

Days Lane Musician

Vocabulary:

TAB notation
Fingerpicking
Strumming notation
Tremolo
Chords
Song structure

Tuned / untuned percussion
Rhythmic and melodic ostinato
Crescendo
Diminuendo / Decrescendo
Orchestra
Woodwind instruments
Brass instruments
Percussion instruments
Stringed instruments
Reed / double reed instruments

Building texture



Enrichment experiences:

Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression at the following events:

- Young Voices concert
- Bexley Music Festival
- Class Assemblies
- Year 6 musical production
- End of year concert
- Singing Assemblies

Knowledge:

- To know fingering picking, strumming and tremolo on a ukulele
- To be able to read the ukulele chords C, F and Amin TAB notation and strumming patterns
- To recognise the correct playing position for a ukulele
- To recognise accuracy, control, fluency and expression in ukulele playing
- To know what orchestral music means
- To know what instruments are in an orchestra
- To know that Carl Orff was a German composer and music educator, best known for his cantata "Carmina Burana"
- To know how an orchestra is set out – (see diagram below)
- To identify the difference between tuned and untuned percussion
- To recognise accuracy and control in tuned and untuned percussion playing

Using the effects of chords to improvise and compose music for a range of purposes using the inter-related dimensions

Appreciate and understand a wide range of live and recorded music from many genres and in turn use this to appraise their performances

Reading rhythmic scores in up to 3 parts

Understanding stave and other musical notation by reading 1 octave of standard treble clef notation

Skills:

- To listen to and evaluate a wide range of tuned percussion music from different countries and traditions To play the ukulele chords C, F, G and Am in time, with accuracy and control
- To be able to read a range of chords in TAB notation and advanced strumming patterns
- To evaluate and give feedback on a performances using musical terms dynamics, rhythm, tempo and timbre
- Working in groups and independently
- Evaluate using musical terms

- To listen to and evaluate orchestral music with attention to detail
- To demonstrate accuracy and control in tuned percussion playing
- To play a consistent pulse against a complex rhythm
- To compose using tuned and untuned percussion
- To perform as a larger ensemble

Working out melodies

Composing melodies to fit rhythms using the inter-related dimensions of music

Reading music from a score

Reading more complex rhythm patterns

Appreciate, understand and appraise a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians to develop an understanding of the history of music and different genres

Listen with attention to detail to recall longer and more complicated sounds and patterns with increasing aural memory

Vocabulary

Reception:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:
Sing	Hip Hop	Vocals	Recorder	Call and response	Tuned Percussion
Songs	Rap	Unison	Stave	Spirituals	Untuned percussion
Instrument	Rhythm	Harmony	Crochet	Music of Black Origin (MOBO)	Melodic Ostinato
Triangle	Pulse	Verse	Quavers	Gospel	Pentatonic scale
Tambourine	Drums	Chorus	Minim	Reggae	Round singing
Drum	Percussion	Crescendo	Rest	12 Bar Blues	3 Part singing
Shaker	Musical styles	Decrescendo	Tone	Chords	Xylophone
Claves	Loud/quiet	Pause	B-A-G notation	AAB lyric format	Glockenspiel
Chant	High/low		Breathing	Mood	Gamelan
Rhyme	Fast / slow	Dynamics	Posture	Dynamic	Steelpan (Steel drums)
Sound	Pause	Tempo	Dynamics	Tempo	Balafon
Loud/quiet	Smooth/jumpy	Pitch	Phrasing	Structure	Warm up
fast/slow	Lazy notes	Conductor	Piano	Pitch	Breathing
	Pulse	Glockenspiel notes	Forte	Texture	Posture
	pitch	notes	Legato	Timbre	Articulators
	Rhythm	Doh, soh, mi	Phrase	Chord notation	Dynamics
	Violin	Composer	Verse / chorus	Fingerpicking	Phrasing
	Jogging notes	Bar	Rhythmic Ostinato	Strumming	Ternary form
	Cello	Bar line	Syncopation	Chords	Legato
	double bass	Canon	Octave	Song Structure	Harmony
	Flute	Rhythmic ostinato	Scale	TAB notation	Resonators
			Texture	Rhythm notation	Expression
			accompaniment	Tremolo	Verse
			Orchestra	Dynamic markings	Chorus
			Woodwind instruments	Diction	Pre-Chrous
			Brass instruments	Major chord	Intro
			Percussion	Minor chord	Outro
			Stringed instruments		
			Reed/double reed		

Year 1 Subject Vocabulary

Loud/quiet, fast / slow,
high/low, Kodaly rhythm vocab

Year 2 Subject Vocabulary

Loud/quiet, fast / slow,
high/low, stave, notes
Kodaly rhythm vocab

Year 3 & 4 Subject Vocabulary

Dynamics, tempo, pitch, stave,
notation, Kodaly rhythm vocab

Year 5 & 6 Subject Vocabulary

Dynamics, tempo, pitch, texture, melody,
harmony, bass clef, treble clef, notation,
score, Kodaly rhythm vocab

Enrichment experiences

Reception:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:
<p>Play and perform in solo and ensembles in the following:</p> <p>Class assemblies Singing assemblies Nativity production</p>	<p>Play and perform in solo and ensembles in the following:</p> <p>Class assemblies Singing assemblies Nativity production</p>	<p>Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression at the following events:</p> <p>KS1 Choir Class assemblies Singing assemblies Nativity production</p>	<p><i>Keyboard Lessons begin</i></p> <p>Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression at the following events:</p> <p>Whole Class Recorders Class assemblies Singing Assemblies</p> <p><i>Recorder Club</i></p>	<p><i>Keyboard Lessons</i></p> <p>Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression at the following events:</p> <p>Whole Class Ukulele Lessons Class assemblies Choir Bexley music festival Young voices at O2</p> <p><i>Ukulele Club</i></p>	<p><i>Keyboard Lessons</i></p> <p>Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression at the following events:</p> <p>Class assemblies Choir Bexley music festival Young voices at O2</p> <p><i>Djembe Club</i></p>

Knowledge

Reception:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:
<p>Names of the most common percussion instruments: Drum, triangle, claves, shaker, tambourine & xylophone</p> <p>40-60: Begins to build a repertoire of songs and dances</p>	<p>Features of rap and hip hop music</p> <p>Every song has a pulse</p> <p>Rhythm is different to pulse</p> <p>Songs can be fast or slow</p> <p>Blues is slow and sad Funk is fast and exciting Disco is dance music</p> <p>Songs can be sung loudly or quietly</p> <p>Names of more percussion instruments: glockenspiel, maracas, djembe, tambour, wooden agogo.</p> <p>Create and select sound pictures using the inter-related dimensions of music</p> <p>Listening with understanding to a</p>	<p>Features of South African Music;</p> <ul style="list-style-type: none"> • Strong pulse • Strong percussion • Strong vocal harmonies <p>Rhythm, pitch and pulse</p> <p>The notes C, D, E, G, A work well for composing</p> <p>Song structure (introduce verse, chorus, call and response)</p> <p>Unison is everyone singing the same thing at the same time.</p> <p>Main instruments in a rock band are;</p> <p>Drums, Electric guitar, Bass, Keyboard and Vocals</p>	<p>The notes B, A, G on the recorder</p> <p>Know what a Stave is</p> <p>Know a crochet, quaver, minim and rests on a stave</p> <p style="text-align: center;">***</p> <p>Identify $\frac{3}{4}$ & $\frac{4}{4}$ time signatures</p> <p>Play ostinatos</p> <p>Identify ternary form</p> <p>2 part singing</p> <p>Singing legato and using phrases</p> <p>Using their voices with increasing accuracy</p> <p>Exploring texture</p> <p>Using pitch understanding –</p>	<p>MOBO meaning</p> <p>MOBO in historical context</p> <p>Different genres of MOBO</p> <p>12 Bar Blues Chord sequence</p> <p style="text-align: center;">***</p> <p>Structure and meaning of folk songs</p> <p>Composing songs and raps using the inter-related dimensions of music</p> <p>Singing rounds</p> <p>Instrumental rounds</p> <p>Class drum kits</p> <p>Singing with expression</p> <p>Dynamics line</p>	<p>Tuned percussion</p> <p>Beater and mallet techniques</p> <p>Pentatonic composition</p> <p>Melodic and rhythmic ostinatos</p> <p style="text-align: center;">***</p> <p>Singing in 2 parts with increasing accuracy, fluency and expression</p> <p>Putting rhythms to poems</p> <p>Understanding and using staff and other musical notations with BAGDE note reading</p> <p>Construction of chords</p> <p>Elements of the orchestra</p> <p>Reading rhythmic scores in 2 parts</p>

	<p>range of short excerpts of high-quality live and recorded music</p>	<p>Musical elements in a song; loud/quiet, fast / slow, high/low notes</p> <p>Difference between pulse and rhythm</p> <p>Sequencing notes</p> <p>Singing with dynamics</p> <p>Understanding graphic scores and using them to compose by creating music and combining sounds using the inter-related dimensions of music</p> <p>Appraising music</p> <p>Changing tempos</p> <p>Listening with understanding to a range of longer excerpts of high-quality live and recorded music</p>	<p>working out familiar tunes</p>	<p>Understanding staff and musical notation with BAG note reading</p> <p>Reading short rhythm scores</p>	
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Skills

Reception:	Year 1:	Year 2	Year 3:	Year 4:	Year 5:
<p>Speaking chants & rhymes</p> <p>Singing songs</p> <p>Learning names of percussion instruments and how to use them</p> <p>Playing simple rhythms</p> <p>40-60: Exploring the sounds of instruments</p> <p>Early Learning Goal: They sing songs, make music and dance, and experiment with ways of changing them</p> <p>They represent their own ideas, thoughts and feelings through music</p>	<p>Clap a pulse to a song</p> <p>Speak in time to a pulse</p> <p>Listen and clap back a rhythm</p> <p>To listen and clap back a different rhythm</p> <p>Create a rhythm for others the copy</p> <p>Create words to rap over a beat</p> <p>To sing simple songs, chants and rhymes from memory</p> <p>To sing collectively and at the same pitch as each other</p> <p>To sing simple songs with a very small range</p> <p>To show high and low notes visually</p>	<p>Clap a pulse to a song</p> <p>Clap a rhythm in time</p> <p>Listen and sing back a vocal pattern</p> <p>Sing loudly and quietly, fast and slow</p> <p>Accurately sing songs with a small pitch range</p> <p>Learn the notes G, A and C on the glockenspiel</p> <p>Play notes in time to the pulse</p> <p>Improvise using the notes G, A and C</p> <p>Compose a structured, prepared piece of music using G, A and C</p>	<p>Play a recorder with accuracy and control</p> <p>Read from a stave</p> <p>Playing simple pentatonic tunes</p> <p>Improvise and compose using pentatonic notes</p> <p style="text-align: center;">***</p> <p>Singing in 2 parts</p> <p>Understanding time signatures 2/4 & ¾</p> <p>Sing and play a scale</p> <p>Correct breathing for singing</p> <p>Listen with attention to detail to recall sounds and patterns with increasing aural memory</p>	<p>Singing with expression</p> <p>Listening and appraising MOBO</p> <p>Using musical vocabulary to evaluate</p> <p>Identifying different genres within MOBO</p> <p style="text-align: center;">***</p> <p>Working in groups</p> <p>Understanding how a round works</p> <p>To read 3 notes of music</p> <p>To read simple rhythmic notation</p> <p>Appreciate and appraise a wide range of high-quality live and recorded music drawn from different</p>	<p>Evaluate using musical vocabulary</p> <p>Played tuned</p> <p>To read 5 musical notes</p> <p>Play accurately and in a controlled.</p> <p>Play expressively and fluently</p> <p>To compose using pentatonic scale incorporating the elements of music</p> <p style="text-align: center;">***</p> <p>To sing in more complicated harmonies</p> <p>To match rhythms with lyrics</p> <p>Appreciate, understand and appraise a wide</p>

	<p>Play tuned and untuned instruments</p> <p>Using percussion instruments correctly</p> <p>Tapping the pulse</p> <p>Tapping a simple rhythm</p> <p>Identifying note values</p> <p>Simple accompaniment to songs</p> <p>Begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listening with concentration to a range of short excerpts of high-quality live and recorded music</p>	<p>Play ostinatos</p> <p>Play tuned and untuned instruments</p> <p>Learning pitch with glockenspiel and to play them musically</p> <p>Composing using graphic notation</p> <p>Beginnings of dynamics</p> <p>Use their voices expressively and creatively by singing songs tunefully and speaking chants and rhymes</p> <p>Listening with concentration to a range of longer excerpts of high-quality live and recorded music</p>	<p>Appreciate and appraise a wide range of high-quality live and recorded music drawn from different traditions and from great musicians to develop an understanding of the history of music and different genres</p>	<p>traditions and from great musicians to develop an understanding of the history of music and different genres</p> <p>Listen with attention to detail to recall longer sounds and patterns with increasing aural memory</p>	<p>range of high-quality live and recorded music drawn from different traditions and from great composers and musicians to develop an understanding of the history of music and different genres</p> <p>Listen with attention to detail to recall longer sounds and patterns with increasing aural memory</p>
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Autumn 1	Appraising, Performing, Composing (All About Me)		Appraising, Performing, Composing (Hey You)	Appraising, Performing, Composing (Hands, Feet, Heart)	Performing (Instrument) Recorders	Appraising MOBO (Blues)	Appraising Tuned Percussion from around the world	Performing (Instrument) Ukulele
Autumn 2	Appraising, Performing, Composing (Christmas songs)		Appraising, Performing, Composing (Christmas Production songs)	Appraising, Performing, Composing (Christmas Production songs)	Performing (Instrument) Recorders	Composing Programme music (volcanos, earthquakes)	Composing Tuned Percussion from around the world	Performing (Singing) Macbeth
Spring 1	Appraising, Performing, Composing (Changing Seasons)		Appraising, Performing, Composing ("In the Groove")	Appraising, Performing, Composing ("I Wanna be in the Band")	Performing (Singing) Three Little Birds	Performing (Instrument) Ukulele	Performing (Singing) Beatles	Appraising Carl Orff - Carmina burana - 'O fortuna'
Spring 2	Appraising, Performing, Composing (Transport)		Appraising, Performing, Composing ("Round and Round")	Appraising, Performing, Composing ("Zootime")	Appraising Peter and the Wolf	Performing (Instrument) Ukulele	Performing Samba	Composing Band Lab
Summer 1	Appraising, Performing, Composing (Songs from around the world)		Appraising, Performing, Composing ("Your Imagination")	Appraising, Performing, Composing ("Friendship Song")	Composing Egyptians	Performing (Singing) Lean On Me	Appraising Musical Theatre	Composing Band Lab
Summer 2	Appraising, Performing, Composing (Round Singing)		Reflect, rewind, review	Reflect, rewind, review	Composing Egyptians	Composition Ancient Greek (Olympics /theatre)	Performing (Instrument) African Drumming	Performing (Singing) Production