

	Autumn	Spring	Summer
Year A			
Topic	Playing and Performing/Listening Hey You! - Old School Hip Hop	Ten pieces - Creating a piece of music linked to space.	History of Music
Relevant area of Programme of study	Key Stage 1 End of Year Expectations Pupils should be taught to: <ul style="list-style-type: none"> ● use their voices expressively and creatively by singing songs and speaking chants and rhymes ● play tuned and untuned instruments musically ● 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. 		
Vocabulary	<i>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.</i>	<i>Classical music, string family, violin, viola, cello, double bass, timbre, staccato, legato, accompaniment, rhythm, ostinato, beats, bar, dynamics, loud, soft, piano, forte, crescendo, diminuendo</i>	<i>Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation (See A- Z vocabulary list)</i>
Key Knowledge	Children will know that music has a steady pulse, like a heartbeat. Children will know that we can create rhythms from words, our names, favourite food, colours and animals. <i>Others will create their own rhythms.</i>	Children will listening to pieces of music which represent space. They will create a class composition by looking at different elements of space travel and representing these musically. They will have to opportunity to perform their class composition.	Children will listen to a variety of pieces from the BBC ten pieces collection. They will complete musical activities inspired by different pieces of music.
Year B			
Topic	Playing and Performing/Listening	Composition/Improvisation	History of Music

	Hands, Feet, Heart - South African style	Ten Pieces	Great Composers (focus on different periods)
Vocabulary	<i>Keyboards, drums, bass, electric, guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics tempo</i>	<i>Tempo, fanfare, rhythm, pulse, beat, minimalism, movement, (See A - Z vocabulary list)</i>	<i>Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation (See A- Z vocabulary list)</i>
Key Knowledge	Children will know that music has a steady pulse. Children will know that we can create rhythms from words, our names, favourite food, colours and animals. some will know that rhythms are different from the pulse. some will know that we add high and low sounds, pitch, when we sing and play our instruments. <i>Others will create their own rhythms.</i>	Children will be able to listen analytically, gain a deeper understanding of the music and learn new vocabulary. The children should create their own responses to the music	Children will listen to pieces of music from throughout history. They will listen for similarities and differences and gain an understanding of some musical terms to help them describe the music they hear.