



Year 1 – Summer

High and low - Exploring pitch

Previous Knowledge and Skills	Becoming a musician
- To perform songs with expression - To use simple musical vocabulary - To describe musical changes	- Talk about music making, identifying things that they enjoy or works well - Follow instructions and listen to the suggestions of others - Take turns

Instruments we can use

			
tambourine	maracas	glockenspiel	chime bars

Key Vocabulary

We want you to remember these words.

Pitch - how high or low a note sits	Melody - the arrangement of single notes that create a satisfying musical sequence
Tempo - the speed of the music	Dynamics - volume
Sequence - a repetition of a melody at higher or lower pitch	Graphic notation - visual symbols used to show a score

Key knowledge and skills

The 'stuff' we want you to remember.

Recognise changes of pitch when singing	Singing simple melodies with an awareness of pitch
Recall a sequence of high and low sounds	Listen and describe sounds using musical vocabulary
Work together as a group, taking turns and listening to others	Use graphic notation to show changes of pitch

Focus question: Can you follow the pitch?



Year 2 – Summer

Patterns with Pitch - Exploring Pitch and Melody

Previous Knowledge and Skills	Becoming a musician
- To create a soundscape inspired by a song - To express the mood of a song - To follow simple musical instructions	- Talk about music making, identifying things that they enjoy or works well - Follow instructions and listen to the suggestions of others - Take turns

Instruments we can use



Clap



Snap



Pat



Stomp

body percussion



glockenspiel

Key Vocabulary

We want you to remember these words.

Pitch - how high or low the notes sit	Timbre - the quality of a musical sound or voice
Pentatonic Scale - a musical scale consisting of only five notes	Articulation - the way in which a note or a group of notes is played eg smooth or spiky
Scale - an arrangement of notes in ascending or descending order of pitch	Ostinato - repeated rhythmic or melodic pattern

Key knowledge and skills

The 'stuff' we want you to remember.

To identify and describe changes in pitch	To create and notate simple melodies
To use notation to represent changes in pitch	To work together as a group, taking on different roles, e.g. conductor
To copy pitch patterns	To perform simple musical accompaniments and prepare for performance

Focus question: Can you match the pitch?



Year 3 – Summer

Sing, Play, Notate!

Previous Knowledge and Skills	Becoming a musician
- to perform instrumental accompaniments, selecting suitable timbres to suit the style of a song - to compose music inspired by stories or settings	- Explore and sing a widening range of age-appropriate songs as a class - Work collaboratively as a class and in small groups, trying out musical ideas and making improvements where necessary - Show growing awareness of different musical roles (conductor, performer, audience, ensemble)

Instruments we can use



chime bars



glockenspiel



recorders

Key Vocabulary

We want you to remember these words.

Pitch - how high or low the note sits	Timbre - the character or quality of the musical sound
Notation - a system of written symbols used to visually represent the musical notes	Legato - smoothly
Staccato - detached	Articulation - the style of the execution of the musical note eg spiky or smooth

Key knowledge and skills

The 'stuff' we want you to remember.

To describe and experiment with pitch	To explore the pentatonic scale
To represent pitch	To perform songs with tunes accompaniments

Focus question: Can you use your knowledge of pitch to compose simple melodies?



Year 5 - Summer

Song Ingredients - Exploring Melody, Harmony and Lyrics

Previous Knowledge and Skills	Becoming a musician
- How to maintain a part in a group performance, recognizing how their part fits with others - How to represent musical ideas using a combination of standard and graphic notation	- Explore and perform a widening range of songs - Talk confidently about the music they make and listen to - Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments

Instruments we can use



glockenspiels



xylophones



keyboard

Key Vocabulary

We want you to remember these words.

Harmony - the combination of simultaneously sounded musical notes	Drone - a continuous musical note, often low pitch
Canon - a piece of music where the melody is repeated later in a different voice, as in a round	Chord - a group (usually 3 or more) notes played together as the basis of harmony
Staff - a set of five parallel lines on which notes are written to show pitch	Structure - the organization of a piece of music into sections

Key knowledge and skills

The 'stuff' we want you to remember.

To explore melodic layers	To create and play harmonics accompaniments
To understand scales, intervals and chords	To combine lyrics, melody and harmony

Focus question: Can you write the music and lyrics of a song?



Year 6 - Summer

Celebrating Songs

Previous Knowledge and Skills	Becoming a musician
- How to use harmony to create moods and atmosphere - How to follow musical directions given by a conductor - How to hear the difference between musical intervals when singing and playing - How to sing songs using clear diction, demonstrating an awareness of style	- Explore and perform a widening range of songs as a class - Evaluate own and others' work, explaining ideas using vocabulary and suggesting ways to improve - Develop understanding of different musical roles

Instruments we can use



cups



recorder



glockenspiel

Key Vocabulary

We want you to remember these words.

Chromatic - where notes ascend or descend by semitones	Bridge - a passage of music that connects one section of a song to another
Syncopation - placement of the notes off the main beat	Phrase - a group of notes forming a distinct unit within a longer passage
Ostinato - repeated rhythmic or melodic pattern	Tonic - the first note of a major or minor scale

Key knowledge and skills

The 'stuff' we want you to remember.

To recognize the structural features of a song and discuss how it can be used to tell a story, express a feeling and communicate a message	To play and create chord sequences and basslines
To play and explore chord sequences	To compose and perform music for an occasion

Focus question: Can you compose and perform a song of celebration?