# Autumn term 1 - Leicestershire Music Scheme of Work - Unit 1 Pulse

## <u>EYFS Unit</u>

EYFS Development Matters - 3 and 4 year olds

- Listen with increased attention to sounds.

- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

- Play instruments with increasing control to express their feelings and ideas.

- EYFS Development Matters Children in Reception
- 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.

	Performing - singing and playing	Composing - creating their own music	Listening and applying l understandi	~
EYFS	I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)	I can imitate movements in response to music.	I can explore, respond and identify long and short sounds.	

#### <u>Key vocabulary</u> = pulse, tempo, genre, graphic score

#### Class One - Year 2 Unit

KS1 National Curriculum

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes

- Play tuned and untuned instruments musically

- Experiment with, create, select and combine sounds using the inter-related dimensions of music

	Performing - singing and playing			Listening and applying knowledge and understanding		
Year 1	I can keep a steady pulse with some accuracy (eg clapping, marching, tapping <b>and</b> <b>playing instruments)</b>	I can follow and create simple musical directions for faster, slower, stopping and starting.	I can create, explore, respond and identify long and short sounds.			
Year 2	I can sing / play with good sense of pulse.	I can demonstrate an understanding of the differences between pulse and rhythm through physical movement / playing / singing.	I can begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names / syllables in names etc.	I can respond to visual and aural cues.		

<u>Key vocabulary</u> = pulse, tempo, genre, graphic score, crotchet, genre, internalising words, ostinato, paired quavers, rest, round, rhythm

#### <u>Class Three - Year 6 Unit</u>

#### <u>Class Three -</u>

nd playing musical instruments with increasing - 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

	Performing - singing and playing		Composing — creating their own music		jing knowledge and tanding
Year 5	I can maintain a strong sense of pulse throughout pieces with & without syncopation	I can maintain an independent part in a group when singing or playing.	I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies /accompaniments.		
Year 6	I can maintain a strong sense of pulse and recognise when going out of time.	I can maintain an independent part in a group when singing or playing with an awareness of other parts / performers.		I can share opinions about own and others' music and be willing to <b>justify</b> <b>these using musical</b> <b>vocabulary.</b>	I can listen to & evaluate a range of live & recorded music from different traditions, genres, styles & times, responding appropriately to context.

<u>Key vocabulary</u> – pulse, tempo, genre, graphic score, crotchet, genre, internalising words, ostinato, paire quavers, rest, round, rhythm, baseline, ground base, drone, pentatonic, syncopation, time signatures, dynamics, improvise

### <u>Class Two - Year 4 Unit</u>

#### KS2 National Curriculum

- 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

	Performing - singing and playing		rming – singing and playing Composing – creating their own music		Listening and applying knowledge and understanding		
Year 3	I can sing and play confidently and fluently, <b>maintaining a</b> steady pulse.	I can maintain a part in a piece/rhythm game consisting of two or more parts.	I can follow and lead simple performance directions, demonstrating my understanding of pulse.	I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary.	I can accept feedback and suggestions from others.		
Year 4	I can sing and play confidently and fluently, maintaining an appropriate pulse.	I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato or rhythm	I can follow and lead simple performance directions. (eg call and response patterns)				

<u>Key vocabulary</u> – pulse, tempo, genre, graphic score, crotchet, genre, internalising words, ostinato, paired quavers, rest, round, rhythm, baseline, ground base, drone, pentatonic, syncopation, time signatures

# Autumn term 2 - Leicestershire Music Scheme of Work - Unit 2 Voice

# EYFS Unit

EYFS Development Matters - 3 and 4 year olds

- 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.

EYFS Development Matters - Children in Reception

- 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.

EYFS ELG Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs.

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

	Performing – singing and playing	Composing - creating own music	Listening and applyi understa	
EYFS	I can sing songs, which contain a small range of notes ( <b>2 or 3 notes</b> for example).	This strand is not applicable in this unit.	I can take turns when singing and be a good listener.	I can perform actions to accompany songs. (Move like a snake)

Class Two - Year 4 Unit

#### Key vocabulary = Dynamics, melody, pitch, pitch match, pulse

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<u>Iational Curriculum</u>					<u>KS2 N</u>	<u> National Curriculum</u>			imensions of ic drawn fro ying knowledg standing y I can perfor piece by graphi a s
and perform in sole	o and ensemble	contexts, using	their voices and playing r	musical instruments with	- Play	and perform in solo and enser	nble contexts, using	their voices and playing m	usical inst
sing accuracy, fluer	icy, control and	expression			increa	ising accuracy, fluency, control	and expression		
				nensions of music					ensions of
n with attention to	detail and reca	ll sounds with in	creasing aural memory		- Liste	en with attention to detail and	recall sounds with ir	creasing aural memory	
					- Use	and understand staff and other	r musical notations		
			y live and recorded music	: drawn from different				y live and recorded music o	drawn fro
ons and from great	composers and	musicians			tradit	ions and from great composers	and musicians		
Performing - singi	ng and playing	Composing - creating own music	• • • •			Performing - singing and playing	Composing – creating own music	Listening and applying understan	
I can sing j	fluently.	This strand is not applicable in this unit.	I can create, use and lead a group with performance instructions. (tempo,	I can hear a melody and <b>create a graphic</b> <b>score</b> to represent it.	Year 5	I can sing and maintain an independent part.	This strand is not applicable in this unit.	I can experiment and perform sounds made by my voice.	perfo piece by
		-	dynamics, start, stop,)		9	I can experiment with and	1	I can maintain a part in a	
5	5				ear	refine sounds with my voice.		1 5 5	
5	5 5				≻			vottet.	
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pronunciation.					Key v	<u>vocabulary</u> = Dynamics, melod	y, pitch, pitch mate	h, pulse, graphic score, te	mpo, pen
r	sing accuracy, fluer ovise and compose in with attention to and understand sta- reciate and understa ions and from great Performing – singi I can sing yith an awareness of my breathing and	Vational Curriculum   and perform in solo and ensemble   using accuracy, fluency, control and   rovise and compose music for a ran   on with attention to detail and reca   and understand staff and other mu   reciate and understand a wide rang   ions and from great composers and   Performing – singing and playing   I can sing fluently.   I can sing with   an awareness of   my breathing   and	Vational Curriculum   and perform in solo and ensemble contexts, using using accuracy, fluency, control and expression rovise and compose music for a range of purposes using with attention to detail and recall sounds with in and understand staff and other musical notations reciate and understand a wide range of high-quality ions and from great composers and musicians   Performing – singing and playing Composing – creating own music   I can sing fluently. This strand is not applicable in this unit.   I can sing with an awareness of my breathing and I can sing fluently with confidence.	and perform in solo and ensemble contexts, using their voices and playing it sing accuracy, fluency, control and expression rovise and compose music for a range of purposes using the inter-related dir on with attention to detail and recall sounds with increasing aural memory and understand staff and other musical notations reciate and understand a wide range of high-quality live and recorded music ions and from great composers and musicians   Performing – singing and playing Composing – creating own music Listening and apply underst music   I can sing fluently. This strand is not applicable in this unit. I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,)   I can sing with an awareness of my breathing and I can sing fluently with confidence. I can sing fluently with confidence.	National Curriculum   and perform in solo and ensemble contexts, using their voices and playing musical instruments with sing accuracy, fluency, control and expression   iovise and compose music for a range of purposes using the inter-related dimensions of music   in with attention to detail and recall sounds with increasing aural memory   and understand staff and other musical notations   reciate and understand a wide range of high-quality live and recorded music drawn from different   ions and from great composers and musicians   Performing – singing and playing Composing – creating own music   I can sing fluently. This strand is not applicable in this unit.   I can sing with an awareness of my breathing and wareness of my breathing and I can sing fluently with confidence.   and I can sing fluently with confidence. I can use standard or graphic notation to create a melody.	National Curriculum KS2 N   and perform in solo and ensemble contexts, using their voices and playing musical instruments with sing accuracy, fluency, control and expression - Play increation   ovise and compose music for a range of purposes using the inter-related dimensions of music - Important a fight and other musical notations   n with attention to detail and recall sounds with increasing aural memory - Listee   and understand staff and other musical notations - Vertice   reciate and understand a wide range of high-quality live and recorded music drawn from different - App   ions and from great composers and musicians - Creating own music I can sing fluently.   I can sing fluently. This strand is not applicable in this unit. I can use standard or graphic notation to create a melody.   I can sing with an awareness of my breathing and with confidence. I can sing fluently with confidence. I can sing fluently with confidence. I can use standard or graphic notation to create a melody.	National Curriculum KS2 National Curriculum   and perform in solo and ensemble contexts, using their voices and playing musical instruments with sing accuracy, fluency, control and expression - Play and perform in solo and ensemination sof music   iovise and compose music for a range of purposes using the inter-related dimensions of music - Play and perform in solo and ensemination sof music   in with attention to detail and recall sounds with increasing aural memory - Improvise and compose music for a range of high-quality live and recorded music drawn from different ions and from great composers and musicians - Listen with attention to detail and   Performing - singing and playing own great composers and musicians Composing - creating own music - Listening and applying knowledge and understanding - Appreciate and understand a wide range of high-quality live and recate, use and lead a group with performance instructions. (tempo, dynamics, start, stop,) I can use standard or graphic notation to create a melody.   I can sing with an awareness of my breathing and awareness of my breathing and a I can sing fluently with confidence. I can sing fluently with my voice.   I can sing with and a with my voice. I can sing fluently with confidence. I can sing and maintain an independent part. I can experiment with and refine sounds with my voice.   I can sing and maintain an awareness of my breathing and awareness of my breathing I can sing fluently with my voice	Stational Curriculum   and perform in solo and ensemble contexts, using their voices and playing musical instruments with sing accuracy, fluency, control and expression - Play and perform in solo and ensemble contexts, using increasing accuracy, fluency, control and expression   rovise and compose music for a range of purposes using the inter-related dimensions of music - Play and perform in solo and ensemble contexts, using increasing accuracy, fluency, control and expression   and understand staff and other musical notations - Improvise and composer music for a range of purposes using the inter-related dimensions of music - Improvise and composer music for a range of purposes using the inter-related dimensions of music   and understand staff and other musical notations - Use and understand staff and other musical notations   reciate and understand a wide range of high-quality live and recorded music drawn from different - Appreciate and understand a wide range of high-qualit   I can sing fluently. I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,) I can use standard or graphic notation to create a melody   I can sing with and may breatting and wavereness of fluently with confidence. I can use standard or graphic notation to create a melody. I can use standard or graphic notation to create a melody.	National Curriculum   and perform in solo and ensemble contexts, using their voices and playing musical instruments with sing accuracy, fluency, control and expression - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression   voise and compose music for a range of purposes using the inter-related dimensions of music - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression   not with attention to detail and recall sounds with increasing aural memory and understand ataff and other musical notations - Improvise and compose music for a range of purposes using the inter-related dimensions of music   reciate and understand a wide range of high-quality live and recorded music drawn from different ions and from great composers and musicians - Listening and applying knowledge and understand a wide range of high-quality live and recorded music drawn from different insting fluently. - Composing - Creating own music - Listening and applying knowledge and understand a wide range of high-quality live and recorded music drawn from different instructions. (tempo, dynamics, start, stop.) - Composing - Creating own music - Listening and performing - singing and musical instruments with interesting and applying knowledge and understand a misci and recerting a maleody and create a graphic score to represent it. in this unit.   I can sing with an awareness of my by reacting and with increasing acuracy is proved and awareness of music I can use standard or graphic notatain to create a melody. I ca

Key vocabulary = Dynamics, melody, pitch, pitch match, pulse, graphic score, tempo, pentatonic scale, harmony, scale, octave, ostinato, phrase, tone

### Class One - Year 2 Unit

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes

KS1 National Curriculum

- Listen with concentration and understanding to a range of high-quality live and recorded music

- Experiment with, create, select and combine sounds using the inter-related dimensions of music

	Performing - singing and playing	Composing - creating own music	Listening and applying kn	owledge and understanding
Year 1	I can sing and perform songs, which contain a small range of notes ( <b>3 - 5</b> <b>notes</b> for example), with growing confidence.	This strand is not applicable in this unit.	I can follow performance instructions including starting and stopping with accuracy.	I can recognise and represent higher and lower sounds using graphic notation.
Year 2	I can sing, with accuracy, within <b>a range of notes.</b>		I can follow and use performance instructions. (including, starting, stopping, dynamics and tempo)	I can recognise and demonstrate the link between pitch and shape using graphic notation.

#### Key vocabulary = Dynamics, melody, pitch, pitch match, pulse, graphic score, tempo

### Class Three - Year 6 Unit

nstruments with

of music

from different

	Performing - singing and playing	Composing — creating own music	Listening and applying knowledge and understanding	
Year 5	I can sing and maintain an independent part.	This strand is not applicable in this unit.	I can experiment and perform sounds made by my voice.	I can create and perform a vocal piece by following a graphic / notated
Year 6	I can experiment with and <b>refine sounds</b> with my voice.		I can maintain a part in a performance with my voice.	score.

entatonic scale. harmony, scale, octave, ostinato, phrase, tone

# Spring term 1 - Leicestershire Music Scheme of Work - Unit 3 Rhythm

# EYFS Unit

EYFS Development Matters - 3 and 4 year olds

- Listen with increased attention to sounds.

- Respond to what they have heard, expressing their thoughts and feelings.

- Play instruments with increasing control to express their feelings and ideas.

EYFS Development Matters - Children in Reception

- 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.

	Performing - singing and playing	Composing - creating their own music		Listening and applying knowledge and understanding	
EYFS	I can keep a steady pulse with some accuracy while playing	I can create rhythms and suggest symbols to represent rhythms	I can explore rhythm through play	I can recognise and control changes in tempo	I can listen to ideas from others, taking turns

<u>Key vocabulary</u> = graphic notation, ostinato, pulse, rhythm, tempo

### <u>Class One - Year 2 Unit</u>

<u>KS1 National Curriculum</u> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes

- Play tuned and untuned instruments musically

- Experiment with, create, select and combine sounds using the inter-related dimensions of music

	Performing – Composing – creating their own music singing and playing				d applying knowledge understanding
Year 1	I can confidently copy given rhythms	I can <b>begin to u</b> nderstand the differences between pulse and rhythm through physical movement, playing and singing	I can begin to play rhythmic patterns found in speech	I can use graphic notation to	I can listen to ideas from others and use them to help improve my work
Year 2	I can perform with a good sense of pulse and rhythm	I can understand the differences between pulse and rhythm through physical movement, playing and singing.	I am beginning to <b>recognise</b> rhythmic patterns found in speech	record rhythms	I can offer comments about others' work and accept suggestions from others

 $\underline{Key \ vocabulary} = graphic notation, ostinato, pulse, rhythm, tempo, crotchet, paired quavers, stick notation, timbre$ 

# <u>Class Three - Year 6 Unit</u>

### KS2 National Curriculum

KS2 National Curriculum

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Class Two - Year 4 Unit

- 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

	Performing - singing + playing	Composing - creating	g their own music	Listening and applyin understa	
Year 3	I can play rhythms confidently while maintaining an appropriate pulse	I can demonstrate that I understand the differences between pulse and rhythm <b>through</b> playing an instrument	I can <b>listen and</b> <b>copy</b> rhythmic Patterns	I can create graphic notation to represent rhythm.	I can offer comments about my own and others work and ways to improve, and I
Year 4	I can confidently maintain an independent part when playing an instrument in a small group	I can play confidently and fluently maintaining an appropriate pulse	I can <b>create</b> simple rhythmic patterns	I can aurally identify, recognize, respond to and use musically basic symbols <b>including</b> <b>Western notation</b>	can accept feedback and suggestions from others

 $\underline{Key \ vocabulary} = graphic notation, ostinato, pulse, rhythm, tempo, crotchet, paired quavers, pitch, stick notation, timbre, canon, melody, phrase, ternary form, texture$ 

- 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  $% \left( {{{\left[ {{{\left[ {{{c_{1}}} \right]}} \right]}_{max}}}} \right)$ 

- Use and understand staff and other musical notations

	Performing - singing + playing	Composing - creatir	ng their own music	Listening and applyin understar	
Year 5		I can use a variety of ti when creating an	v	I can <b>respond to</b> <b>and use</b> musically basic symbols including Western notation	I can critique my own and others' work and justify the comments
Year 6		I can confidently maintain an independent part when playing an instrument (smaller groups / more parts)	I can use a variety of <b>musical devices</b> , timbres, <b>textures,</b> techniques when creating and playing music	I can follow staff and other notations while playing short passages of music	

<u>Key vocabulary</u> = graphic notation, ostinato, pulse, rhythm, tempo, crotchet, paired quavers, pitch, stick notation, timbre, canon, melody, phrase, ternary form, texture, minim, quaver, semibreve, dynamics,

## Spring term 2 - Leicestershire Music Scheme of Work - Unit 4 Pitch

# <u>EYFS Unit</u>

EYFS Development Matters - 3 and 4 year olds

- Listen with increased attention to sounds.

- 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. <u>EYFS Development Matters - Children in Reception</u>

- 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.

EYFS ELG Being Imaginative and Expressive

- Perform songs and rhymes with others, and (when appropriate) try to move in time with music.

	Performing - singing+playing	Composing - creating their own music	Listening and applying knowledge and understanding			
EYFS	I can sing broadly in tune with a <b>limited</b> <b>pitch range</b>	I can create music,+ suggest symbols to represent sounds (e.g. a large foot for Daddy, small foot for baby)	Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally	I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments		

Key vocabulary – Dynamics, pitch, glissando, melody, tempo, graphic score

# Class Two - Year 4 Unit

#### KS2 National Curriculum

- 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

	Performing - singing and playing	Composing -	creating their own music	Listening and applying knowledge and understanding
Year 3	I can sing fluently.	I can <b>begin to</b> create simple rhythmic patterns, melodies, and accompaniment	I can <b>begin to</b> aurally identify, recognise, respond to and use musically <b>graphic</b> <b>notation</b> to represent basic changes in pitch within a limited range	I can offer comments about my own and others' work and accept suggestions from others
Year 4	I can sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.	I can create simple rhythmic patterns, melodies, and accompaniment s	I can aurally identify, recognise, respond to, and use basic musical symbols including rhythms from standard Western notation and basic changes in pitch within a limited range.	I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately. Share opinions about own and others' music and justify these.

diminuendo, graphic notation, score, volume, conductor, harmony, octave, ostinato, phrase, scale, timbre, tone

#### <u>Class One - Year 2 Unit</u>

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes

- Play tuned and untuned instruments musically

KS1 National Curriculum

- Listen with concentration and understanding to a range of high-quality live and recorded music

- Experiment with, create, select and combine sounds using the inter-related dimensions of music

	Performing - singing+playing	Composing - creating their own music							
Year 1	I can sing in tune and perform songs, which contain a small range of notes ( <b>3 - 5 notes</b> ), with growing confidence.	I can use graphic notation to record rhythms		I can listen to ideas from others and use them to help improve my work					
Year 2	I can sing, with accuracy, within <b>a</b> <b>range of notes</b> .	I can <b>begin to</b> recognise and musically demonstrate awareness of a link between shape and pitch <b>using graphic</b> <b>notation</b> .	I can musically demonstrate increased understanding and use of basic musical features as appropriate to a specific music content e.g. graduation of sound (getting louder, softer, higher, lower, faster, slower), describe the quality of sounds and how they are made, combined and names of common classroom instruments)	I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.					
Key v	Key vocabulary – Dynamics, pitch, glissando, melody, tempo, graphic score, pulse, rhythm, crescendo,								
dimin	uendo, graphic notatio	on, score, volume, cond	uctor	-					

#### <u> Class Three - Year 6 Unit</u>

#### KS2 National Curriculum

- 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

	Performing – singing and playing		creating their music	Listening and applying knowledge and understanding				
Year 5	I can begin to I can begin to demonstrate create music use a variety increasing which of musical		use a variety	I can listen & evaluate a range of live and recorded music from different traditions, genres, styles and times,	I can critique own and others' work, offering specific comments and justifying these.			
6	expression, skill and level of musicality	understanding of basic structure and	timbres, textures, techniques	responding appropriately to the contact. Share opinions about own and	I can critique own and others' work, offering specific comments+			
Year	through taking different roles in performance and rehearsal	discuss the choices made	when creating and making music.	others' music and be willing to justify these.	justifying these with musical examples and technical vocabulary			

<u>Key vocabulary</u> – Dynamics, pitch, glissando, melody, tempo, graphic score, pulse, rhythm, crescendo, diminuendo, graphic notation, score, volume, conductor, harmony, octave, ostinato, phrase, scale, timbre, tone, arpeggio, chord, interval, melodic phrase, motif, semitone

# Summer term 1 - Leicestershire Music Scheme of Work - Unit 5 Technology, Structure and Form

<u>Summer term 1 - Leicestershire Music Scheme of Work - Unit 5 Technology, S</u> <u>EYFS Unit</u>					Class One - Year 2 Unit					
YFS I	Development Matters - 3 ar				KS1 National Curriculum					
	n with increased attention t					- Play tuned and untuned instruments musically				
	ond to what they have hea		oughts and feeling	JS.				a range of high-quality live of	and recorded music	
	te their own songs or impro							nds using the inter-related di		
Play instruments with increasing control to express their feelings and ideas.					Performing -	Composing -	Listening and applying know	,		
EYFS Development Matters - Children in Reception						singing and playing	creating their own		leage and anacistantang	
	n attentively, move to and		ressing their feelin	gs and responses.		····g···g····g···g	music			
= Explore and engage in music making and dance, performing solo or in groups.						To use technology		To begin to demonstrate an	To comment and	
	<u>ELG Being Imaginative and</u>				-	to create and			respond to recordings of	
Perfo	rm songs, rhymes, poems o	and stories with others	s, and (when appro	opriate) try to move in time with	Year	change sounds.	Τ	structure	own and other's	
iusic.					⊢ ≻		To demonstrate an understanding of		compositions.	
	Performing - singing C	Composing — creating	listening and appl	ying knowledge and understanding		<b>T</b>	musical structure	T . I . I.	<b>T</b> I I	
	and playing	their own music		a applying knowledge and understanding		To experiment with changing and	masical structure	To <b>comment and respond to</b> a variety of live and	To demonstrate a deeper understanding of musica	
		<b>T</b>	<b>T</b> 1 .		ır 2	combining sounds,		recorded music, making	structure, through	
S		To create music and suggest symbols to	To begin to demonstrate ar	To comment and respond to recordings of own voice,	Year	through technology.		statements and observations	discussing musical	
EYFS		represent the sounds.	understanding o	5 5		5 55		about musical structure.	structure.	
	technology.		musical structur	5						
<u> </u>	<u>icabulary</u> – pitch, tempo, re ational Curriculum	ecord, playback, score <u>Class Two - Y</u>				n, structure lational Curriculum	<u>Class Thr</u>	ee - Year 6 Unit		
<u>S2 N</u> Play Icreas Impro Lister Use c Appri	ational Curriculum and perform in solo and en sing accuracy, fluency, cont ovise and compose music fo n with attention to detail an and understand staff and o	Class Two - Y nsemble contexts, using trol and expression or a range of purposes nd recall sounds with ther musical notations ide range of high-qual sers and musicians	<b>'ear 4 Unit</b> g their voices and s using the inter-re increasing aural m		KS2 N - Play increa - Impr - Liste - Use - Appr traditi	lational Curriculum and perform in solo a sing accuracy, fluency ovise and compose mu n with attention to de and understand staff c	nd ensemble contexts , control and expressi isic for a range of pu tail and recall sounds ind other musical not a wide range of higi mposers and musicia	, using their voices and playi on rposes using the inter-related with increasing aural memo ations n-quality live and recorded m ns	dimensions of music ry	
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<u>Key vocabulary</u> – pitch, tempo, record, playback, score, verse, chorus, AB structure, layers, pulse, section, rhythm, structure, beat, bar, bridge, audio effect, backing track, rap, loop

# Summer term 2 - Leicestershire Music Scheme of Work - Unit 6 20th Century Music

- Respor	<u>EYFS Development Matters - 3 and 4 year olds</u> - Respond to what they have heard, expressing their thoughts and feelings. - Play instruments with increasing control to express their feelings and ideas.				<u>Class One - Year 2 Unit</u> <u>KS1 National Curriculum</u> - Listen with concentration and understanding to a range of high-quality live and recorded music			
EYFS Development Matters - Children in Reception - Listen attentively, move to and talk about music, expressing their feelings and responses. = Explore and engage in music making and dance, performing solo or in groups. EYFS ELG Being Imaginative and Expressive					Performing - singing and playing	Composing creating their music	own under	ying knowledge and standing
- Perforr	n songs, rhymes, poen	ns and stories with others, and (w	hen appropriate) try to move in time with music.	Year 1			element, from differ	d music, and <b>use one</b> ent traditions, genres,
	Performing - singing and playing	Composing - creating their own music	Listening and applying knowledge and understanding	Ye			5	nd times. 2 <b>features of</b> recorded
EYFS			To comment and <b>respond to</b> recorded music from different traditions, genres, styles and times.	Year 2			music from different t	raditions, genres, styles times.
KS2 No - Listen - Appre	<u>itional Curriculum</u> with attention to d ciate and understan	s, genre, improvisation, lyrics, <u>Class Two - Ye</u> etail and recall sounds with ir id a wide range of high-qualit composers and musicians	ar 4 Unit	dhol, g <u>KS2 N</u> - Lister - Appr	praphic score, ostinat ational Curriculum with attention to d	o, pitch, semitones, <u>Class T</u> etail and recall sour d a wide range of f	ion, lyrics, melody, rhythm, bar tempo, texture, timbre hree - Year 6 Unit nds with increasing aural memo nigh-quality live and recorded m cians	ry
- Deve	· Performing - singing and	ling of the history of music		- Deve	elop an understand Performing – singing and playing	ling of the history Composing – creating their own music	of music. Listening and applying know	edge and understanding
Year 3	playing		To listen to and use features of recorded music from different traditions, genres, styles, and times.	Year 5	To use a variety of musical devices, timbres, textures, techniques etc.	To experiment with voice, sounds, technology and instruments in	To listen to and <b>evaluate</b> a variety of recorded music from different traditions, genres, styles and times.	To critique own and other's work offering specific comments and justifying these.
Year 4		To demonstrate quality of key musical skills and elements.	sigles, and times.	Year 6	when creating and making music.	creative ways to explore new techniques.		
		s, genre, improvisation, lyrics, o, pitch, semitones, tempo, te	, melody, rhythm, bar, bridge, chaal rhythm, xture, timbre	dhol, g		o, pitch, semitones,	ion, lyrics, melody, rhythm, bar tempo, texture, timbre, harmoi ,	