


## Year R

### Year R - Autumn 1: Rosie's Walk

#### Milestone LO

- Children will begin to play untuned instruments musical by sorting instruments into tap, shake and scrape groups
- Children will experiment with, create, select and combine sounds using the inter-related dimensions of music: by ordering sounds to add sound effects to accompany a story; devising their own fox and Rosie rhythms; composing simple accompaniments for hen songs
- Children will listen with concentration and understanding to a range of high-quality live and recorded music when they listen to Saint-Saens and Prokofiev

<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge
<p><b>Timbre:</b> Know that different instruments have different names.</p> <p><b>Duration:</b> Know that a steady beat is a heart beat in music.</p> <div data-bbox="195 840 676 1020" style="border: 1px solid black; padding: 5px; text-align: center;">  <p>The <b>steady beat</b> is the heart of the music.</p> </div>	<p><b>Playing:</b> Know how to make a range of sounds on untuned percussion. Make these by tapping, scraping and shaking the instruments. Respond to the sounds by matching them to parts of the Rosie's Walk story.</p> <p>Know how to clap the syllables of "fox" and "Rosie".</p> <p>Begin to develop control and accuracy when using voice, body percussion (clapping) and untuned percussion.</p> <p><b>Rehearsing and performing:</b> Know how to follow simple instructions (start/stop) when singing or playing individually or in a group.</p> <p><b>Notating:</b> Know how to respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs or symbols.</p>	<p><b>Listening and responding:</b> Explore, enjoy and respond to sounds from different sources.</p> <p><b>Describing and discussing:</b> Consider musical moods, features and changes and how music makes you feel.</p> <div data-bbox="1632 800 2757 911" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Carnival of the Animals - <i>Saint-Saens</i>                      Peter and the Wolf - <i>Prokofiev</i></p> </div>
<p><b>Vocabulary</b> Instrument names, tap, shake, scrape, loud, quiet, fast, slow, long, short, steady beat</p>		
<p><b>Enrichment &amp; wider development</b></p>		

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Year R - Autumn 2: The Weather

**Milestone LO**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- Add sound effects to songs
- Create storm music featuring dynamic and tempo changes

<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge
<p><b>Timbre:</b> Know that different instruments have different names. <b>Revisit Aut 1</b></p> <p><b>Dynamics:</b> Know that sounds can be loud and quiet and that silence is no sound.</p> <p>Know that some instruments are louder/ quieter than others, regardless of the energy used to play them.</p> <p><b>Tempo:</b> Know that sounds can be fast or slow.</p>	<p><b>Playing:</b> Know how to create a loud sound by playing with more energy and to create a quiet sound by using less energy.</p> <p>Know how use a range of sounds, including body sounds, vocal sounds and classroom percussion. Begin to develop control and accuracy (by stopping/starting as required, by playing loudly/ quietly, slowly/quickly).</p> <p><b>Rehearsing and performing:</b> Know how to follow simple instructions (start/stop) when singing or playing individually or in a group.</p> <p><b>Notating:</b> Know how to respond to and recognise musical ideas (quiet, loud, fast, slow) represented and communicated through 3D objects, picture cues, signs or symbols.</p>	<p><b>Listening and responding:</b> Explore, enjoy and respond to sounds from different sources. Discuss how music makes you feel</p> <p><b>Describing and discussing:</b> Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions (quiet/loud, fast/slow).</p>
<p><b>Vocabulary</b> Loud, quiet, silence, dynamics, fast, slow, tempo, instrument names, shake, tap, scrape</p>		
<p><b>Enrichment &amp; wider development</b></p>		


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Year R - Spring 1: Dragon Dance

**Milestone LO**

- Performing the Chinese Lanterns song
- Creating a dragon dance through dancing and playing tuned and untuned percussion instruments

<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge
<p><i>Know that different instruments have different names. (Autumn 1&amp;2)</i></p> <p><b>Duration:</b>                      Know that sounds can be long and short. Know that a long sound can be achieved by allowing vibrations to continue through an instrument or by play a rapid, continuous sound. Know that a short sound is created through a brief strike to an instrument or by quickly stopping vibrations after and instrument has been struck.</p> <p><i>Know that a steady beat is a heart beat in music. (Autumn 1)</i></p> <div data-bbox="192 1073 486 1184" style="border: 1px solid black; padding: 5px; text-align: center;">                       The <b>steady beat</b> is the heart of the music.                 </div>	<p><b>Playing:</b>                      Know how to clap to the steady beat heard in music.</p> <p>Know how use a range of sounds, including body sounds, vocal sounds and classroom percussion. Begin to develop control and accuracy (by stopping/starting as required, by playing loudly/ quietly, slowly/quickly).</p> <p><b>Rehearsing and performing:</b>                      Know how to follow simple instructions (start/stop) when singing or playing individually or in a group.</p> <p><b>Notating:</b>                      Know how to respond to and recognise musical ideas (short, long, quiet, loud, fast, slow) represented and communicated through 3D objects, picture cues, signs or symbols.</p>	<p><b>Listening and responding:</b>                      Explore, enjoy and respond to sounds from different sources. Discuss how music makes you feel</p> <p><b>Describing and discussing:</b>                      Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions (quiet/loud, fast/slow, short/ long).</p>
<p><b>Vocabulary</b></p>	Instrument names, steady beat, instrumental playing techniques – tap, shake, scrape, long, short	
<p><b>Enrichment &amp; wider development</b></p>	Links to Chinese New Year	

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**Year R - Spring 2: Incy Wincy Spider**

**Milestone LO**

- Playing high and low
- Performing Climbing up and washing down
- Hand mapping Rain, rain go away
- Creating and performing Incy Wincy compositions

<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge
<p><i>Know that different instruments have different names. (Autumn 1&amp;2, Spring 1)</i></p> <p><b>Pitch:</b> Know that sounds can be high or low.</p>	<p><b>Singing:</b> Know how to use vocal sounds (talking and singing) to create character and mood by using high and low vocal sounds.</p> <p>Know how to chant and sing familiar rhymes and songs or sections of songs from memory (Incy Wincy Spider, Ring a Ring a Roses, Rain Rain Go Away)</p> <p><b>Playing:</b> Know how use a range of sounds, including body sounds, vocal sounds and classroom percussion. Begin to develop control and accuracy (by stopping/starting as required, by playing loudly/ quietly, slowly/quickly, by playing notes in step/ an intended order).</p> <p><b>Rehearsing and performing:</b> Know how to sing and play individually and in a group, starting and stopping together and following simple directions (start/ stop).</p> <p><b>Notating:</b> Know how to respond to and recognise musical ideas (short, long, quiet, loud, fast, slow, high, low) represented and communicated through 3D objects, picture cues, signs or symbols.</p>	<p><b>Listening and responding:</b> Explore, enjoy and respond to sounds from different sources. Discuss how music makes you feel</p> <p><b>Describing and discussing:</b> Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions (quiet/loud, fast/slow, short/ long, high/low).</p> <div data-bbox="1825 861 2775 1008" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Incy Wincy Spider Ring a Ring a Roses Rain Rain Go Away</p> </div>
<b>Vocabulary</b>	Instrument names, instrumental playing techniques – tap, shake, scrape, high/ low	
<b>Enrichment &amp; wider development</b>		



Year R - Summer 1: Rainbow Fish

**Milestone LO**

Class performance of "Rainbow Fish" music

<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge
<p><i>Know that different instruments have different names. (Autumn 1&amp;2, Spring 1&amp;2)</i></p> <p><b>Timbre:</b> Know that different instruments make different sounds</p>	<p><b>Singing:</b> Know how to explore and use vocal sounds, talking and singing in response to character and / or mood.</p> <p><b>Playing:</b> Know how use a range of sounds, including body sounds, vocal sounds and classroom percussion. Begin to develop control and accuracy (by stopping/starting as required, by playing loudly/ quietly, slowly/quickly, by playing notes in step/ an intended order).</p> <p><b>Rehearsing and performing:</b> Know how to sing and play individually and in a group, starting and stopping together and following simple directions (start/ stop). Begin to know how to perform solo, at the correct time in a piece of music. Begin to know how and when to improve. Begin to know how to present a performance to an audience.</p> <p><b>Notating:</b> Know how to respond to and recognise musical ideas (short, long, quiet, loud, fast, slow, high, low) represented and communicated through 3D objects, picture cues, signs or symbols.</p>	<p><b>Listening and responding:</b> Explore, enjoy and respond to sounds from different sources. Discuss how music makes you feel.</p> <p><b>Describing and discussing:</b> Talk about sounds and music and think about how they make you feel (consider if sounds are "watery"). Begin to use key words relating to the dimensions (quiet/loud, fast/slow, short/ long, high/low). Describe sounds as shaky, scraping or rattily.</p> <div data-bbox="1843 779 2754 852" style="border: 1px solid black; padding: 5px; text-align: center;">                     Aquarium from Carnival of the Animals - <i>Saint-Saens</i> </div>
<p><b>Vocabulary</b></p>	<p>Instrument names, instrumental playing techniques – tap, shake, scrape, rattle, quiet, loud, fast, slow, short, long, high.</p>	
<p><b>Enrichment &amp; wider development</b></p>		



Year R - Summer 2: On the Beach

**Milestone LO**

- Creating and performing a class seaside soundscape
- Creating and performing seaside soundscapes in small groups

<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge
<p><i>Know that different instruments have different names. (Autumn 1&amp;2, Spring 1&amp;2, Summer 1)</i></p>	<p><b>Timbre:</b> Know how to use vocal sounds, body percussion, classroom percussion and homemade percussion instruments to make a desired sound (seaside sounds).</p> <p><b>Playing:</b> Know how to use a range of sounds, including body sounds, vocal sounds, classroom percussion and homemade instruments to play along with a tune. Begin to develop control and accuracy (by stopping/starting as required).</p> <p><b>Rehearsing and performing:</b> Know how to sing and play individually and in a group, starting and stopping together and following simple directions.</p> <p><b>Notating:</b> Know how to respond to and recognise musical ideas (short, long, quiet, loud, fast, slow, high, low) represented and communicated through 3D objects, picture cues, signs or symbols.</p>	<p><b>Listening and responding:</b> Explore, enjoy and respond to sounds from different sources and musical moods.</p> <p><b>Describing and discussing:</b> Talk about sounds and music and think about how they make you feel.</p> <p><b>Composition:</b> Create themed verses to a given tune</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Michael Finnegan                      Oh! I do like to be beside the seaside                      A sailor went to sea sea sea                      She sells sea shells</p> </div>
<p><b>Vocabulary</b></p>	<p>Instrument names</p>	
<p><b>Enrichment &amp; wider development</b></p>	<p>Trip to beach</p>	




## Year 1

### Year 1 - Autumn 1: The Three Bears

#### Milestone LO

- Children will experiment with, create, select and combine sounds using the inter-related dimensions of music by composing and performing Three bears compositions.
- Children will listen with concentration and understanding to a range of high-quality live and recorded music when the listen to Saint-Saens.


<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge
<p><b>Pitch:</b> Know that pitch refers to how high or low a sound is.</p>  <p><b>Pitch</b> means how high or low a sound is.</p>	<p><b>Playing:</b> Know how to use an increased range of vocal sounds.</p> <p>Know how to use correct percussion techniques to play tuned percussion.</p> <p>Know which their dominant hand is and know that this should be used for playing tuned percussion.</p> <p><b>Rehearsing and performing:</b> Know how to sing and play in time and follow a range of simple directions.</p> <p><b>Notating:</b> Know how to respond to and recognise musical ideas (short, long, quiet, loud, fast, slow, high, low) represented and communicated through signs, symbols and other basic graphic notation.</p>	<p><b>Listening and responding:</b> Explore, enjoy and respond to sounds from different sources and musical moods.</p> <p><b>Describing and discussing:</b> Think and talk about sounds and music and how they make you feel using key words relating to the dimensions (high/ low)</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Teddy Bears' Picnic Teddy bear, teddy bear Selected pieces from Carnival of the Animals Kangaroos (Persons with Long Ears, The Cuckoo in the Heart of the Woods, Elephants, The Swan, The Aviary) - <i>Saint Saens</i></p> </div>
<p><b>Vocabulary</b></p>	<p>Pitch, high, middle, low</p>	
<p><b>Enrichment &amp; wider development</b></p>	<p>PSHE- children to bring in a teddy from home</p>	

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**Year 1 - Autumn 2: Walking the Dog**

**Milestone LO**

- Pupils will learn to play tuned and untuned instruments musically when they learn to identify and keep the steady beat
- Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music when they: use pictures as notation; create a class Walking the dog composition; create and perform their own Walking the Dog compositions.
- Pupils will listen with concentration and understanding to a range of high-quality live and recorded music when they listen to Gershwin

<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge
<p><b>Duration:</b>                      Know that music is made up of patterns of long and short sounds.</p> <p><i>Know that a steady beat is a heart beat in music. (Year R)</i></p> <div data-bbox="192 745 632 913" style="border: 1px solid black; padding: 5px; text-align: center;">                       The <b>steady beat</b> is the heart of the music.                 </div> <p><b>Structure:</b>                      Know that different pieces of music can have different structures (including openings and endings, beginning-middle-end, echoes and responses)</p>	<p><b>Playing:</b>                      Know how to use an increased range of sounds (including vocal, body percussion, tuned and untuned percussion).</p> <p>Know how to use correct percussion techniques to play tuned and untuned percussion.</p> <p>Know which their dominant hand is and know that this should be used for playing tuned percussion.</p> <p><b>Rehearsing and performing:</b>                      Know how to sing and play in time and follow a range of simple directions, including ideas about how to improve.</p> <p><b>Notating:</b>                      Know how to respond to and recognise musical ideas (short, long, quiet, loud, fast, slow, high, low) represented and communicated through signs, symbols and other basic graphic notation.</p>	<p><b>Listening and responding</b>                      Explore, respond to, recognise and identify sounds from different sources and musical moods. Identify features and changes/ contrasts.                      Discuss how music makes you feel.</p> <p><b>Describing and discussing:</b>                      Think and talk about sounds and music and how they make you feel</p> <div data-bbox="1843 804 2763 869" style="border: 1px solid black; padding: 5px; text-align: center;">                         Promenade - Walking the Dog - <i>George Gershwin</i> </div>
<p><b>Vocabulary</b> steady beat, opening, ending, beginning, middle and end, echo and response</p>		
<p><b>Enrichment &amp; wider development</b></p>		



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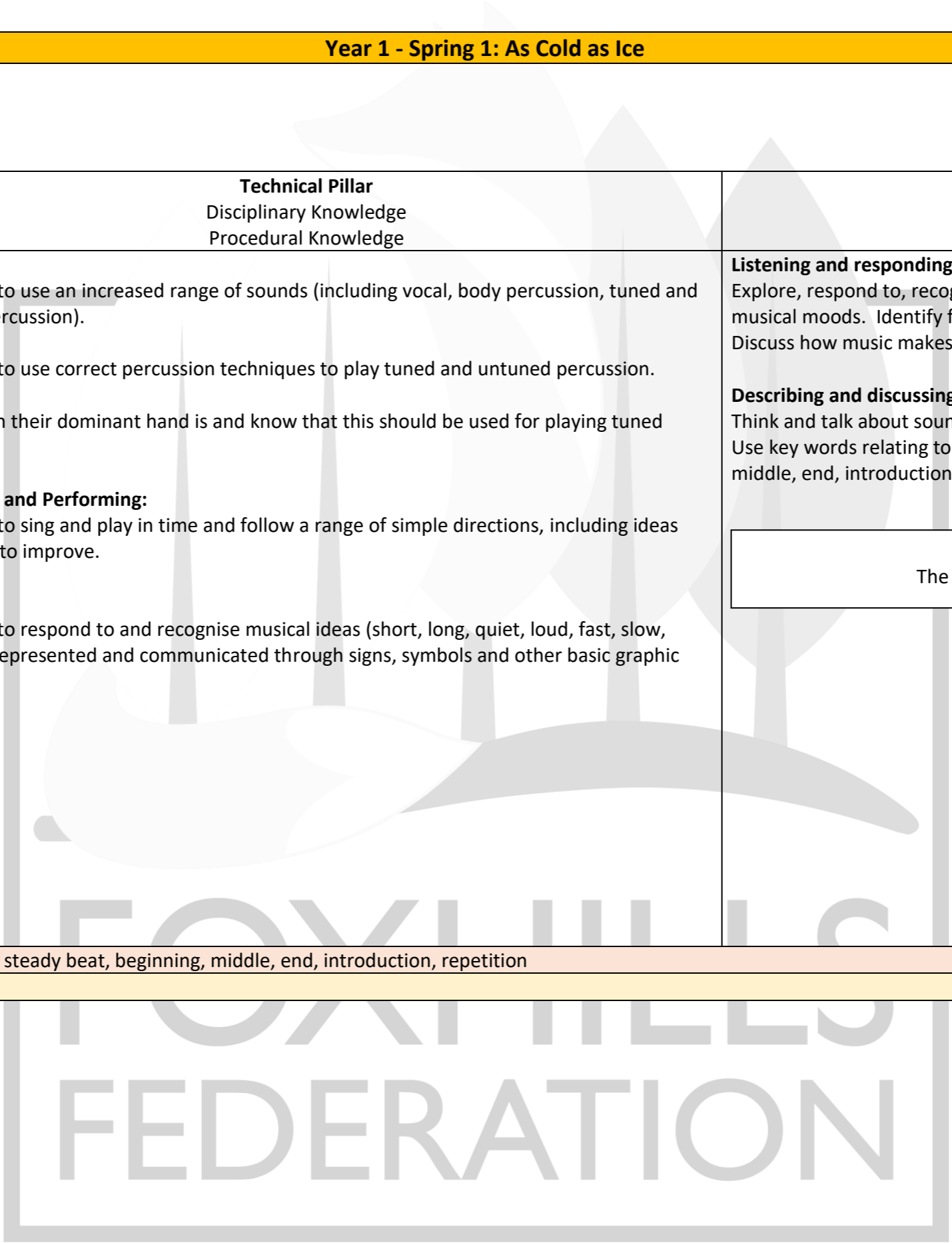


**Year 1 - Spring 1: As Cold as Ice**

**Milestone LO**

- Performance of Freeze - Jack Frost
- Create and perform Ice Music
- Create and perform a piece As Cold as Ice


<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge
<p><b>Duration:</b>                      Know that music is made up of patterns of long and short sounds.</p> <p><i>Know that a steady beat is a heart beat in music. (Year R, Year 1 Autumn 2)</i></p> <div data-bbox="192 745 644 919" style="border: 1px solid black; padding: 5px; text-align: center;">                           The <b>steady beat</b> is the heart of the music.                     </div> <p><b>Structure:</b>                      Know that different pieces of music can have different structures (including echoes and responses, introductions and repetition)</p> <div data-bbox="192 1155 632 1446" style="border: 1px solid black; padding: 5px;">                           An <b>introduction</b> is a passage which opens a piece of music, before the main theme tune or the lyrics.                     </div>	<p><b>Playing:</b>                      Know how to use an increased range of sounds (including vocal, body percussion, tuned and untuned percussion).</p> <p>Know how to use correct percussion techniques to play tuned and untuned percussion.</p> <p>Know which their dominant hand is and know that this should be used for playing tuned percussion.</p> <p><b>Rehearsing and Performing:</b>                      Know how to sing and play in time and follow a range of simple directions, including ideas about how to improve.</p> <p><b>Notating:</b>                      Know how to respond to and recognise musical ideas (short, long, quiet, loud, fast, slow, high, low) represented and communicated through signs, symbols and other basic graphic notation.</p>	<p><b>Listening and responding:</b>                      Explore, respond to, recognise and identify sounds from different sources and musical moods. Identify features and changes/ contrasts.                      Discuss how music makes you feel.</p> <p><b>Describing and discussing:</b>                      Think and talk about sounds and music and how they make you feel.                      Use key words relating to the dimensions (long, short, steady beat, beginning, middle, end, introduction, repetition)</p> <div data-bbox="1840 877 2789 987" style="border: 1px solid black; padding: 5px; text-align: center;">                         Icy Music Box - <i>Nakira</i>                          The Four Seasons – Winter - <i>Vivaldi</i> </div>
<p><b>Vocabulary</b></p>	<p>long, short, steady beat, beginning, middle, end, introduction, repetition</p>	
<p><b>Enrichment &amp; wider development</b></p>		



Year 1 - Spring 1: The Old Castle

**Milestone LO**

- Performances of *What can you hear? chant* with body actions / vocal and body sounds


<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge
<p><b>Timbre:</b> Know that percussion instruments fit into families based on their sound and how they are played.</p> <p><b>Duration:</b> <i>Know that a steady beat is a heart beat in music. (Year R, Year 1 Autumn 2, Spring 1)</i></p> <div data-bbox="195 779 626 942" style="border: 1px solid black; padding: 5px; text-align: center;">                       The <b>steady beat</b> is the heart of the music.                 </div>	<p><b>Playing:</b> Know how to use an increased range of percussion instruments, including body and vocal sounds, for purpose.</p> <p>Know how to use correct percussion techniques to play tuned and untuned percussion.</p> <p>Know which their dominant hand is and know that this should be used for playing tuned percussion.</p> <p><b>Rehearsing and performing:</b> Begin to know how to use practise techniques that will enable singing and playing from memory.</p> <p>Know how to sing and play in time and follow a range of simple directions, including ideas about how to improve.</p> <p><b>Notating:</b> Know how to respond to and recognise musical ideas (short, long, quiet, loud, fast, slow, high, low) represented and communicated through signs, symbols and other basic graphic notation.</p>	<p><b>Listening and responding:</b> Explore, respond to, recognise and identify sounds from different sources and musical moods. Identify features and changes/ contrasts. Discuss how music makes you feel.</p> <p><b>Describing and discussing:</b> Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions (long, short, steady beat, beginning, middle, end, introduction, repetition)</p> <div data-bbox="1822 785 2775 863" style="border: 1px solid black; padding: 5px; text-align: center;">                     The Old Castle from Pictures at an Exhibition - <i>Mussorgsky</i> </div>
<b>Vocabulary</b> Fast(er), quiet(er), silence, start, instrument names, playing techniques (tapped/ shaken/ scraped)		
<b>Enrichment &amp; wider development</b>		



**Year 1 - Summer 1: Can I be helpful too?**

**Milestone LO**

- Recognising and performing rhythm patterns (Who is it? game)
- Performance of *Can I be helpful too?!* including steady beat and word rhythm patterns
- Performance of *Who helps me?* including steady beat and word rhythm patterns
- Creating and performing a sequence of *People who help us* rhythm patterns

<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge										
<p><b>Duration:</b>                      Know that music is made up of patterns of long and short sounds.</p> <p><i>Know that a steady beat is a heart beat in music. (Year R, Year 1 Autumn 2, Spring 1 &amp; 2)</i></p> <div data-bbox="192 783 584 932" style="border: 1px solid black; padding: 5px; text-align: center;">                       The <b>steady beat</b> is the heart of the music.                 </div> <p>Know that rhythm patterns fit into a steady beat.</p> <div data-bbox="192 1058 596 1478" style="border: 1px solid black; padding: 5px;"> <p><b>Rhythm patterns</b> are combinations of short and long sounds which fit to the steady beat.</p> <table border="1" data-bbox="240 1220 543 1436"> <tr> <td>Fire</td> <td>fight - er</td> </tr> <tr> <td>Po - lice</td> <td>man</td> </tr> <tr> <td>Din - ner</td> <td>la - dy</td> </tr> <tr> <td>Hair</td> <td>dress - er</td> </tr> <tr> <td>Nurse</td> <td>(sh)</td> </tr> </table> </div>	Fire	fight - er	Po - lice	man	Din - ner	la - dy	Hair	dress - er	Nurse	(sh)	<p><b>Singing:</b>                      Know how to practise making vocal sounds, chanting and singing rhymes and songs in order to build a rhythmic memory.</p> <p><b>Rehearsing and performing:</b>                      Know how to sing and play in time and follow a range of simple directions, including ideas about how to improve.</p> <p><b>Notating:</b>                      Know how to respond to and recognise musical ideas (short, long, quiet, loud, fast, slow, high, low) represented and communicated through signs, symbols and other basic graphic notation.</p>	<p><b>Listening and responding:</b>                      Explore, respond to, recognise and identify musical features (steady beat, rhythm pattern) and solo sounds and layers of sound</p> <p><b>Describing and discussing:</b>                      Think and talk about the difference between a steady beat and a rhythm pattern and how music can be performed on its own or with additional layers. Use key words relating to duration (long, short) and texture (solo, unison, thin, thick).</p> <div data-bbox="1709 846 2778 1104" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>This is Berk from the sound track to <i>How to train your dragon – John Powell</i>  <i>Jessica’s Welcome – Whapweasel</i></p> <p>Easy Disco - <i>Weapons of Sound,</i></p> <p>Death and Glory March and Floral Dance from the sound track to <i>Brassed Off</i></p> </div>
Fire	fight - er											
Po - lice	man											
Din - ner	la - dy											
Hair	dress - er											
Nurse	(sh)											



**Structure:**

A **chorus** is a tune and words repeated throughout a song.

- Verse 1
- Chorus
- Verse 2
- Chorus
- Bridge
- Verse 3
- Chorus

**Texture:**

A **verse** is a series of words that tell the main story of the song and keep it moving forward.

- Verse 1
- Chorus
- Verse 2
- Chorus
- Bridge
- Verse 3
- Chorus

Know that texture refers to how many different sounds are heard in music. Texture can be thick or thin.

**Texture** refers to how many different sounds make up a piece of music. If one soloist sings or plays, music has a thin texture. A whole orchestra of instruments creates a thick texture!



Know that a solo sound is a single instrument or voice.

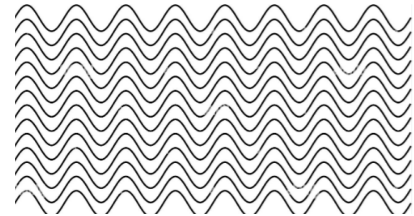
A musician plays **solo** when they play or sing alone.



Know that music can also be made of layers of many sounds.

Know that unison means everyone is playing the same thing at the same time.

Musicians are in **unison** when they play the same thing at the same time.



**Vocabulary**

Steady beat, rhythm patterns, texture (thick/ think), solo, unison, verse, chorus

**Enrichment & wider development**

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**Year 1 - Summer 2: Toys**

**Milestone LO**

- Dynamics: Explore, use, respond to, recognise and identify loud, moderate, quiet and silence
- Tempo: Explore, use, respond to, recognise and identify fast, moderate and slow

<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge
<p><b>Dynamics:</b> Know that sounds can be loud, moderately loud or quiet or there can be silence.</p> <p><b>Tempo:</b> Know that music can be fast, moderate or slow.</p> <div data-bbox="181 751 602 947" style="border: 1px solid black; padding: 5px;"> <p><b>Moderate</b> means average, which is half way between one end of the spectrum and the other.</p> </div>	<p><b>Singing:</b> Know how to practise making vocal sounds, chanting and singing rhymes and songs in order to build a rhythmic and melodic memory.</p> <p><b>Rehearsing and performing:</b> Know how to sing and play in time and follow a range of simple directions, including ideas about how to improve.</p> <p><b>Notating:</b> Know how to respond to and recognise musical ideas (short, long, quiet, loud, fast, slow, high, low) represented and communicated through signs, symbols and other basic graphic notation.</p>	<p><b>Listening and responding:</b> Explore, respond to, recognise and identify sounds from different sources and musical moods. Identify features and changes/ contrasts. Discuss how music makes you feel.</p> <p><b>Describing and discussing:</b> Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions (long, short, loud, quiet, steady beat)</p> <div data-bbox="1843 789 2778 995" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Dolly 1 – <i>Prokofiev</i>                      Only time will tell - <i>Mike Oldfield</i>                      Little train of the Caipira - <i>Villa-Lobos</i>                      Kangaroos from Carnival of the Animals - <i>Saint- Saens</i>                      William Tell overture - <i>Rossini</i> Rodeo - <i>Copland</i></p> </div>
<p><b>Vocabulary</b></p>	<p>dynamics, loud, quiet, silence, fast, slow, moderate</p>	
<p><b>Enrichment &amp; wider development</b></p>		

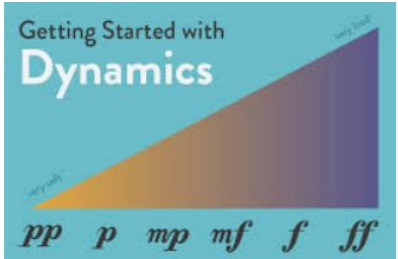


# Year 2

## Year 2 - Autumn 1: Dragons

### Milestone LO



- Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes when they create and perform a Dragon Song
- Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music when they: create class dragon pieces; create dragon pieces in small group.
- Pupils will listen with concentration and understanding to a range of high-quality live and recorded music when they listen to Powell

<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge
<p><b>Dynamics</b>                      Know that the dynamics of a piece of music are the ways it uses loud and quiet sounds</p> <div data-bbox="192 703 593 1102" style="border: 1px solid black; padding: 5px;"> <p><b>Dynamics</b> are the way a piece of music uses loud and quiet sounds.</p>  </div> <p>Know that sounds can louder and quieter and that piano means quiet and forte means loud.</p> <div data-bbox="222 1249 578 1417" style="border: 1px solid black; padding: 5px;"> <p><b>Piano</b> means quiet.</p> <p><i>p</i></p> </div> <div data-bbox="222 1428 578 1606" style="border: 1px solid black; padding: 5px;"> <p><b>Forte</b> means loud.</p> <p><i>f</i></p> </div> <p><b>Tempo</b>                      Know that music can get faster and slower</p>	<p><b>Singing</b>                      Know how to use vocal tones to chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood.</p> <p>Know how to use simple vocal patterns as accompaniments.</p> <p><b>Playing</b>                      Know how to play a range of untuned percussion with accuracy and control.</p> <p>Know how to play with musical intent (selecting the correct instrument to make the desired sound).</p> <p><b>Rehearsing and performing</b>                      Know how to sing and play in time and follow a wider range of simple directions.</p> <p>Begin to know why improvements are needed and how to achieve these.</p> <p><b>Notating</b>                      Know how to respond to symbols and other graphic notation.</p>	<p><b>Listening and responding</b>                      Respond to, identify, and distinguish between sounds and music in different contexts.</p> <p>Begin to consider how music illustrates the composer’s ideas by drawing a response.</p> <p><b>Describing and discussing</b>                      Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel using key words relating to the dimensions (long, short, dynamics, piano, forte, faster, slower).</p> <div data-bbox="1834 1060 2754 1165" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Romantic Flight Dragon Battle and The Cove from the sound track of                      How to train your dragon - <i>John Powell</i></p> </div>
<p><b>Vocabulary</b></p>	<p>Dynamics, loud (forte), quiet (piano), louder, quieter, silence, fast, slow, faster, slower</p>	
<p><b>Enrichment &amp; wider development</b></p>		

**Year 2 - Autumn 2: Christmas is Coming!**

**Milestone LO**

- Creating and performing a class version of Christmas is Coming
- Create, perform and record Father Christmas's Journey

<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge										
<p><b>Pitch:</b>                      Know that music is made of higher and lower sounds.</p> <p>Know that musical notes are named after the first 7 notes of the alphabet (ABCDEFG)</p> <p>Know that notes can move in steps or leaps and can be repeated and that these changes create the shape of the melody.</p> <div data-bbox="213 892 626 1073" style="border: 1px solid black; padding: 5px;"> <p><b>Melodic shape</b> illustrates the steps, leaps or repeated notes in a tune.</p>  </div> <p><b>Duration:</b>                      Know that a steady beat and a rhythm pattern are different but that they fit together.</p> <div data-bbox="192 1220 611 1377" style="border: 1px solid black; padding: 5px;">  <p>The <b>steady beat</b> is the heart of the music.</p> </div> <p><b>Rhythm patterns</b> are combinations of short and long sounds which fit to the steady beat.</p> <table border="1" data-bbox="281 1556 519 1724"> <tr> <td>Fire</td> <td>fight - er</td> </tr> <tr> <td>Po - lice</td> <td>man</td> </tr> <tr> <td>Din - ner</td> <td>la - dy</td> </tr> <tr> <td>Hair</td> <td>dress - er</td> </tr> <tr> <td>Nurse</td> <td>(sh)</td> </tr> </table>	Fire	fight - er	Po - lice	man	Din - ner	la - dy	Hair	dress - er	Nurse	(sh)	<p><b>Playing:</b>                      Know how to use correct percussion techniques to play tuned and untuned percussion.</p> <p>Begin to know how to play tuned and untuned percussion with musical intent.</p> <p><b>Rehearsing and performing:</b>                      Know how to sing and play in time and follow a wider range of simple directions.</p> <p>Begin to know why improvements are needed and how to achieve these.</p> <p><b>Notating:</b>                      Know how to respond to and recognise musical ideas (including rhythm and pitch) represented and communicated through symbols and graphic notation.</p>	<p><b>Listening and responding</b>                      Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas.</p> <p><b>Describing and discussing</b>                      Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions.</p> <div data-bbox="1863 835 2775 947" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Sleigh Ride - Leroy Anderson                          Jingle Bells - James Lord Pierpont</p> </div>
Fire	fight - er											
Po - lice	man											
Din - ner	la - dy											
Hair	dress - er											
Nurse	(sh)											

**Vocabulary** Pitch - higher, lower, melodic shape, steps, leaps, repeated notes; duration - long, short, steady beat, rhythm pattern

**Enrichment & wider development**



**Year 2 - Spring 1: Jolly Rogers**

**Milestone LO**

- Performance of The Storm is a-Brewing with sound effects
- Performance of storm themed compositions from graphic notation
- Performance of the Jolly Rogers song
- Performance of structured storm compositions using narrative and verse / chorus structure

<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge
<p><b>Structure:</b>                      Know that music can have verses and choruses. (Year 1)</p> <div data-bbox="178 646 596 1041" style="border: 1px solid black; padding: 5px;"> <p>A <b>chorus</b> is a tune and words repeated throughout a song.</p> <ul style="list-style-type: none"> <li>• Verse 1</li> <li>• Chorus</li> <li>• Verse 2</li> <li>• Chorus</li> <li>• Bridge</li> <li>• Verse 3</li> <li>• Chorus</li> </ul> </div> <div data-bbox="178 1062 596 1493" style="border: 1px solid black; padding: 5px;"> <p>A <b>verse</b> is a series of words that tell the main story of the song and keep it moving forward.</p> <ul style="list-style-type: none"> <li>• Verse 1</li> <li>• Chorus</li> <li>• Verse 2</li> <li>• Chorus</li> <li>• Bridge</li> <li>• Verse 3</li> <li>• Chorus</li> </ul> </div> <p><b>Timbre:</b>                      Know that instruments can be played in different ways for different effects.</p>	<p><b>Singing:</b>                      Know how to explore and use vocal sounds, chanting and singing to show character and / or mood.</p> <p>Know how to use simple vocal patterns as accompaniments.</p> <p><b>Rehearsing and performing:</b>                      Know how to sing and play in time and follow a wider range of simple directions.</p> <p>Begin to know why improvements are needed and how to achieve these.</p> <p><b>Notating:</b>                      Know how to respond to and recognise musical dimensions represented and communicated through symbols and graphic notation.</p>	<p><b>Listening and responding:</b>                      Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas.</p> <p><b>Describing and discussing:</b>                      Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions.</p> <div data-bbox="1828 940 2754 1083" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Portside Pirates                          Storm interlude from Peter Grimes - <i>Benjamin Britten</i>                          The Pirates of the Caribbean</p> </div>
<p><b>Vocabulary</b></p>	<p>Verse and chorus</p>	
<p><b>Enrichment &amp; wider development</b></p>		

**Year 2 - Spring 2: Man on the Moon**

**Milestone LO**

- Performances of Aliens Hello, A Spaceship to the Moon, Michael Collins song
- Man on the Moon music (class and small group)


<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge
<p><b>Timbre:</b> Know that sounds can be made by vocalising, shaking, striking, scraping, plucking, strumming, blowing or they can be made electronically.</p> <p><b>Texture:</b> <i>Know that music can be made up of layers of sound. (Year 1)</i></p>	<p><b>Playing:</b> Know how to play a range of untuned percussion with accuracy, control and the correct technique.</p> <p><b>Rehearsing:</b> Know how to practice and rehearse to improve.</p> <p><b>Notating:</b> Know how to use graphic notation to show texture.</p>	<p><b>Listening and responding:</b> Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer’s ideas.</p> <p><b>Describing and discussing:</b> Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">                     Mare Tranquillitas – <i>Vangelis</i> </div>
<p><b>Vocabulary</b></p>	timbre, vocal, shaken, struck, plucked, strummed, blown, electronic, texture, layers	
<p><b>Enrichment &amp; wider development</b></p>	History link: Neil Armstrong and the first moon landing	



Year 2 - Summer 1: Wispy Willow

**Milestone LO**

- Performance of Granny came to our house
- Creation and performance of Wispy Willow patterns
- Creation and performance of an alternative melody for the first two lines of the Wispy Willow song


<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge
<p><b>Pitch:</b>  <i>Know that music is made of higher and lower sounds. (Autumn 1)</i></p> <p><i>Know that notes can move in steps or leaps and can be repeated and that these changes create the shape of the melody. (Autumn 2)</i></p> <div data-bbox="222 800 566 947" style="border: 1px solid black; padding: 5px;"> <p><b>Melodic shape</b> illustrates the steps, leaps or repeated notes in a tune.</p>  </div>	<p><b>Playing:</b>                      Know how to use correct percussion techniques to play tuned and untuned percussion.</p> <p>Begin to know how to play tuned and untuned percussion with musical intent.</p> <p><b>Rehearsing and performing:</b>                      Know how to sing and play in time and follow a wider range of simple directions.</p> <p>Begin to know why improvements are needed and how to achieve these.</p> <p><b>Notating:</b>                      Know how to respond to and recognise musical ideas (including pitch) represented and communicated through symbols and graphic notation.</p>	<p><b>Listening and responding:</b>                      Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas.</p> <p><b>Describing and discussing:</b>                      Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions.</p> <div data-bbox="1843 856 2754 932" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>People with Long Ears from Carnival of the Animals - <i>Saint Saens</i></p> </div>
<p><b>Vocabulary</b></p>	<p>Pitch, high, low, higher, lower, steps, leaps, repeats</p>	
<p><b>Enrichment &amp; wider development</b></p>		



**Year 2 - Summer 2: Minibeasts on the Move**

**Milestone LO**

- Developing and performing Creepy Crawlies song
- Creating and performing Some Bugs song with new chorus
- Creating and performing Creepy Crawlies compositions in small groups

<b>Constructive Pillar</b> Substantive/ Declarative Knowledge	<b>Technical Pillar</b> Disciplinary Knowledge Procedural Knowledge	<b>Expressive Pillar</b> Tacit Knowledge										
<p><b>Duration:</b>  <i>Know that a steady beat and a rhythm pattern are different but that they fit together. (Autumn 2)</i></p> <div data-bbox="195 636 608 793" style="border: 1px solid black; padding: 5px; text-align: center;">                       The <b>steady beat</b> is the heart of the music.                 </div> <div data-bbox="195 810 608 1228" style="border: 1px solid black; padding: 5px;"> <p><b>Rhythm patterns</b> are combinations of short and long sounds which fit to the steady beat.</p> <table border="1" data-bbox="261 993 543 1192"> <tr> <td>Fire</td> <td>fight - er</td> </tr> <tr> <td>Po - lice</td> <td>man</td> </tr> <tr> <td>Din - ner</td> <td>la - dy</td> </tr> <tr> <td>Hair</td> <td>dress - er</td> </tr> <tr> <td>Nurse</td> <td>(sh)</td> </tr> </table> </div>	Fire	fight - er	Po - lice	man	Din - ner	la - dy	Hair	dress - er	Nurse	(sh)	<p><b>Playing:</b>                      Know how to use correct percussion techniques to play tuned and untuned percussion.</p> <p>Begin to know how to play tuned and untuned percussion with musical intent.</p> <p><b>Rehearsing and performing:</b>                      Know how to sing and play in time and follow a wider range of simple directions.</p> <p>Begin to know why improvements are needed and how to achieve these.</p> <p><b>Notating:</b>                      Know how to respond to and recognise musical ideas (including pitch) represented and communicated through symbols and graphic notation.</p>	<p><b>Listening and responding:</b>                      Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</p> <p><b>Describing and discussing:</b>                      Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions.</p>
Fire	fight - er											
Po - lice	man											
Din - ner	la - dy											
Hair	dress - er											
Nurse	(sh)											
<p><b>Vocabulary</b></p>	<p>steady beat, rhythm pattern</p>											
<p><b>Enrichment &amp; wider development</b></p>												

