

| Key concept | Definition |
|----------------|---|
| Instruments | A musical instrument that produces a musical sound and is played by a human (this can include the voice). |
| Notation | The visual record of musical sound; a set of visual instructions for the performance of music. |
| Rhythm | A regular, repeated pattern of sound. |
| Structure | The arrangement and order of the parts/sections of a piece of music. |
| Dynamics | Variations in loudness between notes or phrases. |
| Pitch & Melody | The degree of highness or lowness of a tone; a sequence of single notes that is musically satisfying. |
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Instruments

A musical instrument that produces a musical sound and is played by a human (this can include the voice).

Explore the instrument box

Children to know that a drum is an instrument which can be banged to create a beat. Children will learn the names of a drum, tambourine, maraca, xylophone, violin, trumpet, tambourine, triangle, glockenspiel, piano.

Instruments of the Orchestra

To learn the names of instruments in an orchestra.

Musical Traditions - Indonesian Gamelan

Learn how to handle and play untuned instruments to create different sound effects.

Western Classical - Bolero

Use metallic instruments e.g. triangle to create sound effects.

Popular Music – Hound Dog

Use body percussion.

Musical Traditions – Caribbean Calypso

Play untuned and tuned instruments with increasing control (instruments to include boom whackers, bells and chime bars)

Western Classical – Beethoven's Symphony No.5

Use tuned percussion to identify phrases and play them by ear- glockenspiels

Popular Music – Take the 'A Train'

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Name and recognise musical instruments

Learn the name of instruments in an orchestra – tuba, flutes, drum kits, saxophones, cello.

Listen to music from an orchestra and discuss the sounds they can hear.
Musical Traditions – Fanfarra: Use untuned percussion instruments to perform a steady beat.

Western Classical – Rondo Alla Turca: Perform a steady beat using untuned instruments.

Popular Music – With a Little Help from My Friends: Use their voices as instruments to respond to simple directions and sing collectively at the same pitch.

Instrument Families:

Learn about four instrument families and sorting instruments into those families. Learn how these families are arranged in the orchestra.

Whole Class Instrument Tuition:

Learn to play the cornet as a class (1 term)

Musical Traditions - Jin- Go -La- Ba

Use African drums, shakers and voices to identify and control different ways percussion instruments make sounds

Western Classical – English Folklore

Use boom whackers to play accompaniments with control and accuracy.

Popular Music – Small Town Boy

Use ICT to change and manipulate sounds.

Notation

The visual record of musical sound; a set of visual instructions for the performance of music.

Use long and short sounds.

Musical Traditions: Create long and short sounds on instruments. Perform long and short sounds in response to symbols.

Musical Notation: To know what crochets, minims, paired quavers and rests look like and what their value is.
To know what a stave is.

Musical Notation: To know what crochets, minims, semibreves, paired quavers and semi quavers look like and what their value is.
To know the difference between 2/4, 3 /4 and 4/4 time signatures and how this is shown.

To know what a treble clef looks like and what it tells us.

To know what a stave is.

To know the difference between pentatonic and diatonic scales.

EYFS

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Year 6

Musical Traditions: Create long and short sounds on instruments. Perform long and short sounds in response to symbols.

Whole Class Instrument Tuition: Play and sing phrases from dot notation.

Musical Notation: To know what crochets, minims, semibreves, paired quavers and semi quavers look like and what their value is.
To know what a 4/4 time signature is and how it is shown.
To know what c-c sounds like



Music

Rhythm

Listening

A regular, repeated pattern of sound.

Stop, start, fast and slow

Popular Music: Beat, walking base line, crotchet.

World Music: Syncopation

Popular Music: Tempo, accelerando (getting faster) and rallentando (getting slower).

Western Classical: Accelerando (getting faster), rallentando (getting slower), allegro (fast), adagio (slow)

EYFS

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Year 2

Year 3

Year 4

Year 5

Year 6

Western Classical: Stop, start, fast, slow, speed, steady and beat.

Music Appreciation: Tempo, off beat, rhythm, riff.

Musical Traditions: Constant and gradual beat, down beat and simple time, pulse and riff.



Listening

The arrangement and order of the parts/sections of a piece of music.

Chorus and verse

Popular Music: 12-bar blues

Popular Music: AABA form

Musical Notation: Ostinato (continually repeated musical phrase or rhythm), repetition (32 bar form)

Popular Music: Repetition, multiple sections, verse and chorus

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Musical Traditions: Improvise, copycat (call and response)
Popular Music: sequence, chorus and verse

Popular Music: Ostinato (continually repeated musical phrase or rhythm)



Music

Dynamics

Listening

Variations in loudness between notes or phrases.

Loud and quiet.

Musical Traditions: Forte (loud), piano (quiet), crescendo (getting louder), decrescendo (getting quieter)

Musical Traditions: Timbre (the quality of a sound or musical tone)

Western Classical: Timbre, staccato (detached), legato (smooth), mezzo piano (moderately quiet) and mezzo forte (moderately loud).

EYFS

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Year 4

Year 5

Year 6

Musical Traditions: Loud and quiet

Music Appreciation: Musical character

Musical Traditions: Project voices



Music

Pitch & Melody

Listening

The degree of highness or lowness of a tone; a sequence of single notes that is musically satisfying.

Popular Music: Walking bass line, melody, crescendo (getting louder)

Musical Traditions: Chord harmony
Western Classical: Melody

Musical Notation: Pentatonic and diatonic scale, high and low

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Musical Traditions: High and low

Music Appreciation: Melody, symphony

