

Music pathway

Summer 2 Reflect, Rewind and Replay

> Summer 1 Big Bear Funk

Expressive Arts and Design:

- · Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- · Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- · Create collaboratively, sharing ideas, resources and skills,
- · Listen attentively, move to and talk about music, expressing their feelings and responses.
- · Sing in a group or on their own, increasingly matching the pitch and following the melody.
- · Explore and engage in music making and dance, performing solo or in groups.

Spring 2 Our World

Spring 1 Everyone!

Physical Development: Combine different movements with ease and fluency.

Autumn 2
My Stories

Autumn 1 Me

Communication and Language:

- · Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

Expressive Arts and Design:

- · Listen with increased attention to sounds.
- · Respond to what they have heard, expressing their thoughts and feelings.
- · Remember and sing entire songs.
- · Sing the pitch of a tone sung by another person ('pitch match').
- · Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- · Create their own songs, or improvise a song around one they know.
- · Play instruments with increasing control to express their feelings and ideas.

Year R

Physical Development:

· Use large-muscle movements to wave flags and streamers, paint and make marks.

Communication and Language: Sing a large repertoire of songs.

3 & 4 Year -Olds

Music pathway Summer 2 Explore Sound and Create a Story How does music teach us about looking after our planet? Summer 1 Having fun with improvisation What songs can we sing to help us through the day? Create: Create rhythms, both solo and ensemble Technology: Record and play music. Critique: With some support, discuss the effect. Perform: Clap, sing or chant in time with existing music Reproduce simple rhythms. Play untuned: Clap or play an untuned instrument in time; reproduce rhythms from memory. Play tuned: Make some notes with control. Spring 2 Combining Pulse, Rhythm and How does music help us to understand our neighbours? Spring 1 Introducing Tempo and Dynamics How does music make the world a better place? Listen: Listen to, and concentrate on, a range of musical styles Make simple comments about the 'feel' of a piece of music. Express opinions about musical experiences. Make musical comparisons (between simple pieces with few instruments). <u>Autumn 2</u>

Musicianship - Understanding Music: Use body percussion, instruments and voices. Find and keep a steady beat

Understand the difference between creating a rhythm pattern and a pitch pattern.

Copy back simple rhythmic patterns using long and short.

Ask and answer simple questions about what they have heard.

Copy back simple melodic patterns using high and low.

Complete vocal warm-ups

<u>Autumn I</u>

Introducing Beat
How can we make friends
when we sing together?

Adding Rhythm and Pitch How does music tell stories about the past?

Year 1

Music pathway Summer 2 Exploring improvisation How does music teach us about looking after our planet?

Summer I Music that Makes you Dance How does music make us happy?

Create: Create, blend or use existing sounds or a tuned instrument to create melody and harmony.
Technology: With help, do a simple search (eg on KidsTube) or for musical information.
Discuss the effect of their composition.

Perform: Sing in a group, mostly in time.
Reproduce simple motifs and melodies (singing).
Play untuned: Perform in an ensemble, mostly in time.
Play tuned: in key with others.

Inventing a Musical Story How does music teach us about our neighbourhood?

Exploring Feelings
Through Music
How does music make the
world a better place?

Listen: Start to compare styles, instrumentation and volume

Make comments about the 'feel' of a piece of music.

Clearly verbalise their musical (dis)likes for pieces as a whole; accept that other people may have different views.

Make musical comparisons between more complex pieces.

Show curiosity by voluntarily asking questions about what they have heard.

Musicianship - Understanding Music: Use body percussion, instruments and voices. Find and keep a steady beat

Understand the difference between creating a rhythm pattern and a pitch pattern.

Copy back simple rhythmic patterns using long and short.

Copy back simple melodic patterns using high and low.

Complete vocal warm-ups

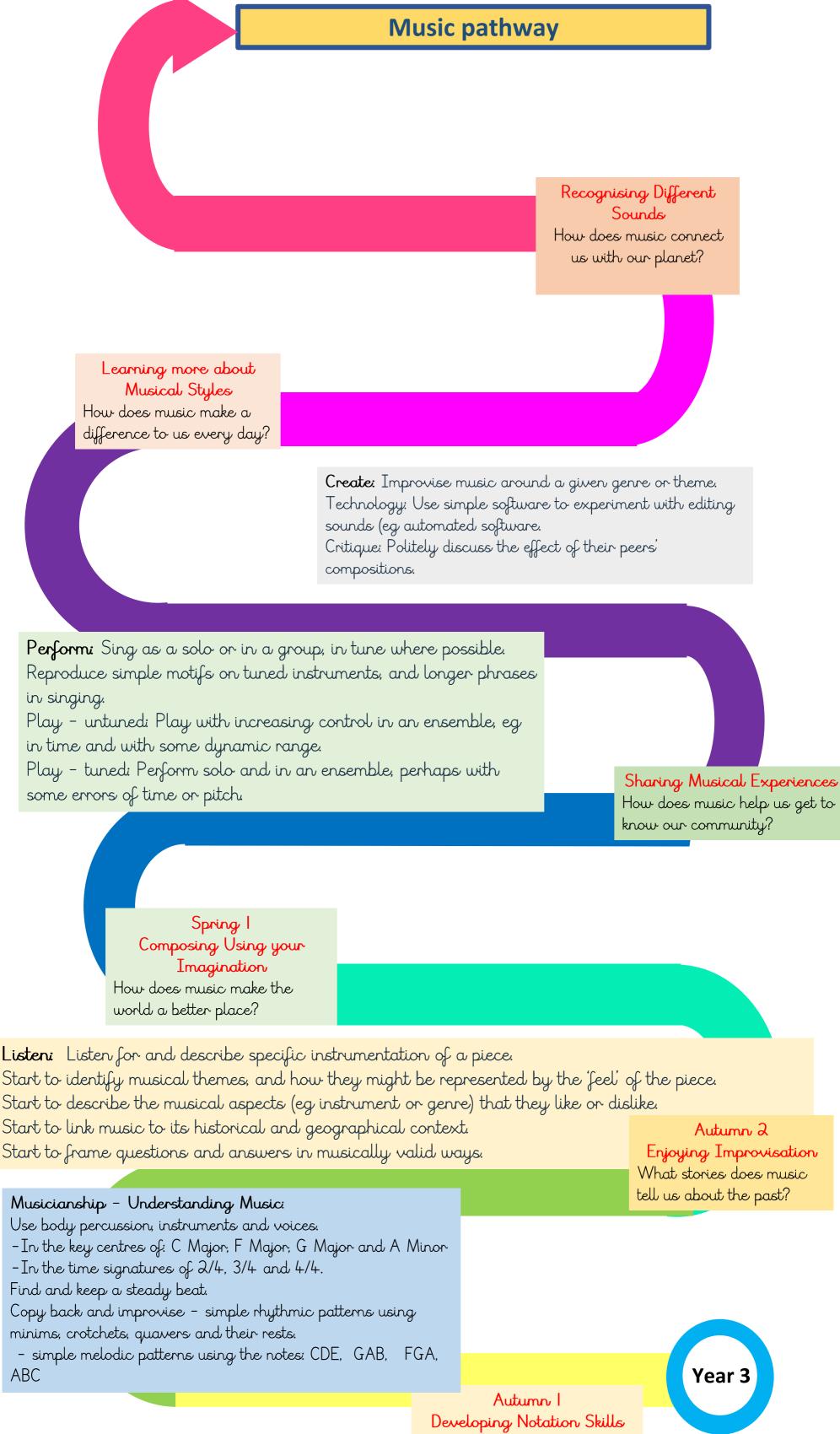
Focus on Dynamics and Tempo How does music teach us about the past?

<u>Autumn 2</u>

Spring 2

Autumn 1
Exploring Simple Patterns
How does music help us to
make friends?

Year 2



How does music bring us closer together?

Music pathway Summer 2 Purpose, Identity and Expression in Music How does music connect us with the environment?

Summer 1 Connecting Notes and Feelings How does music shape our way of life?

Create:

Improvise music around a chosen genre or theme, and for an audience.

With help, use audio editing software to mix tracks and create a composition.

Start to suggest changes and improvements to their peers' compositions.

Perform: Sing with increasingly accurate tuning where possible.

Start to reproduce phrases and melodies by ear (on tuned instruments)

Play with dynamic control and show some musical sensitivity, both solo and in an ensemble.

Perform solo and in an ensemble with few errors of time or pitch.

Spring 2 Creating Simple Melodies Together How does music teach us about our community?

Spring I
Developing Pulse and Groove through
Improvisation

How does music improve our world?

Listen: Listen and describe instrumentation with an understanding of effect.

Identify themes within and between pieces of music; start to describe musical structure.

Describe what it is that they like and verbalise the opinions of others. Link musical themes and conventions to their historical and geographical context, and also its cultural source, and suggest reasons for that.

Musicianship - Understanding Music:

Use body percussion, instruments and voices.

In the key centres of: C Major, F Major, G Major and A Minor.

In the time signatures of 2/4, 3/4 and 4/4.

Find and keep a steady beat.

Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.

Copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABCDEFG

Autumn I

Interesting Time Signatures
How does music bring us
together?

Autumn 2
Combining Elements to Make
Music

How does music connect us with our past?

Year 4

Music pathway Summer 2 Identifying Important Musical Elements How does music connect us with the environment?

Summer 1 Words, Meaning and Expression

How does music shape our way of life?

Create:

Compose and prepare a group piece to perform to a given audience.

Start using audio editing software independently, perhaps to complement video:

Make suggestions for improvements to their peers' compositions.

Perform: Reproduce melodies and phrases by ear, with increasing accuracy and confidence.

Perform solo and in an ensemble, demonstrating better grasp of dynamics and some sensitivity to bandmates and to the 'feel' of the music.

Spring 1 Exploring Key and Time Signatures

How does music improve our world?

Spring 2 Introducing Chords

How does music teach us about our community?

Listen: Recall the use of sounds from a range of pieces and compare their effect in those pieces.

Make inferences from pieces of music.

Start to respond sensitively to other people's musical tastes.

Start to suggest reasons for different musical styles in different times, places and cultures.

Ask and answer musically valid questions.

Autumn 2 Emotions & Musical Styles

How does music connect us with our past?

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Musicianship - Understanding Music: b

Use body percussion, instruments and voices.

In the key centres of: C Major, G Major, D Major, F Major and A Minor.

In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.

Find and keep a steady beat.

Lister and copy rhythmic patterns made of dotted minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.

Copy back melodic patterns using the notes: CDE, CDEFGAB, DEF#GA, ABCDEF#G, FGABbCDE,

GABCDEF#

Autumn 1 Getting Started with Music Tech

How does music bring us together?

Music pathway Summer 2 Respecting Each Other Through Composition How does music connect us with

Summer 1 Using Chords and Structure

How does music shape our way of life?

Create:

Compose, using standard music notation, to prepare a solo or ensemble performance.

the environment?

Using software to edit music and other audio with increasing sophistication.

Constructively critique their peers' compositions, and help bring about improvements.

Performi

Perform with fluency, control and expression, and with sensitivity and very few errors.

Spring 2 Exploring Notation Further

How does music teach us about our community?

Spring 1 Gaining Confidence Through Performance

How does music improve our world?

Lister: Accurately describe timbre, pitch, melody, major and minor key, instrumentation and tempo, and the effect of each of these.

Make inferences from pieces of music and justify their views.

Explain how their own behaviour might affect the enjoyment of others.

Analyse their and others' responses to music, extrapolating from them and justifying their ideas with evidence.

Regularly ask and answer perceptive questions in musically valid ways.

Musicianship - Understanding Music: b

Use body percussion, instruments and voices.

In the key centres of: C Major, G Major, D Major, A Minor, D Minor.

In the time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8.

Find and keep a steady beat.

Listen and copy rhythmic patterns made of dotted minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.

Copy back melodic patterns using the notes: DEFGA, CDEFGAB, GABCDEF#

DEF#GABC# ABCDEFG

Autumn I Developing Melodic Phrases How does music bring us together?

Autumn 2
Understanding Structure
and Form
How does music connect
us with our past?

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