

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

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

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

## Spring Term

Year	Knowledge	Skills	Vocabulary
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Using core rhythms for louder/quieter</li> <li>To explore speaking voice, shouting voice, whispering voice, singing voice and thinking voice</li> <li>To know how to create musical effects and short sequences of sounds in response to stimuli</li> <li>To learn songs and playground rhymes/games from around the world</li> <li>To learn call and response songs from an African Heritage</li> <li>To move or clap a steady beat</li> </ul>	<ul style="list-style-type: none"> <li>To use instruments for simple accompaniments</li> <li>To play instruments together in groups</li> <li>To use loud/quiet, slow/fast as part of composition</li> </ul>	Loud Quiet Fast Slow Composition Accompaniment Respond Beat Echo
<b>Year 2</b>	<ul style="list-style-type: none"> <li>To make and recognise more complex musical patterns and sequences</li> <li>To use core rhythms to combine different rhythms and play together</li> <li>To know how to recognise rests in a song</li> <li>To recognise simple structures</li> <li>To know how to use grids to notate patterns</li> <li>To listen to the <i>Carnival of the Animals</i> and produce compositions</li> </ul>	<ul style="list-style-type: none"> <li>To sing songs to include rests</li> <li>To perform complex patterns and sequences on non-pitched percussion</li> <li>To create compositions based on the <i>Carnival of the Animals</i></li> </ul>	Rest Sequence Notate
<b>Year 3</b>	<ul style="list-style-type: none"> <li>To understand the difference between</li> </ul>	<ul style="list-style-type: none"> <li>To sort and recognise</li> </ul>	Xylophone

	<p>pitched and non-pitched percussion</p> <ul style="list-style-type: none"> <li>To use pitched instruments to create simple melodies using core rhythms</li> <li>To learn songs which have a wider melodic structure</li> <li>To understand sandwich structure - ABA</li> <li>To learn how music is used to describe things and feelings</li> <li>To learn a variety of traditional British folk songs</li> <li>The life and legacy of Benjamin Britten</li> </ul>	<p>pitched and non-pitched percussion</p> <ul style="list-style-type: none"> <li>To create high and low melodies</li> <li>To be able to sing higher pitched melodies</li> </ul>	<p>Metallophone Glockenspiel Cabasa Guiro Agogo bells Indian bells Djembe Romantic Folk</p>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>To learn how different instruments produce sound</li> <li>To know that instruments produce vibrations to produce sound</li> <li>To learn how the voice produces sounds</li> <li>To learn about Marian Anderson</li> </ul>	<ul style="list-style-type: none"> <li>To show how different instruments vibrate</li> <li>To discover what sounds are made by different materials</li> <li>To breathe well in order to sustain a phrase</li> </ul>	<p>Vibrations Sound box Breathe Diaphragm Sustain</p>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>To recognise simple structures and repeated motives</li> <li>To discover how to play ostinato patterns</li> <li>To explore the music of the Rainforest</li> <li>To learn about timbre and how it becomes apparent in the music of the Rainforest</li> </ul>	<ul style="list-style-type: none"> <li>To create and use 4 beat ostinato patterns.</li> <li>To create pentatonic melodies and ostinato accompaniments</li> <li>To compose layered music based on the sounds of the rainforest</li> </ul>	<p>Binary form Ternary form Ostinato Pentatonic Timbre</p>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>To learn about Native American music and</li> </ul>	<ul style="list-style-type: none"> <li>To perform <i>Simple Gifts</i></li> </ul>	<p>Ethnomusicology</p>

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

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



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

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