

MUSIC



Significant people

Aspire London will:

- Develop pupils' knowledge and understanding of the world and people, past and present, who shape it
- Provide identifiable role models to raise ambition and aspiration

Community

Aspire London will:

- Immerse the children in the historically rich and diverse nature of London
- Give pupils an understanding of the positive impact of migration and a cultural appreciation of our community

Equality & Justice

Aspire London will:

- Empower pupils to be advocates who address issues of prejudice and discrimination
- Ensure pupils value fairness and resolve differences through positive discussion

Environmental Responsibility

Aspire London will:

- Educate children of the need to protect God's planet from environmental damage
- Create eco- friendly citizens who are aware of the impact of their individual actions and those of the wider world.

Autumn Term

Year	Knowledge	Skills	Vocabulary
Year 1	<ul style="list-style-type: none"> To know how to use their bodies to create sounds To recognise core rhythms To recognise similar rhythmic patterns (names), syllables To know how to start and stop together To join together in singing games To recognise and play simple patterns on percussion instruments To learn and perform songs about the weather and seasons 	<ul style="list-style-type: none"> To sing loudly and quietly Body percussion to create repeated patterns. To clap simple rhythms together To perform for an audience 	Start Stop Rhythm Pattern Audience Concert Percussion Instrument Note
Year 2	<ul style="list-style-type: none"> To learn songs using long and short sounds To know which instruments, create long and short sounds To know that instruments can be sorted and grouped into families To use <i>London's Burning</i> to recognise simple rhythms and pitches. To learn to sing in simple parts To perform in an ensemble and as a soloist 	<ul style="list-style-type: none"> To use the singing voice to explore long and short sounds Naming and sorting instruments 	Long Short Skin Wood Metal Shakers Ensemble Solo Round
Year 3	<ul style="list-style-type: none"> To know and understand the difference between high and low sounds To learn about pentatonic scales To understand the terms crescendo and diminuendo To learn simple Italian terms for dynamics 	<ul style="list-style-type: none"> Creating high and low melodies using pitched percussion 	High Low Tune Melody Pentatonic

	<ul style="list-style-type: none"> • To learn the song <i>Mammoth Hunters</i> • Using voices and word sounds to create music soundscapes. • To learn how to make <i>Fire Music</i>, using body sounds, onomatopoeia and alliteration (using words from the song), and compare this with using instruments. 	<ul style="list-style-type: none"> • To use crescendo and diminuendo • To use technology to compare and contrast 	Scales Dynamics Crescendo Diminuendo Forte Piano Fortissimo Pianissimo Soundscapes
Year 4	<ul style="list-style-type: none"> • To revisit 3 and 4 beat music and expand using counting games and begin to use 5 and 7 beat patterns • To know what an orchestra is • To recognise and sort orchestral instruments into groups: strings, woodwind, brass and percussion. • To listen to Young Person's Guide to the Orchestra • Learning songs about the Middle Ages 	<ul style="list-style-type: none"> • To name orchestral instruments and recognise the different sound they make • To use names of Saxon Kings for composition 	Orchestra Strings Woodwind Brass Percussion
Year 5	<ul style="list-style-type: none"> • To learn Tudor History Songs • To compose pieces based on 6 Wives' names • To learn about the various uses of music in society • To listen to Tudor Ceremonial Music (Sosato) • To know about John Blanke • To learn about the music of Thomas Tallis • To find out about staff notation • To learn and sing the song <i>Drumming Music</i> 	<ul style="list-style-type: none"> • To sing clearly with good diction • To analyse Ceremonial music • To be able to notate core rhythms 	Diction Ceremonial Crotchets Quavers Minims

		<ul style="list-style-type: none"> To sing whilst playing simple drumming rhythms 	
Year 6	<ul style="list-style-type: none"> To learn the difference between consonance and dissonance To know about the work of John Williams To discover the make up of a chord and triad To learn how to combine different rhythmic structures while accompanying the song <i>Different Drums</i> To learn songs from WW2 	<ul style="list-style-type: none"> To explore the use of consonance and dissonance in theatre and movies To recognise different chord progressions To be able to sing in simple harmonies in two and three parts To be able to play simple harmonic accompaniments 	Consonance Dissonance Harmony Chord Triad

Spring Term

Year	Knowledge	Skills	Vocabulary
Year 1	<ul style="list-style-type: none"> Using core rhythms for louder/quieter To explore speaking voice, shouting voice, whispering voice, singing voice and thinking voice To know how to create musical effects and short sequences of sounds in response to stimuli To learn songs and playground rhymes/games from around the world To learn call and response songs from an African Heritage To move or clap a steady beat 	<ul style="list-style-type: none"> To use instruments for simple accompaniments To play instruments together in groups To use loud/quiet, slow/fast as part of composition 	Loud Quiet Fast Slow Composition Accompaniment Respond Beat Echo
Year 2	<ul style="list-style-type: none"> To make and recognise more complex musical patterns and sequences To use core rhythms to combine different rhythms and play together To know how to recognise rests in a song To recognise simple structures To know how to use grids to notate patterns To listen to the <i>Carnival of the Animals</i> and produce compositions 	<ul style="list-style-type: none"> To sing songs to include rests To perform complex patterns and sequences on non-pitched percussion To create compositions based on the <i>Carnival of the Animals</i> 	Rest Sequence Notate

Year 3	<ul style="list-style-type: none"> • To understand the difference between pitched and non-pitched percussion • To use pitched instruments to create simple melodies using core rhythms • To learn songs which have a wider melodic structure • To understand sandwich structure - ABA • To learn how music is used to describe things and feelings • To learn a variety of traditional British folk songs • The life and legacy of Benjamin Britten 	<ul style="list-style-type: none"> • To sort and recognise pitched and non-pitched percussion • To create high and low melodies • To be able to sing higher pitched melodies 	<p>Xylophone Metallophone Glockenspiel Cabasa Guiro Agogo bells Indian bells Djembe Romantic Folk</p>
Year 4	<ul style="list-style-type: none"> • To learn how different instruments produce sound • To know that instruments produce vibrations to produce sound • To learn how the voice produces sounds • To learn about Marian Anderson 	<ul style="list-style-type: none"> • To show how different instruments vibrate • To discover what sounds are made by different materials • To breathe well in order to sustain a phrase 	<p>Vibrations Sound box Breathe Diaphragm Sustain</p>
Year 5	<ul style="list-style-type: none"> • To recognise simple structures and repeated motives • To discover how to play ostinato patterns • To explore the music of the Rainforest • To learn about timbre and how it becomes apparent in the music of the Rainforest 	<ul style="list-style-type: none"> • To create and use 4 beat ostinato patterns. • To create pentatonic melodies and ostinato accompaniments • To compose layered music based on the sounds of the rainforest 	<p>Binary form Ternary form Ostinato Pentatonic Timbre</p>

Year 6	<ul style="list-style-type: none"> • To learn about Native American music and how it was used by Samuel Coleridge-Taylor • To study <i>Appalachian Spring</i> by Aaron Copland • To learn about the specialty of Ballet Music • To compare with <i>Billy the Kid</i> with <i>Appalachian Spring</i> and discuss • To know about Florence Price 	<ul style="list-style-type: none"> • To perform <i>Simple Gifts</i> and devise accompaniments • To listen to and analyse Dvorak's <i>New World Symphony</i> 	Ethnomusicology Ballet
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Summer Term

Year	Knowledge	Skills	Vocabulary
Year 1	<ul style="list-style-type: none"> • To recognise core rhythms when played at pitch • To know how to create simple patterns using body percussion and instruments • To learn songs about explorers, for example Christopher Columbus and Neil Armstrong • To listen to Also Sprach Zarathustra and The Planets • To learn some Sea Shanties 	<ul style="list-style-type: none"> • To play core rhythms on non-pitched percussion • To create simple notation (colours etc) for these patterns • To create music to accompany space exploration • To create slow motion music 	Composer Recording Shanty Pitch
Year 2	<ul style="list-style-type: none"> • To learn about 3 and 4 beat time signatures • To learn to move in time to a beat • To learn about music in Victorian London • To learn about important London venues, such as The Royal Albert Hall, Albert Memorial, Pleasure Gardens, The Crystal Palace • To learn the Victorian School Song and the Street Children Song • To know about George Bridgetower 	<ul style="list-style-type: none"> • To beat the pulse of a 3 or 4 beat time signature • To march in time to a beat • To begin to recognise different keys • To perform a song which has a change of key 	Beat time signature March Pulse Key

	<ul style="list-style-type: none"> To begin to understand the impact of changing keys within a song To know about Sir Henry Wood and the Proms. 		
Year 3	<ul style="list-style-type: none"> To learn songs about light and dark To learn about plosive consonants To know that consonants make short sounds and vowels are long Listen to <i>Dawn and Storm</i> from Peter Grimes To learn songs about the Romans. To recognise the difference between 4/4- and 3/4-time signatures To learn about dance music, such as waltz and minuets To learn about Ignatius Sancho 	<ul style="list-style-type: none"> To analyse the poem <i>Light and Dark</i> To use plosive constants and vowels to make musical compositions To produce graphic scores Discuss rhythms for Roman road making and marching To recognise the time signatures used in different dance music 	Plosive Consonants Score Waltz Minuet Opera
Year 4	<ul style="list-style-type: none"> To know the difference between theme and accompaniment To learn about chamber music, symphonies, concertos To recognise sad and happy music To know which musical signs are needed during compositions (loud, quiet) To know when we would use long and short sounds (Legato/ Stacatto) 	<ul style="list-style-type: none"> To differentiate between major and minor keys To create Egyptian Hieroglyphics to convey musical instructions To compose river music for a trip along the River Nile 	Theme Chamber music Symphonies Concertos Major Minor Legato Stacatto

Year 5	<ul style="list-style-type: none"> • To learn how tempo is used in music • To discover the importance of tempo in Greek and all music (accelerando, rallentando) • To learn songs about Greek Myths and dancing • To revise crescendo and diminuendo • To listen to and analyse <i>Take Five</i> • To listen to and analyse <i>Chichester Psalms</i> 	<ul style="list-style-type: none"> • To recognise and use more complicated time signatures 5 & 7 • To compose music based on Myths 	Tempo Accelerando Rallentando
Year 6	<ul style="list-style-type: none"> • To learn and recognise the difference between major and minor • To revise Italian terms • To be able to recognise simple harmonic changes • To explore African Music and Rhythms • To know about syncopated rhythms • To learn about the spirituals 	<ul style="list-style-type: none"> • To compose melodies in minor keys • To use simple harmonies in compositions • Notate simple pitch and rhythmic phrases 	Syncopation