

Vocabulary

Beat/pulse - Beat and pulse are used synonymously to refer to the regular heartbeat of the music – the 'steady beat'
Duration - The word used in music to refer to the length of a sound or silence
Dynamics/volume - The loudness of the music, usually described in terms of loud/quiet
Melody - A tune
Notations - Ways of writing music down – examples include graphic notation and staff notation
Pictorial symbols - A simple form of notation in which a picture is used to represent a sound, eg car picture = motor sounds
Symbol - Any written representation of a sound
Pitch - Refers to the complete range of sounds in a piece of music from the lowest to the highest
Playing methods - Acoustic (non-electronic) sounds are made by shaking, scraping, tapping, or blowing a sound maker
Rest - A silence
Rhythm - Patterns of long and short sounds played within a steady beat
Tempo (plural tempi) - The speed at which music is performed, usually described in terms of fast/slow

The table below shows how this is implemented within our scheme of work:

Introduce Repeat Embed

Year Group	Listen and Appraise	Interrelated Dimensions (games)	Singing	Playing	Improvising	Composition	Performance
R	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.	To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.	To sing or rap nursery rhymes and simple songs from memory. Songs have sections.				A performance is sharing music.
1	To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.	To confidently sing or rap five songs from memory and sing them in unison.	Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.	Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!	Composing is like writing a story with music. Everyone can compose.	A performance is sharing music with other people, called an audience.
2	To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.	Composing is like writing a story with music. Everyone can compose.	A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.