual part of an instrument in an ensemble. Tempo-to know what a music canon is (rule), to use this to identify and discuss changes in tempo. Communication (outcome focus): To know use knowledge of music canons and changes in dynamics and tempo to create and compose own symphony.</p>	<p>Focus piece of music: Taylor Swift- Love Story (Spr 2) Spring Term – Y5</p> <p>Shape: Structure-to know what a melody is and to identify these in pieces of music. Pitch-to know that pitch can change, to use the correct terminology to describe the key changes. Communication (outcome focus): To know the terminology; tempo, dynamics and pitch. To learn and perform the focus piece of music reflecting the terminology; tempo, dynamics and pitch accurately.</p>	<p>Focus piece of music: Robbie Williams- Angels (Aut 1&2) Autumn Term 1&2 – Y5</p> <p>Shape: Duration-to know what a syncopated rhythm is and to recognise the notation on a stave. To know and identify 3/4 signatures. Comprehension (outcome focus): To listen and discuss the focus piece of music: how does the piece reflect the themes in the book? To know and use the language of musical shape to justify their response.</p>

Y5

<p>Focus piece of music: Evanescence- Bring me to Life (Aut 1) Autumn Term 2</p> <p>Shape: Tempo-to know the terms accelerando and ritardando and be able to identify them in a piece of music. Dynamics-to know the terms crescendos/ diminuendos and be able to identify them in a piece of music. Pitch-to identify and interpret basic melodic patterns on a stave. Communication (outcome focus): To know the terminology; tempo, dynamics and pitch. To learn and perform the focus piece of music reflecting the terminology; tempo, dynamics and pitch accurately.</p>	<p>Focus piece of music: Vivaldi- Four Seasons (Sum 1&2) Summer Term 1&2</p> <p>Shape: Dynamics-to know the terms crescendos/ diminuendos and be able to identify them in a piece of music. Duration-to know the different techniques staccato and legato in relation to playing a piece of music. Texture/Timbre-to know that different textures of music can change the mood in a piece of music. To use this knowledge to describe the mood in the focus piece of music. Comprehension (outcome focus): To listen and discuss the focus piece of music: does it reflect Winter? Could it feature as the soundtrack for Narnia? To know and use the language of musical shape to justify their response.</p>
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LKS2 B

<p>Focus piece of music: Alan Parker- Breaker's Yard Fight- (Sum 1&2) Summer Terms 1&2</p> <p>Shape: Texture/Timbre-to know that different textures of music can change the mood in a piece of music. To use this knowledge to describe the mood in the focus piece of music. Communication (outcome focus): To know and use musical language of shape; crescendos/ diminuendos, accelerando and ritardando, staccato and legato. To use the terminology when creating and composing their own piece of 'spy' music.</p>	<p>Focus piece of music: Gustav Holst- The Planets- 'Mars the bringer of War' (Spr 2) Spring Term 2</p> <p>Shape: Dynamics-to know the terms crescendos/ diminuendos and be able to identify them in a piece of music. Tempo-to know the terms accelerando and ritardando and be able to identify them in a piece of music. Duration-to know the different techniques staccato and legato in relation to playing a piece of music. Comprehension (outcome focus): To listen and discuss the focus piece of music: does it reflect war? To know and use the language of musical shape to justify their response.</p>	<p>Focus piece of music: Alicia Keys - Girl on Fire- (Aut 2) Autumn Term 2</p> <p>Shape: Dynamics-to know the terms crescendos/ diminuendos and be able to identify them in a piece of music. Pitch-to identify and interpret basic melodic patterns on a stave. Structure-to know how to describe the structure of the focus piece of music. Communication (outcome focus): To know the terms melody, crescendos and diminuendos and to reflect these accurately in a performance.</p>
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LKS2 A

<p>Focus piece of music: Prokofiev- Peter and the Wolf (Spr 1) Spring Term 1</p> <p>Shape: Tempo-to know, identify and describe slow/fast tempos. Texture/Timbre-to know the names of a variety of instruments and to describe character of sounds. Comprehension (outcome focus): To listen and discuss, children to say how the music makes them feel and to use their knowledge of musical shape to justify their explanation.</p>	<p>Focus piece of music: The Beatles- All you need is Love (Spr 2) Spring Term 2</p> <p>Shape: Structure-To know what an AB structure is in a song, to use this knowledge to describe a song. To interpret simple scores that represent simple structures. Duration-to know and identify a pulse (steady beat) in 4/4. To identify a note length- to know the note names; semibreves, minims and crochets. Tempo-to know, identify and describe slow/fast tempos. Communication (outcome focus): To create and perform the focus piece of music, to know how to keep to a steady rhythm.</p>	<p>Focus piece of music: Rossini- Overture from William Tell(Sum 2) Summer Term 2</p> <p>Shape: Dynamics-Dynamics- to know and identify loud/ soft sounds and be able to describe changes in dynamics. Tempo-to know, identify and describe slow/fast tempos. Pitch-to know, identify and describe high/ low sounds. Texture/Timbre-to know the names of a variety of instruments and to describe character of sounds. Communication (outcome focus): To know what a fanfare is, to create and compose a fanfare melody.</p>
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KS1 B

<p>Focus piece of music: S Club 7- Reach for the Stars (Sum 1) Summer Term 1</p> <p>Shape: Structure-To know what an AB structure is in a song, to use this knowledge to describe a song. To interpret simple scores that represent simple structures. Duration-to know and identify a pulse (steady beat) in 4/4. To identify a note length- to know the note names; semibreves, minims and crochets. Pitch-to know, identify and describe high/ low sounds. Texture/Timbre-to describe the emotion of sounds/ music. Communication (outcome focus): To learn and perform the focus music; to know how to keep to a steady beat.</p>	<p>Focus piece of music: Aretha Franklin Respect (Spr 1) Spring Term 1</p> <p>Shape: Duration-to know and identify a pulse (steady beat) in 4/4. To identify a note length- to know the note names; semibreves, minims and crochets. Communication (outcome focus): To create and compose a 4/4 rhythm with semibreves, minims and crochets.</p>	<p>Focus piece of music: Mozart- Serenade No. 13 for strings in G major (Aut 1) Autumn Term 1</p> <p>Shape: Tempo-to know, identify and describe slow/fast tempos Pitch-to know, identify and describe high/ low sounds Dynamics-to know and identify loud/soft sounds and be able to describe changes in dynamics Comprehension (outcome focus): To listen and discuss, to know how we are building an atmosphere linked to the character 'Rumpus' in the novel 'Rapunzel'</p>
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KS1 A

<p>To sing familiar songs in a group (Aut 1), to sing familiar songs alone (Aut 2) Summer Term</p> <p>Communication: children to be able to communicate how a piece of music makes them feel. Communication: children to know and understand how to compose and improvise music (including song) using their early knowledge of musical shape and a variety of resources and instruments.</p>	<p>To sing the pitch and tone sung by another person (Spr 1), to sing the melodic shape (Spr 2) Spring Term</p> <p>To know that pitch can be changed (pitch match) and they are able to do this when singing alone or in a group. To know how movement can be used to explore and engage in music. Shape: to know the music terminology; high, low, soft, loud, fast, short, slow, beat. Communication: children to know what a steady beat is and keep a steady beat when asked.</p>	<p>To express thoughts and feelings (Sum 1), to use musical instruments to express thoughts and feelings (Sum 2) Autumn Term</p> <p>To be able to sing in a group or on their own, to match the pitch and the melody. To know and discriminate between sounds that they can hear. Shape: to know the music terminology; high, low, soft, loud, fast, short, slow, beat. Communication: children to know what a steady beat is and keep a steady beat when asked.</p>
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EYFS B

<p>To sing familiar songs in a group (Aut 1), to sing familiar songs alone (Aut 2) Summer Term</p> <p>Communication: children to be able to communicate how a piece of music makes them feel. Communication: children to know and understand how to compose and improvise music (including song) using their early knowledge of musical shape and a variety of resources and instruments.</p>	<p>To sing the pitch and tone sung by another person (Spr 1), to sing the melodic shape (Spr 2) Spring Term</p> <p>To know that pitch can be changed (pitch match) and they are able to do this when singing alone or in a group. To know how movement can be used to explore and engage in music. Shape: to know the music terminology; high, low, soft, loud, fast, short, slow, beat. Communication: children to know what a steady beat is and keep a steady beat when asked.</p>	<p>To sing familiar songs in a group (Aut 1), to sing familiar songs alone (Aut 2) Autumn Term</p> <p>To be able to sing in a group or on their own, to match the pitch and the melody. To know and discriminate between sounds that they can hear. Shape: to know the music terminology; high, low, soft, loud, fast, short, slow, beat. Communication: children to know what a steady beat is and keep a steady beat when asked.</p>
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Learning Journey for Cohorts: 2023, 2025, 2027, 2029, 2031

Shape

EYFS	<p>1. Hear elements of musical shape (i.e. high, low, loud, soft, long, short, fast, slow, steady beat)</p>
KS1	<p>1. Identify and describe elements of musical shape using simple language (i.e. high, low, loud, soft, long, short, fast, slow)</p> <p>2. Identify simple time signatures (3/4 and 4/4)</p> <p>3. Interpret early musical notation and link it to the simple language of musical shape (crotchets, quavers, minims)</p>
LKS2	<p>1. Identify and describe elements of musical shape using technical language – pitch, duration, dynamics, tempo, timbre, structure & rhythm</p> <p>2. Interpret more complex musical notation on a stave (treble clef) and link it to the language of musical shape (semibreves, minims and quavers)</p>

Communication

EYFS	<p>1. Copy and keep a steady beat</p> <p>2. Compose and improvise music (including song), using their early knowledge of musical shape, using a variety of resources and instruments.</p>
KS1	<p>1. Copy, keep and compose a rhythm</p> <p>2. Copy and keep a steady beat in given time signature (3/4 or 4/4)</p> <p>3. Compose and improvise music (including song), using their developing knowledge of musical shape and comprehension to express themselves.</p>
LKS2	<p>1. Compose music (including song and ensemble) deliberately and justify their choice of shape using their deeper knowledge of musical comprehension.</p>

Comprehension

EYFS	<p>1. Say how a piece of music makes them feel</p>
KS1	<p>1. Say how a piece of music makes them feel using simple musical shape language to give reasons why.</p>
LKS2	<p>1. Say how a piece of music makes them feel using more technical language of musical shape to justify their response.</p> <p>2. Talk about the way that peoples' experiences linked to time and culture affect the way a piece of music is comprehended (i.e. rap music).</p>

Vocabulary

EYFS Listen, pitch, melody, follow, explore, engage, shape, high, low, soft, loud, fast, short, slow, steady beat, copy, musical shape, sing, match, perform, compose, elements, tone, feelings, response.

KS1 Express, thoughts, feelings, pitch, tone, melodic shape, shape, identify, describe, fast, slow, tempo, pitch, high, low, dynamics, loud, soft, changes, comprehension, listen, discuss, atmosphere, duration, pulse, steady beat, semibreves, minims, crochet, structure, score, structure, texture, timbre, emotion, perform.

LKS2 Shape, dynamics, crescendos, diminuendos, identify, interpret, melodic patterns, stave, describe, structure, focus, melody, performance, accelerando, ritardando, staccato, legato, listen, discuss, reflect, response, texture, timbre, mood, terminology, composing, pitch.

UKS2 Duration, shape, terminology, fortissimo, mezzo-forte, pianissimo, mezzo-piano, dynamics, focus, texture, timbre, instrument, ensemble, tempo, music canon, identify, changes, tempo, create, compose, symphony, structure, melody, terminology, pitch, culture, compose, syncopated rhythm, notation, stave, signatures, reflect, themes, justify, response, composition.

“The aim and final end of all music should be none other than the glory of God and the refreshment of the soul.”

Johann Sebastian Bach



MUSIC AIM:
we aim to develop a true appreciation and a love of music through a range of musical experiences and skills

Y6

<p>Focus piece of music: Vera Lynn- We'll meet again (Aut 2) Autumn Term - Y6</p> <p>Shape: Tempo-to know the terms accelerando and ritardando and be able to identify them in a piece of music. Structure-to identify the structure of the song. Duration-to know and identify the musical terminology staccato (detached) and legato (bound together) and use this to interpret rhythmic notation of a stave. Communication (outcome focus): To use musical terminology to justify the composition of their own piece of WW2 music.</p>	<p>Focus piece of music: The Greatest Showman- This is me (Spr 2) Spring Term – Y6</p> <p>Shape: Structure-to know what a melody is and to identify these pieces of music. Pitch-to know that pitch can change, to use the correct terminology to describe the key changes. Duration-to know what a syncopated rhythm is and to recognise the notation on a stave. Communication (outcome focus): To learn and perform the focus piece of music. To know and use the accurate terminology to reflect; structure, pitch and duration.</p>	<p>Focus piece of music: Handel- Water Music (Overture & Hornpipe) (Sum 2) Summer Term - Y6</p> <p>Shape: Duration-to know the terminology fortissimo (very loud-ff), mezzo-forte (medium loud-mf), pianissimo (very soft-pp), mezzo-piano (medium soft-mp). To use the terminology to describe the dynamics in the focus piece of music. Duration-to know what a syncopated rhythm is and to recognise the notation on a stave. Tempo-to know what a music canon is (rule), to use this to identify and discuss changes in tempo. Communication (outcome focus): To know use knowledge of music canons and changes in dynamics and tempo to create and compose own piece of music.</p>
<p>Focus piece of music: Ludwig van Beethoven: Symphony No.5 in C Minor (Sum 1&2) Summer Term – Y5</p> <p>Shape: Duration-to know the terminology fortissimo (very loud-ff), mezzo-forte (medium loud-mf), pianissimo (very soft-pp), mezzo-piano (medium soft-mp). To use the terminology to describe the dynamics in the focus piece of music. Texture/timbre-to know the individual part of an instrument in an ensemble. Tempo-to know what a music canon is (rule), to use this to identify and discuss changes in tempo. Communication (outcome focus): To know use knowledge of music canons and changes in dynamics and tempo to create and compose own symphony.</p>	<p>Focus piece of music: Taylor Swift- Love Story (Spr 2) Spring Term – Y5</p> <p>Shape: Structure-to know what a melody is and to identify these in pieces of music. Pitch-to know that pitch can change, to use the correct terminology to describe the key changes. Communication (outcome focus): To know the terminology; tempo, dynamics and pitch. To learn and perform the focus piece of music reflecting the terminology; tempo, dynamics and pitch accurately and independently.</p>	<p>Focus piece of music: Robbie Williams- Angels (Aut 1&2) Autumn Term 1&2 – Y5</p> <p>Shape: Duration-to know what a syncopated rhythm is and to recognise the notation on a stave. To know and identify 3/4 signatures. Comprehension (outcome focus): To listen and discuss the focus piece of music: how does the piece reflect the themes in the book? To know and use the language of musical shape to justify their response.</p>

LKS2 A

<p>Focus piece of music: Alicia Keys - Girl on Fire- (Aut 2) Autumn Term 2</p> <p>Shape: Dynamics-to know the terms crescendos/ diminuendos and be able to identify them in a piece of music. Pitch-to identify and interpret basic melodic patterns on a stave. Structure-to know how to describe the structure of the focus piece of music. Communication (outcome focus): To know the terms melody, crescendos and diminuendos and to reflect these accurately in a performance.</p>	<p>Focus piece of music: Gustav Holst- The Planets- 'Mars the bringer of War' (Spr 2) Spring Term 2</p> <p>Shape: Dynamics-to know the terms crescendos/ diminuendos and be able to identify them in a piece of music. Tempo-to know the terms accelerando and ritardando and be able to identify them in a piece of music. Duration-to know the different techniques staccato and legato in relation to playing a piece of music. Comprehension (outcome focus): To listen and discuss the focus piece of music: does it reflect war? To know and use the language of musical shape to justify their response.</p>	<p>Focus piece of music: Alan Parker- Breaker's Yard Fight- (Sum 1&2) Summer Term 1&2</p> <p>Shape: Texture/Timbre-to know that different textures of music can change the mood in a piece of music. To use this knowledge to describe the mood in the focus piece of music. Communication (outcome focus): To know and use musical language of shape; crescendos/ diminuendos, accelerando and ritardando, staccato and legato. To use the terminology when creating and composing their own piece of 'spy' music.</p>
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LKS2 B

<p>Focus piece of music: Vivaldi- Four Seasons (Sum 1&2) Summer Term 1&2</p> <p>Shape: Dynamics-to know the terms crescendos/ diminuendos and be able to identify them in a piece of music. Duration-to know the different techniques staccato and legato in relation to playing a piece of music. Texture/Timbre-to know that different textures of music can change the mood in a piece of music. To use this knowledge to describe the mood in the focus piece of music. Comprehension (outcome focus): To listen and discuss the focus piece of music: does it reflect Winter? Could it feature as the soundtrack for Narnia? To know and use the language of musical shape to justify their response.</p>	<p>Focus piece of music: Evanescence- Bring Me to Life (Aut 1) Autumn Term 1</p> <p>Shape: Tempo-to know the terms accelerando and ritardando and be able to identify them in a piece of music. Dynamics-to know the terms crescendos/ diminuendos and be able to identify them in a piece of music. Pitch-to identify and interpret basic melodic patterns on a stave. Communication (outcome focus): To know the terminology; tempo, dynamics and pitch. To learn and perform the focus piece of music reflecting the terminology; tempo, dynamics and pitch accurately.</p>
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KS1 A

<p>Focus piece of music: Mozart- Serenade No. 13 for strings in G major (Aut 1) Autumn Term 1</p> <p>Shape: Tempo-to know, identify and describe slow/fast tempos. Pitch-to know, identify and describe high/ low sounds. Dynamics-to know and identify loud/ soft sounds and be able to describe changes in dynamics. Comprehension (outcome focus): To listen and discuss, to know how we are building an atmosphere linked to the character 'Rumpus' in the novel 'Rapunzel.'</p>	<p>Focus piece of music: Aretha Franklin - Respect (Spr 1) Spring Term 1</p> <p>Shape: Duration-to know and identify a pulse (steady beat) in 4/4. To identify a note length- to know the note names; semibreves, minims and crochets. Communication (outcome focus): To create and compose a 4/4 rhythm with semibreves, minims and crochets.</p>	<p>Focus piece of music: S Club 7- Reach for the Stars (Sum 1) Summer Term 1</p> <p>Shape: Structure-To know what an AB structure is in a song, to use this knowledge to describe a song. To interpret simple scores that represent simple structures. Duration-to know and identify a pulse (steady beat) in 4/4. To identify a note length- to know the note names; semibreves, minims and crochets. Pitch-to know, identify and describe high/ low sounds. Texture/Timbre-to describe the emotion of sounds/ music. Communication (outcome focus): To learn and perform the focus music; to know how to keep to a steady beat.</p>
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KS1 B

<p>Focus piece of music: Prokofiev- Peter and the Wolf (Spr 1) Spring Term 1</p> <p>Shape: Tempo-to know, identify and describe slow/fast tempos Pitch-to know, identify and describe high/ low sounds Dynamics-to know and identify loud/soft sounds and be able to describe changes in dynamics Comprehension (outcome focus): To listen and discuss, children to say how the music makes them feel and to use their knowledge of musical shape to justify their explanation.</p>	<p>Focus piece of music: The Beatles- All you need is Love (Spr 2) Spring Term 2</p> <p>Shape: Structure-To know what an AB structure is in a song, to use this knowledge to describe a song. To interpret simple scores that represent simple structures. Duration-to know and identify a pulse (steady beat) in 4/4. To identify a note length- to know the note names; semibreves, minims and crochets. Tempo-to know, identify and describe slow/fast tempos. Communication (outcome focus): To create and perform the focus piece of music, to know how to keep to a steady rhythm.</p>	<p>Focus piece of music: Rossini- Overture from William Tell(Sum 2) Summer Term 2</p> <p>Shape: Dynamics-Dynamics- to know and identify loud/ soft sounds and be able to describe changes in dynamics. Tempo-to know, identify and describe slow/fast tempos Pitch-to know, identify and describe high/ low sounds Texture/Timbre-to know the names of a variety of instruments and to describe character of sounds. Communication (outcome focus): To know what a fanfare is, to create and compose a fanfare melody.</p>
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EYFS A

<p>To sing familiar songs in a group (Aut 1), to sing familiar songs alone (Aut 2) Summer Term</p> <p>Communication: children to be able to communicate how a piece of music makes them feel. Communication: children to know and understand how to compose and improvise music (including song) using their early knowledge of musical shape and a variety of resources and instruments.</p>	<p>To sing the pitch and tone sung by another person (Spr 1), to sing the melodic shape (Spr 2) Spring Term</p> <p>To know that pitch can be changed (pitch match) and they are able to do this when singing alone or in a group. To know how movement can be used to explore and engage in music. Shape: to know the music terminology; high, low, soft, loud, fast, short, slow, beat. Communication: children to know what a steady beat is and keep a steady beat when asked.</p>	<p>To express thoughts and feelings (Sum 1), to use musical instruments to express thoughts and feelings (Sum 2) Autumn Term</p> <p>To be able to sing in a group or on their own, to match the pitch and the melody. To know and discriminate between sounds that they can hear. Shape: to know the music terminology; high, low, soft, loud, fast, short, slow, beat. Communication: children to know what a steady beat is and keep a steady beat when asked.</p>
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EYFS B

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