



Music at Fairfield

Music Vision Statement

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR						
<u>Y1</u>						
<u>Y2</u>	<u>Music</u>		<u>Music</u>		<u>Music</u>	
<u>Y3</u>	<u>Music</u> Environment & Building, Sounds & Poetry		<u>Music</u> China & Time, In the Past, Communication		<u>Music</u> Human Body, Singing French, Food & Drink, Ancient Worlds	
<u>Y4</u>	<u>Music</u> - Recorders		<u>Music</u> - Recorders		<u>Music</u> - Recorders	
<u>Y5</u>	<u>Solar System</u>	<u>Life cycles</u>	<u>Our community</u>	<u>The Big Sing</u>	<u>Keeping Healthy</u>	<u>At the movies</u>
<u>Y6</u>	<u>Growth</u>	<u>Journeys</u>	<u>Journeys</u>	<u>BBC Ten Pieces</u>	Moving on	Moving on

Music: Year 2 Vocabulary and skills

This year in Music I will learn to:

- Listen to music with concentration and understanding*
- Understand the vocabulary:
tempo, dynamics, pitch, structure, timbre, texture*
- Use tuned and untuned classroom percussion to play accompaniments and tunes*
- Use the voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence*
- Sing a song in two parts*
- Build an understanding of pulse and internalise it when listening to a piece of music*



Music: Year 3 Vocabulary and skills

Subject Specific Vocabulary		Expression	Instruments
		Expression The art of playing or singing with a personal response to music.	<p>Aerophones</p> <p>Ideophones</p> <p>Chordophones</p> <p>Membranophones</p> 
Pitch	How high or low a note is.	Beat It is a basic unit of time in music.	
Rhythm	A pattern of long and short sounds and silences.	Ternary A three-part musical form.	
Compose	Put together or create a piece of music or song.	Rondo A form that repeats the main theme over and over again.	
Pulse	A steady beat like the ticking of a clock.	Phrase A small section of music.	
Texture	How different layers of music go together.	Verse A repeated section of a song.	
Skills for Year 3			
Melody	A group of musical notes that go together to make a tune.	<input type="checkbox"/> Listen to and understand different pieces of music.	
Tempo	The speed of a piece of music.	<input type="checkbox"/> Improvise a simple rhythm using instruments, including the voice	
Dynamics	How loud or quiet the music sounds.	<input type="checkbox"/> Use tuned and untuned percussion to compose	
Timbre	The quality of a sound. Two instruments can play the same note but it sounds different.	<input type="checkbox"/> Understand that the words in a song can affect the melody	
Round	Singing the same song but starting at different times.		
Ostinato	A phrase in music that repeats itself.		

Music: Year 4 Recorders



Subject Specific Vocabulary		
scale	8 notes.	 <p>Sticky Knowledge about Music</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to play notes A,B,C,D,E,F,G , where they are on the recorder. <input type="checkbox"/> Left hand at the top of a recorder. <input type="checkbox"/> Use two hands on the recorder. <input type="checkbox"/> Recognise how to read notation (A,B,C,D,E,F,G) dots, letters and symbols. <input type="checkbox"/> A good performer listens to others.
pulse	A steady beat.	
tempo	Speed at which a passage of music should be played.	
dynamics	The loudness or softness that a piece of music is played.	
timbre	Quality of a musical sound.	
texture	The way different elements of music are layered together.	
melody	A sequence of notes (a tune).	
ensemble	Musical group, people who perform music.	
rhythm	A pattern of long and short notes.	
pitch	How high or low a sound is.	

Music objectives

- Y5 Confidently recognise a range of musical instruments and the different sounds they make
- Y5 Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators
- Y5 Use musical language (vocabulary) to appraise a piece or style of music
- Y5 Sing as part of an ensemble with confidence and precision
- Y5 Develop an understanding of formal, written notation which includes minims and quavers
- Y5 Listen to and recall sounds with an increasing aural memory



Song vocabulary

Vocabulary	Definition
structure	most music is underpinned by a structure which may be as simple as beginning, middle and end
chorus	the part of a song which repeats between the verses
verse	the section of a song which generally 'tells the story'
bridge	a passage of music that links two sections of music together
lyrics	the words of a song
vocals	the musical part of a song performed by voice(s)
ensemble	singing (or playing instruments) together

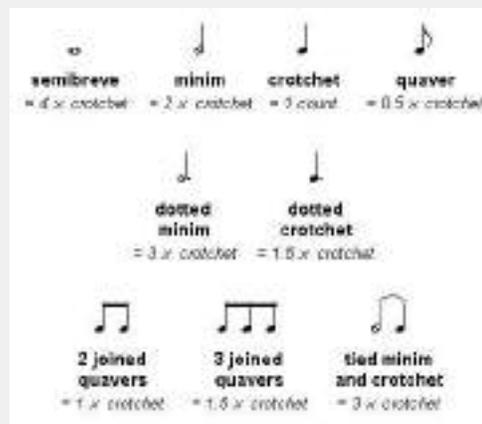
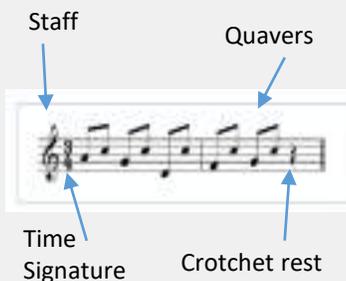
Music vocabulary

Vocabulary	Definition
accenting	emphasising a particular beat or word in a song
timbre	all instruments, including voices, have a particular sound quality which is referred to as timbre, eg squeaky
pitch	refers to the complete range of sounds in a piece of music from the lowest to the highest

Dynamics vocabulary

Vocabulary	Definition
dynamics / volume	the loudness of the music, usually described in terms of loud/quiet
piano <i>p</i>	quiet
mezzo piano <i>mp</i>	moderately quiet
mezzo forte <i>mf</i>	moderately loud
forte <i>f</i>	Loud
crescendo	getting louder
diminuendo	getting quieter

Musical notation



Music genres

Genre	Definition
Ambient	Often instrumental , uses synthesisers , can be actively listened to or act as background chill-out music, it links to rock, jazz, classical, dance, folk. (<i>Brian Eno, Jean-Michelle Jarre, The Orb, Sigur Ros</i>)
Jazz	Born in African American communities in America; uses drums, trumpets, piano, trombones, saxophones ; many types of jazz including ragtime, swing, cool, be-bop . (<i>Louis Armstrong, Ella Fitzgerald, Miles Davis, Dave Brubeck, Duke Ellington</i>)
Rock	Originally Rock and Roll in the 1940s and 1950s, developed from African American musical forms such as boogie-woogie, gospel and country and western. Rock music is typically played loud and has key instruments such as drums, electric guitar, bass guitar and keyboards . There are now many sub-genres of rock such as hard rock, country rock, heavy metal. Examples include: <i>Chuck Berry, Elvis Presley, The Rolling Stones, Beatles, Black Sabbath, Creedence Clearwater Revival, Queen, The Cure, Oasis, Blur</i>
Orchestral	A large group of instruments including woodwind, brass, strings and percussion directed by a conductor . Sometimes called “serious” or “classical” music. (<i>Composers: Bach, Beethoven, Mozart, Strauss, Dvorak, Tchaikovsky</i>)
String Quartet	A string quartet consists of two violins , a viola and a cello . String quartet music is written for these instruments, or existing music can be arranged to be played by these instruments.
Film Scores	Instrumental music written for films to provide an atmospheric and / or emotional background to the images on the screen. The music sometimes includes sound effects and can be referred to as a film score . Soundtracks, by contrast, are usually a collection of existing songs used to score a film. (<i>Composers: Harold Zimmer, John Williams, Ennio Morricone, Howard Shore</i>)
Reggae	A type of popular music originating in Jamaica in the twentieth century. Uses rock instruments , has a slow beat with tell-tale accents on the 2nd and 4th beat ; lyrics often have a religious (Rastafari) or political message. (<i>Bob Marley and the Wailers, Max Romeo, Black Uhuru</i>)
Hip-Hop	Originally a (late 1970s) black African American genre in which rappers speak (rap) over beats and samples ; the rap is often a spoken word poem. It is now a more mainstream type of popular music. (<i>MC Hammer, The Beastie Boys, Jay-Z, OutKast</i>)
Soul	Originally a (1960s) black African American genre influenced by gospel singing; it has lyrical melodies and strong rhythm and brass sections . (<i>Otis Redding, Aretha Franklin, The Four Tops, Marvin Gaye, James Brown, Sam Cooke, Michael Jackson</i>)
Country and Western	A genre of popular music originating in the southern United States (1920s). It has its roots in American folk music, Appalachian folk and blues . Usually simple song forms such as ballads. Instruments include acoustic and steel guitars, banjos, harmonicas and fiddles . (<i>Johnny Cash, (early) Elvis Presley, Patsy Cline, John Denver, Dolly Parton, Willie Nelson, Shania Twain</i>)

Music: Year 6 Growth

Subject Specific Vocabulary

texture	Layers of sound. E.g. Two sounds together such as a melody and a drum beat.
rhythm	Patterns of long and short sounds played with a steady beat.
ostinato	A short rhythm or melody that is played over and over.
metre	The grouping of beats into twos, threes and fours etc
structure	How the music is put together, e.g. a beginning, middle and end.
harmony	The relation of two or more notes played at the same time.
chord	More than one note played at the same time.
beat	The regular heartbeat of the music
flash mob	A group of people who get together in a public space and perform for the public. This happens suddenly, without the public knowing it is about to happen.



The Key things we will learn.

Flash mobs were created in 2003 in Manhattan and are usually arranged through Social Media.

Bolero was composed by Maurice Ravel (1875–1937) who was a 20th-century French composer.

Music: Year 6 Journeys

Subject Specific Vocabulary		
texture	Layers of sound. E.g. Two sounds together such as a melody and a drum beat.	
rhythm	Patterns of long and short sounds played with a steady beat.	
pitch	How high or low a note is.	The Key things we will learn.
structure	How the music is put together, e.g. a beginning, middle and end.	How to play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression
harmony	The relation of two or more notes played at the same time.	
beat	The regular heartbeat of the music	What a song's structure looks like and how to perform harmony and echo within the song
echo	A line that is repeated , sometimes by different singers, often quieter than the first line.	

Music: Year 6 BBC Ten Pieces

Subject Specific Vocabulary		
Crescendo	gradually getting louder (opposite: decrescendo or diminuendo)	Reflect on a piece of orchestral music
Duration	the length of a note. Different durations make rhythms	Create a piece of music using voice and instruments
Dynamics	the term used for louds and softs/volume	Perform as an ensemble
Motif	A very short musical 'idea' – often just a sound or a rhythm	
Pitched percussion	percussion instruments that can play different pitches – xylophones, glockenspiels, chime bars, etc.	How to read simple notation
Unpitched percussion	percussion instruments that can only make a limited number of sounds – drums, shakers, woodblocks, tambourines, etc.	

Music Vision Statement

“We are all different, but we make up one school.”

Our school vision celebrates difference. Our **Music** curriculum is designed to offer opportunities for children to express themselves creatively, develop self-confidence and share their skills through performances. Developing self-awareness and confidence in this way is key to helping children to appreciate and celebrate individuality.

As a school, we are well aware that music is in danger of becoming an increasingly elitist subject as many families struggle to afford to pay for regular music tuition for children who wish to learn to play an instrument. To tackle this, we provide specialist music tuition in Year 4 to all children as part of our curriculum. In doing so, all of our Year 4 children learn to read musical notation through learning to play the recorder.