

Music MTP

Year 1 & 2 and EYFS	Term	Subject Music	
Key Vocabulary	Key Questions Who would like to perform a solo? Who can copy this rhythm? Who can play a steady beat? How does this music make you feel? What sounds can you make?	Resources	Cross Curricular Links
<p>EYFS: CLL ❖ Is able to follow directions (if not intently focused on own choice of activity).</p> <p><u>Expressive Arts and Design</u> 30-50mths</p> <ul style="list-style-type: none"> ❖ Sings a few familiar songs. ❖ Beginning to move rhythmically. ❖ Imitates movement in response to music. ❖ Taps out simple repeated rhythms. ❖ Explores and learns how sounds can be changed. <p>40-60 months</p> <ol style="list-style-type: none"> 1. Begins to build a repertoire of songs and dances. 2. Explores the different sounds of instruments. <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>National Curriculum Objectives:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ❖ use their voices expressively by singing songs and speaking chants and rhymes ❖ play tuned and untuned instruments musically ❖ listen with concentration and understanding to a range of high-quality live and recorded music ❖ make and combine sounds using the inter-related dimensions of music. 			

Year A

Unit 1 singing and listening to music

- Can they use their voice to speak / sing/ chant? (P)
- Do they join in with singing?(P)
- Can they copy sounds (P)
- Can they follow instructions about when to play or sing? (A)
- Can they make different sounds with their voice? (C)
- Can they respond to different moods in music? (A)
- Can they say how a piece of music makes them feel? (A)
- Can they say whether they like or dislike a piece of music? (A)

Unit 2 Music with instruments

- Can they make different sounds with instruments? (C)
- Can they identify changes in sounds? (C)
- Can they change the sound? (C)
- Can they repeat (short rhythmic and melodic) patterns? (C)
- Can they make a sequence of sounds? (C)

Year B

Unit 1 singing and listening

- Do they sing and follow the melody (tune)?
- Can they sing/clap a pulse increasing or decreasing in tempo?
- Can they perform with others?
- Can they play simple rhythmic patterns on an instrument?

Unit 2 Musical instruments

- Can they order sounds to create a beginning, middle and end?
- Can they use symbols to represent sounds?
- Can they create music in response to (different starting points)?

Can they improve their own work?

AFL opportunities:

Links with homework:

Unit Title

Year 3 & 4	Term	Subject Music	
Key Vocabulary	Key Questions Who would like to perform a solo? What rhythm could we play? Who can copy this rhythm? Who can play a steady beat? What instruments can you hear? How does this music change? How does this music make you feel? Why did the composer...? What sounds can you make?	Resources	Cross Curricular Links
<p>National Curriculum Objectives: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music. 			

Year A

Unit 1 (Performing and Appraising)

- Do they sing in tune with expression? (P)
- Do they control their voice when singing? (P)
- Can they perform a simple part rhythmically? (P)
- Can they improvise using repeated patterns? (P)
- Can they use selected pitches simultaneously to produce simple harmony? (P)
- Can they improve their work; explaining how it has improved? (A)

Unit 2 (Composing and Appraising)

- Can they use standard notation? (C)
- Can they compose melodies and songs? (C)
- Do they understand how the use of tempo/dynamics can provide contrast within a piece of music? (C)
- Challenging EXT: Do they understand metre in 2 and 3 beats; then 4 and 5 beats? (C)
- Can they identify repetition, contrasts and variations, change in timbre and whether change is gradual or sudden? (A)

Year B

Unit 1 (Performing and Appraising)

- Can they play clear notes on instruments? (P)
- Can they work with a partner to create a piece of music using more than one instrument? (P)
- Can they improve their work; explaining how it has improved? (A)
- Can they use musical words to describe what they like and dislike? (A)

Unit 2 (Composing and Appraising)

- Can they use different elements in their composition? (C)
- Can they create repeated patterns with different instruments? (C)
- Can they combine different sounds to create a specific mood or feeling? (C)
- Challenging EXT: Can they explore and use sets of pitches, e.g. 4 or 5 note scales? (C)
- Can they use musical words (the elements of music) to describe a piece of music and compositions? (A)
- Can they recognise the work of at least one famous composer including works of Beethoven, Mozart and Elgar? (A)

AFL opportunities:

Links with homework:



Unit Title

Year 5 & 6	Term	Subject Music	
Key Vocabulary	Key Questions Who would like to perform a solo? What rhythm could we play? Who can copy this rhythm? Who can play a steady beat? What instruments can you hear? How does this music change? How does this music make you feel? Why did the composer...? What sounds can you make?	Resources	Cross Curricular Links
<p>National Curriculum Objectives: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression♣ improvise and compose music for a range of purposes using the inter-related dimensions of music♣ listen with attention to detail and recall sounds with increasing aural memory♣ use and understand staff and other musical notations♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians♣ develop an understanding of the history of music.			

Year A

Unit 1 (Performing and Appraising)

- Can they sing and use their understanding of meaning to add expression? (P)
- Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? (P)
- Can they perform 'by ear' and from simple notations? (P)
- Can they improvise within a group using melodic and rhythmic phrases? (A)

Unit 2 (Composing and Appraising)

- Can they show how a small change of tempo can make a piece of music more effective? (C)
- Do they recognise that different forms of notation serve different purposes? (C)
- Can they use different forms of notation? (C)
- Can they explain why they think their music is successful or unsuccessful? (A)
- Can they respond to different moods in music? (A)

Year B

Unit 1 (Performing and Appraising)

- Can they perform parts from memory? (P)
- Can they perform using notations? (P)
- Can they take the lead or solo part in a performance? (P)
- Can they provide rhythmic support? (P)
- Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? (P)
- Can they describe, compare and evaluate music using musical vocabulary? (A)
- Can they explain why they think their music is successful or unsuccessful? (A)

Unit 2 (Composing and Appraising)

- Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) (C)
- Can they combine groups of beats? (C)
- Can they use their notations to record groups of pitches (chords)? (C)
- Can they use a music diary to record aspects of the composition process? (C)
- Can they choose the most appropriate tempo for a piece of music? (C)
- Can they explain why they think their music is successful or unsuccessful? (A)
- Can they contrast the work of famous composers and show preferences? (A)
- Can they compare and contrast the impact that different composers from different times will have had on the people of the time? (A)

AFL opportunities:

Links with homework:

