

Finstall First School **Overview of Music skills and Musical Vocabulary**

Key skills in Reception

Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes...and try to move in time with music.	Sing a variety of nursery rhymes and action songs with increased sense of pitch and confidence. Respond rhythmically by creating simple dances relating to themes, for example -Bonfire night, Chinese New Year and Pirates.
Explore and play with a wide range of media. Interpret and appreciate what they hear, respond to and observe.	Explore and experiment with the sounds that can be made on different non-pitched instruments. To learn the names of the drum, tambourine and triangle. To experiment with instruments to make music based on different themes – bonfire night, Chinese New Year. To listen to key pieces of classical music and express their feelings about what they hear.

<u>Key Skills Ks 1 and 2</u>	Year 1	Year 2	Year 3	Year 4
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. (Ks1)</p> <p>Play and perform in solo and ensemble contexts, using their <u>voices</u> with increasing accuracy, fluency and expression (Ks2).</p>	<p>Use their voice to sing songs at different pitches with a short range- (mi, so)</p> <p>Sing chants, rhymes and call and response songs.</p> <p>To make sounds at different pitches with their voices.- low or high.</p>	<p>Use their voice to sing songs at different pitches with a larger range.- (do, so) with accuracy.</p> <p>Sing chants, rhymes and call and response songs with greater accuracy.</p> <p>To sing songs with different dynamics and tempos</p>	<p>Use their voices to sing songs at different pitches, rhythms and tempos within a range (do, so) with accuracy and expression.</p> <p>Sing songs with call and response in unison and begin to sing songs with two parts.</p> <p>Sing songs in binary form</p>	<p>Use their voice to sing songs at different pitches, rhythms and tempos in a far larger range- octave (do-do) with accuracy and expression.</p> <p>Sing songs in unison and with two parts with accuracy and expression.</p> <p>Sing songs in Ternary form Identify different intervals that are steps or leaps.</p>

	Year 1	Year 2	Year 3	Year 4
<p>To play tuned and untuned instruments musically (Ks1)</p> <p>Play and perform in solo and ensemble contexts, <u>playing musical instruments</u> with increasing accuracy, fluency and expression. (Ks2)</p>	<p>To know the names of the following common instruments drum, tambourine, maracas, triangle, xylophone and glockenspiel.</p> <p>To play instruments with an awareness of the beat and play simple rhythms.</p> <p>To play instruments at different tempos and dynamics</p> <p>To select instruments to sound like different characters in a fairy tale and changes in weather.</p>	<p>To know the names of the following common instruments claves, cymbals and castanets.</p> <p>To play rhythmical patterns with long and short notes on instruments and create their own simple rhythms.</p> <p>To play instruments with changes of tempo and where the dynamics get gradually louder or quieter.</p> <p>Create their own music with change of dynamics and tempo</p>	<p>To know the names of the following common instruments rainmaker, guiro and cowbell.</p> <p>To play an ostinato on a instrument to accompany a song and create their own.</p> <p>To play the notes of the pentatonic scale in a song – cdega on a xylophone/glockenspiel.</p> <p>Opportunity to begin to play the recorder and other musical instruments</p> <p>Perform in groups and as a solo.</p>	<p>To know the names of the following common instruments agogo bells and tulip block.</p> <p>To play different ostinati on musical instruments and combine them together</p> <p>To play the notes of different pentatonic scale and improvise their own using these notes.</p> <p>Opportunity to play the recorder and other musical instruments with more accuracy of pitch, rhythm and beat.</p> <p>Perform as a solo or in small with greater confidence</p>

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<p>Listen with concentration and understanding to a range of high quality live and recorded music (ks1)</p> <p>Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great composers and musicians (ks2)</p>	<p>To listen to different genres of music and identify obvious change in tempo, dynamics and pitch.</p> <p>Listening to the following music from Model Music Curriculum in music lessons:</p> <p>Mars from the planets by Holst. – 20th Century</p> <p>Ronda alla Turca by Mozart.- classical period.</p> <p>Wild man by Kate Bush -art pop.- 20th century</p> <p>Runaway blues by Ma Rainey- Blues</p> <p>Plus: Toy Soldiers from the Nutcracker suite by Tchaikovsky.</p> <p>The Storm from Beethoven Pastoral Symphony</p> <p>Carnival of the Animals by Saint Saens – Aquarium and Tortoise.</p>	<p>To listen to music and explain tempo, pitch and dynamic changes in music.</p> <p>Listening to the following music from Model Music Curriculum in music lessons:</p> <p>Night Ferry by Anna Clyde- 21st century Bolero by Ravel – 20th century. Hound Dog – by Elvis Presley- Rock n Roll.</p> <p>With a Little Help from my friends – The Beatles- pop music</p> <p>Plus: Water Music – Hornpipe by Handel.</p> <p>March of the Kitchen Utensils by Vaughan Williams</p> <p>Carnival of the Animals by Saint Saens- Fossils</p>	<p>To listen to music with greater aural awareness. Identify a pentatonic scale, learn about binary form.</p> <p>Begin to name a few great composers and musicians.</p> <p>Listening to the following music from Model Music Curriculum in music lessons:</p> <p>Hallelujah from Messiah by Handel – Baroque period.</p> <p>Jai Ho from Slumdog Millionaire by A. R. Rahman – 21st century.</p> <p>I got you (I feel good) by James Brown- Funk</p> <p>Sahela Re by Kishori Amonkar Indian Classical</p> <p>Plus: Canon in D – Pachabel</p> <p>Pentatonic melodies.</p> <p>The Little Train of the Caipira by Villa Lobas</p> <p>Homage to Queen Victoria Op 103 - Strauss</p>	<p>To listen to music with far greater aural awareness, Identify pentatonic scales, ternary form.</p> <p>Identify some great composers and musicians.</p> <p>Listening to the following music from Model Music Curriculum in music lessons</p> <p>Symphony No.5 by Beethoven – Classical period.</p> <p>Night on a Bare Mountain by Mussorgsky- Romantic period.</p> <p>O Euchari by Hildegard – Early Music.</p> <p>For the Beauty of the Earth by Rutter – 20th century.</p> <p>Bhabiye Akh Larr Gayee by Bhujhangy Group – Bhangra.</p> <p>Plus: Freedom – traditional Caribbean song. Sambalele – Brazilian song. Pentatonic melodies. Peter and the Wolf by Prokifiev</p>

Key musical pieces to listen to and discuss in assembly:	<p>BBC ten pieces: Mozart Horn Concerto No.4 – 3rd Movement. Elgar Enigma Variations Tchaikovsky – The Nutcracker- Waltz of the Flowers, Russian Dance. Vivaldi ‘Winter’ from the Four Season, Allegro non molto – 1st movement. Beethoven Symphony no 5, 1st movement. The Lark Ascending by Vaughan Williams Mars from the planets by Gustav Holst Hungarian Dance No.5 by Brahms In the Hall of the Mountain King from Peer Gynt by Grieg Carmina Burana by Carl Orff.</p>			
Experiment with, create, select and combine sounds using the inter-related dimensions of Music. (ks1) Improvise and compose music for a range of purposes using the interrelated dimensions of music (ks2)	See Whole School Curriculum map for more information on how these skills are being taught progressively throughout the school.			
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Use and understand staff and other musical notations (ks2)	To follow a simple visual score by singing or playing instruments.	To follow a simple score by singing or playing instruments and create their own.	To begin to learn the names of a few notes using standard notation	To know the names of some notes using standard notation
Key Vocabulary				
Reception	Year 1	Year 2	Year 3	Year 4
Instruments, drum triangle, tambourine, play, shake, tap, hit, bang, beat. Sing nursery rhymes, action songs.	Pulse, beat, rhythm, pitch, high, low, dynamics, loud, quiet, tempo, fast, slow, visual score. Drum, tambourine, maracas, triangle, xylophone and glockenspiel.	As year 1 plus: long, short, getting louder, getting quieter, getting faster, getting slower, drone. Claves, cymbals and castanets.	As year 1 and 2 plus: crescendo, diminuendo, pentatonic scale, ostinato, crotchet, minim, semibreve, binary form. Rainmaker, guiro and cowbell	As Year 1, 2 and 3 plus quaver, ostinati, texture, ternary form. Agogo bells and tulip block.

