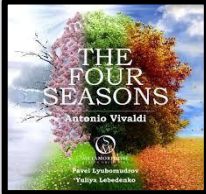


# MUSIC CURRICULUM - YEAR 1/2

## How instruments work



## Listen and Learn



## Key Vocabulary/Phrases

Composer	A person who writes music
Dynamics	Whether music is loud or soft
Lyrics	Words written to music
Musical Instruments	An object that produces sound
Melody	The tune of a song
Orchestra	A group of musicians who play different instruments
Percussion	Instruments that sound by being struck or shaken
Pulse	A basic continuous unit of time
Rhythm	A pattern of sound
Tempo	Whether the music is fast or slow music

**Sticky Knowledge**

- ★ Listen and respond appropriately to a range of music
- ★ Name three famous composers
- ★ Name the 4 families of instruments and be able to give examples
- ★ Use the voice to sing and chant
- ★ Play untuned instruments to compose music on a specific theme.



★ Use percussion instruments to compose and perform music to depict the weather

# MUSIC CURRICULUM - YEAR 1/2

## Musical Notes



## Sticky Knowledge

- ★ Listen and respond appropriately to a range of music
- ★ Name two famous composers and some of their work
- ★ Learn a simple song that can be sung as a round
- ★ Use musical vocabulary to adapt a performance
- ★ Listen to and discuss music from around the world.

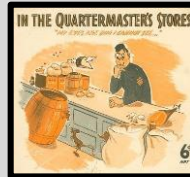
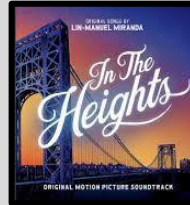
### Three Blind Mice

www.funfonix.com



- ★ Use drums to create south american rhythms and dance to the beat

## Listen and Learn



## Key Vocabulary/Phrases

Dynamics	Whether music is loud or soft
Forte	Loud
Legato	Music played very smoothly
Musical Instruments	An object that produces sound
Melody	The tune of a song
Orchestra	A group of musicians who play different instruments
Percussion	Instruments that sound by being struck or shaken
Piano	Softly
Staccato	Music played sharply, notes detached from each other
Tempo	Whether the music is fast or slow music

# MUSIC CURRICULUM - YEAR 3/4

## Musical Notation



## Sticky Knowledge

- ★ To learn basic musical notation; Time signatures; note values; bar lines etc
- ★ Play a tuned instrument with accuracy
- ★ Name and describe instruments within the orchestra
- ★ Use musical vocabulary to adapt a performance
- ★ Listen to and discuss music by a specific composer

- ★ Learn and perform a song in the round that creates harmonies

## Listen and Learn



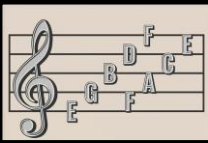
## Key Vocabulary/Phrases

Accelerando	To get faster
Forte	Loud
Harmony	A combination of notes played or sung at the same time.
Legato	Music played very smoothly
Melody	The tune of a song
Piano	Softy
Rests	Pauses in the music notated by specific symbols
Ritardando	To get slower
Staccato	Music played sharply, notes detached from each other
Tempo	Whether the music is fast or slow music



# MUSIC CURRICULUM - YEAR 3/4

## Musical Notation



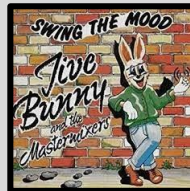
## Sticky Knowledge

- ★ To learn further and more varied musical notation; dotted notes and rests; treble and bass clef; note places
- ★ Play a tuned instrument and learn a song with accuracy working as a team with classmates
- ★ Name and describe instruments within the orchestra
- ★ Understand the different musical eras using a basic timeline
- ★ Listen to and discuss music by a specific composer producing a short written description



- ★ Learn and perform a melody on the recorder

## Listen and Learn

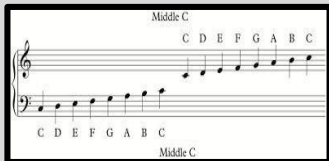


## Key Vocabulary/Phrases

Accelerando	To get faster
Bass Clef	Symbol used for lower pitched notes
Dynamics	Volume of Sound
Harmony	A combination of notes played or sung at the same time.
Legato	Music played very smoothly
Melody	The tune of a song
Rests	Pauses in the music notated by specific symbols
Ritardando	To get slower
Stave	Five lines that music is notated on
Treble Clef	Symbol used for higher pitched notes

# MUSIC CURRICULUM - YEAR 5/6

## Musical Notation



- ★ Identify if music is in 2 or 3 time
- ★ How changes in pitch affect how music sounds

## Sticky Knowledge

- ★ Play a tuned instrument and learn a song with accuracy working as a team with classmates
- ★ Compose a simple melody on a tuned instrument
- ★ Identify orchestral instruments playing in a classical music piece
- ★ Understand the development of music through time
- ★ Listen to and discuss music by a specific composer producing a short written description

- ★ Create a Viking chant using Nordic words and recreating the rhythms and instrumental sounds

## Listen and Learn



## Key Vocabulary/Phrases

Accelerando	To get faster
Bass Clef	Symbol used for lower pitched notes
Crescendo	To gradually get louder
Chant	Repeated rhythmic phrase, typically shouted
Diminuendo	To gradually get quieter
Legato	Music played very smoothly
Rests	Pauses in the music notated by specific symbols
Ritardando	To get slower
Time Signature	Indication of the rhythm
Treble Clef	Symbol used for higher pitched notes

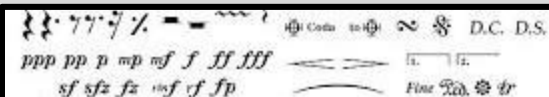
# MUSIC CURRICULUM - YEAR 5/6

## Musical Notation

### Accidentals



- ★ Identify if music is in a major or minor key

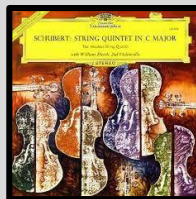
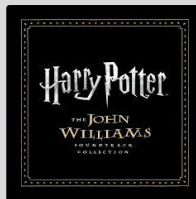


### Sticky Knowledge

- ★ Play a tuned instrument and learn a song with accuracy working as a team with classmates
- ★ Compose a simple melody on a tuned instrument and notate it including key notation features
- ★ Identify differences between musical theatre and film scores
- ★ Analyse a musical score and identify key features
- ★ Take part in a performance

- ★ Create a chart of four composers noting the type of music, the nationality and some key features of their music

## Listen and Learn



## Key Vocabulary/Phrases

Accidentals	A change of pitch that is not in the scale
Crescendo	To gradually get louder
Crotchet	One beat
Diminuendo	To gradually get quieter
Intervals	The difference in pitch between notes
Minim	Two beats
Motif	Recurring theme in music
Quaver	Half beat
Rests	Pauses in the music notated by specific symbols
Semibreve	4 beats