

Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	<p>Focus: Musical Exploration</p> <p>Action songs</p>	<p>Focus: Musical exploration and listening</p> <p>Carnival of the animals</p>	<p>Focus: Music exploration and listening</p> <p>Meet the Orchestra</p>	<p>Whole class music lessons with Solihull Music Service</p>	<p>Focus: Musical exploration - Listening</p> <p>Jazz</p>	<p>Focus: Musical exploration - Listening</p> <p>Musical History and Great Composers</p>
Fundamental Knowledge	<p>Use resources from Musical Express and any other known and traditional action songs.</p> <p>Include mention of body percussion when singing action songs – what sounds can we make with our body? How can they add to the performance of an action song?</p> <p>Extra Curricular: KS1 Nativity – Performance and singing focus.</p>	<p>Children listen to ‘Carnival of the Animals’ by Saint Seans and explore what it is about the music that represents each animal and begin to expand their musical vocabulary. They are also given the opportunity to create their own animal music.</p> <p>Music express topic ‘toys’</p> <p>Extra Curricular: KS1 Nativity – Performance and singing focus.</p>	<p>Guide to the Orchestra Prokofiev: Peter and the Wolf</p> <p>Whilst using both pieces of music above, children are able to explore the instruments of the orchestra, identifying the different instrument families and the roles they play. When looking at <i>Peter and the Wolf</i>, children will explore how these instruments can tell a story.</p> <p>Music Express unit ‘Sounds’ could be used to support.</p>	<p>Children will learn to play the Guitar with a specialist teacher from Solihull Music Service.</p>	<p>Classroom Jazz Units 1 and 2 using glockenspiels and other instruments available.</p> <p>Children will be taught basic blues scales and form along with basic improvisation and be introduced to jazz and blues music.</p> <p>CC – Listening to Jazz and Blues artists and learning about it’s origin.</p> <p>Music Express ‘Planets’ by Holst unit link to science. (CC)</p>	<p>Separate Unit for structure supported by resources from Charanga Music History unit.</p> <p>Plenty of opportunity for cultural capital to be gained in this unit through exploring where modern day music began and understanding the timeline of great composers who got us here.</p> <p>Throughout the unit, there will be opportunities for composition and performance and an understanding of musical theory.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 2	Focus: Musical Exploration Basic musical elements	Focus: Learning to play a musical instrument. Whole class recorder.	Focus: Learning to play a musical instrument. Whole class recorder.	Whole class music lessons with Solihull Music Service	Focus: Learning to play a musical instrument. Ukulele	Focus: Listening and performing. Graphic scores
Fundamental Knowledge	<p>Charanga: Banana Rap Children will explore simple musical elements like beat and loudness through the learning of this song and use of games and resources on Charanga.</p>	<p>Recorder: Whole class recorder taught by Miss Ames using 'Beginner Recorder' by John Pitts, Recorder Karate and Charanga where appropriate.</p>	<p>Recorder: Whole class recorder taught by Miss Ames using 'Beginner Recorder' by John Pitts, Recorder Karate and Charanga where appropriate.</p>	<p>Children will learn to play the Guitar with a specialist teacher from Solihull Music Service.</p>	<p>Charanga: Ukulele course</p> <p>As well as learning an instrument, children will be taught music theory throughout such as note reading, an understanding of chords and scales and continue to build upon their knowledge of musical elements.</p>	<p>Separate Unit - Graphic Scores.</p> <p>Throughout this unit children are exposed to alternative ways of recording and notating music. They think about why alternative methods are needed and why composers have chosen to do this. They listen to a range of compositions and study a variety of different scores whilst being given the opportunity to listen, explore, analyse, create, compose and perform throughout.</p>
Term 3	Focus: Performance and singing	Focus: Performance. Whole class Recorder.	Focus: Performance. Whole class Recorder.	Whole class music lessons with Solihull Music Service	Focus: Performance and singing.	Focus: Performance and singing.
Fundamental Knowledge	<p>Round and Round – Charanga</p> <p>Other Music express Children think about how they use their voice. What different sounds can they make with their voice? <u>Extra idea</u> Re-tell a traditional tale with sound effects using their voices and think about how they use their voices to add expression and voices for characters or sound effects.</p>	<p>Recorder: Whole class recorder taught by Miss Ames using 'Beginner Recorder' by John Pitts, Recorder Karate and Charanga where appropriate.</p> <p>Performance will become more of a focus this term along with some singing too.</p>	<p>Recorder: Whole class recorder taught by Miss Ames using 'Beginner Recorder' by John Pitts, Recorder Karate and Charanga where appropriate.</p> <p>Performance will become more of a focus this term along with some singing too.</p>	<p>Children will learn to play the Guitar with a specialist teacher from Solihull Music Service.</p>	<p>Charanga: Ukulele course</p> <p>A slightly higher focus on performance throughout this term continuing to build upon previous term's knowledge and skill.</p> <p>KS2 Musical Children will learn and perform song in harmony and parts.</p>	<p>Charanga: 'Happy' unit Children will be taught to identify musical elements through learning this song and learning to sing in harmony and parts.</p> <p>KS2 Musical Children will learn and perform song in harmony and parts.</p> <p>Units from Music Express may be used for Leavers Assembly.</p>

Key Vocabulary to be built upon every year – vocabulary in Y1 will still be necessary in Y6 but will be used with greater understanding.

<p><i>Loud, quiet, fast, slow, high, low, beat, rhythm,</i></p> <p><i>Children may be able to begin to describe the sounds of different instruments and should discuss how music makes them feel.</i></p>	<p><i>Louder, quieter, dynamics, faster, slower, tempo, beat, rhythm, higher, lower, pitch.</i></p>	<p><i>Forte, fortissimo, piano, pianissimo, mezzo forte, mezzo piano, timbre.</i></p>	<p><i>Children should begin to develop their music reading ability during this year and will learn the relevant notation vocabulary.</i></p> <p><i>Crotchet, quaver, time signature, minim, semibreve, rest, repeat.</i></p>	<p><i>Crescendo, diminuendo, accelerando, rallentando,</i></p> <p><i>Scale, Up-beat, down-beat.</i></p> <p><i>Jazz, blues, call and response.</i></p> <p><i>An element of music reading, building on what has been learnt in Y4.</i></p>	<p><i>Fp – forte-piano</i></p> <p><i>Renaissance, Baroque, Classical, Romantic, 20th Century.</i></p> <p><i>Terraced dynamics (linked with Classical music).</i></p> <p><i>Graphic score.</i></p> <p><i>Notation.</i></p>
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