



## Music overview

Year	Term	Key Concept	Intent	National curriculum objective	Milestones	Essential Characteristics	Vocabulary	Prior Learning
Year 1	Autumn	Beat Rhythm Pitch	The purpose of this unit focuses on children understanding the beat to a piece of music. They will do this by finding and keeping the beat using their voice and an instrument. The children also learn to add rhythm and pitch. They will be answering the questions What is beat? How do I find and keep the beat? Can I sing in time with the beat? Can I play in time with the beat?	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p><b>Beat</b></p> <ul style="list-style-type: none"> <li>✓ Children understand what is meant by musical beat.</li> <li>✓ Children will be able to keep the beat to a piece of music.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>✓ Children will be able to identify the pattern in music.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>✓ Children will be able to say if notes are high or low.</li> <li>✓ Children will be able to say of a piece of music is played in a high or low register.</li> </ul>	<p>To use and apply musical vocabulary – beat, pitch, tempo, dynamics, rhythm, improvise, compose.</p> <p>To use their voices to sing high and low, fast and slow and keep in time with the music.</p> <p>To sing/play and perform confidently with rhythm and keeping in time.</p> <p>To confidently experiment with their voice and instruments.</p> <p>To have opinions on different styles of music.</p>	Beat, pulse, pitch, high, low, rhythm, pattern, tempo, fast, slow, play, perform, sing, glockenspiel, note, hip-hop, jazz, pop, melody, listen, respond, compose, graphic score, lullaby, orchestra, tuba, trumpet	Children have had the opportunity to play a range of instruments in EYFS. They have used these in early phonics to keep the beat of multisyllabic words. The children sing and learn nursery rhymes and move to the music to support their understanding of beat, rhythm, pitch.
Year 1	Spring	Beat Rhythm Pitch Tempo Dynamics	In this unit the children will continue to build on their prior knowledge of beat, rhythm and pitch. They will also be introduced to tempo and dynamics. The children will be answering the questions What is tempo? What are	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and</li> </ul>	<p><b>Beat</b></p> <ul style="list-style-type: none"> <li>✓ Children understand what is meant by musical beat.</li> <li>✓ Children will be able to keep the beat to a piece of music.</li> </ul>		Beat, pulse, pitch, high, low, rhythm, pattern, tempo, fast, slow, play, perform, sing, glockenspiel, note, melody, listen, respond, improvise, dynamics, loud, quiet, piano, forte, pop, violin, flute, woodwind instrument, steel pans	Children have had the opportunity to explore beat, rhythm and pitch in Autumn term. They also had some opportunities to explore dynamics and tempo.



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			<p>dynamics? Is the piece of music fast or slow? Is the music loud or quiet? Can I sing/play fast and slow? Can I sing/play loud or quiet?</p>	<p>understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> <li>experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>Children will be able to identify the pattern in music.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>Children will be able to say if notes are high or low.</li> <li>Children will be able to say of a piece of music is played in a high or low register.</li> </ul> <p><b>Tempo</b></p> <ul style="list-style-type: none"> <li>Children will be able to say whether music is fast or slow.</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>Children will be able to say if a piece of music is loud or quiet.</li> <li>The children will be introduced to musical terms piano and forte.</li> </ul>			
Year 1	Summer	Beat Rhythm Pitch Tempo Dynamics Improvisation	<p>In this unit the children will be introduced to a wide range of musical styles. They will also be introduced to improvisation. They will continue to build on their prior knowledge of beat, rhythm and pitch,</p>	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> </ul>	<p><b>Beat</b></p> <ul style="list-style-type: none"> <li>Children understand what is meant by musical beat.</li> <li>Children will be able to keep the beat to a piece of music.</li> </ul>		Beat, pulse, pitch, high, low, rhythm, pattern, tempo, fast, slow, play, perform, sing, glockenspiel, note, melody, listen, respond, improvise, dynamics, loud, quiet, piano, forte, pop, country music, folk singer, cymbals, drums,	<p>The children have had opportunities to explore beat, rhythm, pitch, dynamics and tempo. In this unit they will use these foundation skills in order to improvise and compose.</p>



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			<p>tempo and dynamics. They will be answering the questions What is improvisation? How can I improvise using my voice and musical instruments?</p>	<ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>Children will be able to identify the pattern in music.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>Children will be able to say if notes are high or low.</li> <li>Children will be able to say of a piece of music is played in a high or low register.</li> </ul> <p><b>Tempo</b></p> <ul style="list-style-type: none"> <li>Children will be able to say whether music is fast or slow.</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>Children will be able to say if a piece of music is loud or quiet.</li> <li>The children will be introduced to musical terms piano and forte.</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>Children will be able to improvise using their voice.</li> <li>They will be able to improvise using a glockenspiel.</li> </ul>		<p>reggae, Jamaica, Jimmy Cliff, Bob Marley and The Wailers, Gregory Isaacs</p>	
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Year 2	Autumn	Beat Rhythm Pitch Tempo Dynamics Improvisation	In this unit the children will be introduced to more musical styles. They will continue to build on their prior knowledge of beat, rhythm and pitch, tempo and dynamics and improvisation. They will be answering the questions What is musical style? What musical style do I like? What musical style don't I like?	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p><b>Beat</b></p> <ul style="list-style-type: none"> <li>✓ Children understand what is meant by musical beat.</li> <li>✓ Children will be able to keep the beat to a piece of music.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>✓ Children will be able to identify the pattern in music.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>✓ Children will be able to say if notes are high or low.</li> <li>✓ Children will be able to say of a piece of music is played in a high or low register.</li> </ul> <p><b>Tempo</b></p> <ul style="list-style-type: none"> <li>✓ Children will be able to say whether music is fast or slow.</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>✓ Children will be able to say if a piece of music is loud or quiet.</li> <li>✓ The children will be introduced to musical terms piano and forte.</li> </ul> <p><b>Improvisation</b></p>		Beat, pulse, pitch, high, low, rhythm, pattern, tempo, fast, slow, play, perform, sing, glockenspiel, note, melody, listen, respond, improvise, dynamics, loud, quiet, piano, forte, soul, Diana Ross, Bolero, scat singing, jazz, rock, Arabic, Spanish, Chinese, Hindi, India, Bollywood, language, jazz, hymn, brass band, orchestra, brass, strings, woodwind, percussion, conductor	The children have had the opportunity to play the glockenspiel in year 1 and use their voices to sing. They have explored beat, rhythm, pitch, tempo and dynamics.
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					<ul style="list-style-type: none"> <li>✓ Children will be able to improvise using their voice.</li> <li>✓ They will be able to improvise using a glockenspiel.</li> </ul>			
Year 2	Spring	Beat Rhythm Pitch Tempo Dynamics Improvisation	In this unit the children will be taught how music can make the world a better place, bring people together. They will continue to build on prior knowledge beat, rhythm, pitch, tempo, dynamics and improvisation.	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<b>Beat</b> <ul style="list-style-type: none"> <li>✓ Children understand what is meant by musical beat.</li> <li>✓ Children will be able to keep the beat to a piece of music.</li> </ul> <b>Rhythm</b> <ul style="list-style-type: none"> <li>✓ Children will be able to identify the pattern in music.</li> </ul> <b>Pitch</b> <ul style="list-style-type: none"> <li>✓ Children will be able to say if notes are high or low.</li> <li>✓ Children will be able to say of a piece of music is played in a high or low register.</li> </ul> <b>Tempo</b> <ul style="list-style-type: none"> <li>✓ Children will be able to say whether music is fast or slow.</li> </ul> <b>Dynamics</b> <ul style="list-style-type: none"> <li>✓ Children will be able to say if a piece of</li> </ul>		Beat, pulse, pitch, high, low, rhythm, pattern, tempo, fast, slow, play, perform, sing, glockenspiel, note, melody, listen, respond, improvise, dynamics, loud, quiet, piano, forte, rainbow, pride, identity, respect, ragtime, piano, pianola, jazz, pop, hip-hop, maracas, percussion	The children have had opportunities to explore beat, rhythm, pitch, tempo, dynamics and improvisation. They have also had the opportunity to explore different musical styles in the autumn term.



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					<p>music is loud or quiet.</p> <ul style="list-style-type: none"> <li>✓ The children will be introduced to musical terms piano and forte.</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>✓ Children will be able to improvise using their voice.</li> <li>✓ They will be able to improvise using a glockenspiel.</li> </ul>			
Year 2	Summer	<p>Beat Rhythm Pitch Tempo Dynamics Improvisation Musical style</p>	<p>In this unit the children will continue to build on prior knowledge beat, rhythm, pitch, tempo, dynamics and improvisation. This unit focuses on musical style. The children will be introduced to lots of musical styles and will share opinions on different styles and musicians.</p>	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p><b>Beat</b></p> <ul style="list-style-type: none"> <li>✓ Children understand what is meant by musical beat.</li> <li>✓ Children will be able to keep the beat to a piece of music.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>✓ Children will be able to identify the pattern in music.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>✓ Children will be able to say if notes are high or low.</li> <li>✓ Children will be able to say of a piece of music is played in a high or low register.</li> </ul>		<p>Beat, pulse, pitch, high, low, rhythm, pattern, tempo, fast, slow, play, perform, sing, glockenspiel, note, melody, listen, respond, improvise, dynamics, loud, quiet, piano, forte, soul, Diana Ross, Bolero, scat singing, jazz, rock, Arabic, Spanish, Chinese, Hindi, India, Bollywood, language, jazz, hymn, brass band, orchestra, brass, strings, woodwind, percussion, conductor, one-man band, saxophone, trumpet, gospel music, pop, bass guitar, solar</p>	<p>The children have had opportunities to explore beat, rhythm, pitch, tempo, dynamics and improvisation. They have been exposed to different styles of music and different musicians. This unit expands on musical styles.</p>



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					<p><b>Tempo</b></p> <ul style="list-style-type: none"><li>✓ Children will be able to say whether music is fast or slow.</li></ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"><li>✓ Children will be able to say if a piece of music is loud or quiet.</li><li>✓ The children will be introduced to musical terms piano and forte.</li></ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"><li>✓ Children will be able to improvise using their voice.</li><li>✓ They will be able to improvise using a glockenspiel.</li></ul> <p><b>Musical Style</b></p> <ul style="list-style-type: none"><li>✓ Children will be able to identify different styles of music and will be able to name some.</li><li>✓ Children will have opinions on different styles of music and musicians.</li></ul>	system, rock, The Beatles, funk, reggae	
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