Wessex Primary School
Key Learning and vocabulary
Music

YEAR 1		
Autumn 1	**Spring**	**Summer**
Keeping the Pulse	**Tempo: Snail and Mouse**	**Dynamics: Seaside**
Key Learning	**Key Learning**	**Key Learning**
To demonstrate an understanding of pulse using parts of the body.	To use voices and bodies expressively, while exploring tempo.	To understand that music can be used to represent an environment.
To keep a pulse and show a sound pattern using bodies and voices.	To practice a rhyme using fast and slow beats on instruments.	To understand how music can represent changes in an environment.
To explore using a thinking voice to show the pulse.	To use voices to perform a song with a fast and slow beat.	To explore using instruments, body and voice to create a seaside soundscape
To play short rhythms in time with the pulse.	To use singing voices and an instrument to perform a song with a fast and slow beat.	To identify how dynamics can reflect environments.
To demonstrate an understanding of pulse through performance	To demonstrate fast and slow beats within the context of a story. Suggest	To create and represent sounds using symbols.
Vocabulary	**Vocabulary**	**Vocabulary**
pulse singing voice speaking voice thinking voice	beat fast singing voice slow speaking voice tempo	dynamics instrument seaside soundscape symbol volume

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Year 2		
Autumn	**Spring**	**Summer**
Call and Response: Animals	**Pitch: Musical me**	**Contrasting dynamics Theme: space**
Key Learning	**Key Learning**	**Key Learning**
Animal Sounds To create short sounds with varied dynamics that represent an animal	Exploring pitch patterns To understand and practice reading different symbols to show pitch.	Vocal Soundscape To create a simple soundscape using dynamic changes.
Sound pattern safari To copy a short sound pattern	Singing pitch patterns To sing and draw pitch patterns	Creatively responding to music To listen to music and respond creatively, considering how dynamics can be represented.
Call and response To explore call and response using instruments	Introducing notation To read and understand the notation for the song 'Once a Man Fell in a Well.'	Comparing music To compare two pieces of music.
Instrumental Response To create sound patterns based on call and response.	Instrumental pitch practice To use a tuned percussion instrument to play a song.	Pitch Patterns To create a short pitch pattern to represent a planet.
Dynamics Performance To perform different sound patterns with contrasting dynamics.	Writing musical notation To complete the notation for a short song using a three-line stave.	Creating and performing a musical structure To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.
Vocabulary	**Vocabulary**	**Vocabulary**

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Timbre Dynamics Tempo call and response rhythm structure	dot high low musical sentence notation phrase pitch pattern stave.	Composer Dynamics Pitch Pattern Planet Representation Soundscape tempo
Key vocabulary for each term has been highlighted		

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Year 3		
Autumn	**Spring**	**Summer**
Developing singing technique (Theme: The Vikings)	**Ballads**	**Pentatonic melodies and composition (Theme: Chinese New Year)**
Key Learning	**Key Learning**	**Key Learning**
To sing in time with others.	To use musical vocabulary to explain the stylistic features of a ballad.	To learn about the music used to celebrate the Chinese New Year festival
To recognise simple rhythmic notation by ear and by sight.	To explore how actions can impact performance.	To play a pentatonic melody
To use simple rhythmic notation to compose a Viking battle song.	To plan a musical structure inspired by a story.	To write and perform a pentatonic melody
To perform music with confidence and discipline.	To create lyrics that match a melody.	To perform a piece of music as a group
	To show awareness of style, structure and features to perform a ballad.	
Vocabulary	**Vocabulary**	**Vocabulary**
Composition, melody, notation, tempo Crotchet, quaver	Ballad, ensemble, compose, lyrics, performance	Tempo, crescendo, dynamics, timbre, duration

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Year 4		
Autumn	**Spring**	**Summer**
Rock n Roll	**Berkshire Music Trust: Brass lessons for Spring 1 & Spring 2**	
Key Learning	**Key Learning**	**Key Learning**
To understand the history of rock and roll music.	Brass Lesson To learn and play notes on a trumpet following music notes. To understand that different notes can be played by adjusting the valves of the trumpet To know how to play crotchets, minims, quavers and semibreves as one-beat, two-beat, half-beat and 4-beat notes respectively	
To be able to perform with a sense of style	Brass Lesson To learn and play notes on a trumpet following music notes. To understand that different notes can be played by adjusting the valves of the trumpet To know how to play crotchets, minims, quavers and semibreves as one-beat, two-beat, half-beat and 4-beat notes respectively	
To play a walking bass line on tuned percussion	Brass Lesson To learn and play notes on a trumpet following music notes. To understand that different notes can be played by adjusting the valves of the trumpet	

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	To know how to play crotchets, minims, quavers and semibreves as one-beat, two-beat, half-beat and 4-beat notes respectively	
To be able to play a rock and roll bass line	Brass Lesson To learn and play notes on a trumpet following music notes. To understand that different notes can be played by adjusting the valves of the trumpet To know how to play crotchets, minims, quavers and semibreves as one-beat, two-beat, half-beat and 4-beat notes respectively	
To be able to play a rock and roll piece of music	Brass Lesson To learn and play notes on a trumpet following music notes. To understand that different notes can be played by adjusting the valves of the trumpet To know how to play crotchets, minims, quavers and semibreves as one-beat, two-beat, half-beat and 4-beat notes respectively	
Vocabulary	**Vocabulary**	**Vocabulary**
bass line, beat, chorus, dynamics, flat notes, in-time, hand jive, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections, sequence, style, sharp notes, tempo, untuned percussion, verse, vocals, walking bass line	Beat, buzz, clef, dynamics, notes, pitch, rhythm, sequence, tempo, valves	
Key vocabulary for each term has been highlighted		

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Year 5		
Autumn	**Spring**	**Summer**
South and West Africa	**Compositions for the festival of colour**	**Musical theatre**
Key Learning	**Key Learning**	**Key Learning**
To sing a traditional African song unaccompanied.	To understand that music can be represented with colours.	To understand the history of musical theatre
To use tuned percussion to play a chord progression.	To represent a piece of music as a graphic score.	To identify character songs and action songs
To use vocals or tuned percussion to perform a piece of music as an ensemble.	To create a vocal composition based on a picture.	To create a musical theatre scene
To play call and response rhythms using percussion instruments.	To create a piece of music inspired by a single colour.	To rehearse a musical theatre scene
To create an eight-beat break to play within a performance.	To work as a group to perform a piece of music.	To perform a musical theatre scene
Vocabulary	**Vocabulary**	**Vocabulary**
Acappella, Call and response, Dynamics, Performance, Chord, Improvisation, Ostinato, Break, Poly-rhythms, Master drummer, Syncopation, Metronome.	Dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds	action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions
Key vocabulary for each term has been highlighted		

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Year 6		
Autumn	**Spring**	**Summer**
Dynamics, pitch and texture -Fingal's Cave	**Film music**	**Composing and performing a leavers song**
Key Learning	**Key Learning**	**Key Learning**
To appraise the work of a classical composer (Felix Mendelssohn).	To appraise different musical features in a variety of film contexts	Year 6 Production rehearsal and performance
To improvise as a group, using dynamics and pitch.	To identify and understand some composing techniques in film music	
To improvise as a group, using texture.	To use graphic scores to interpret different emotions in film music	
To use knowledge of dynamics, texture and pitch to create a group composition.	To create and notate musical ideas and relate them to film music	
To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.	To play a sequence of musical ideas to convey emotion	
Vocabulary	**Vocabulary**	**Vocabulary**
classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic, score, improvisation, notation, orchestra, pitch, texture	accelerando, body, percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval,	Allegro, musical features, arrangement, notation, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, piano, poetic,

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	major, melodic, military, minor, modulate, orchestral, pitch, polished, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, urgency	structure, repetitive, rhyme, ritardando, tempo, sequence, stave, notation structure, upbeat, verse
Key vocabulary for each term has been highlighted		