



# Music at Fairfield

## Music Vision Statement

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YR</b>						
<b><u>Y1</u></b>						
<b><u>Y2</u></b>	<u>Music</u>		<u>Music</u>		<u>Music</u>	
<b><u>Y3</u></b>	<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	
<b><u>Y4</u></b>	<u>Music</u> - Recorders		<u>Music</u> - Recorders		<u>Music</u> - Recorders	
<b><u>Y5</u></b>	<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>
<b><u>Y6</u></b>	<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
		<b>Beat</b>	<p><b>Aerophones</b></p> <p><b>Ideophones</b></p> <p><b>Chordophones</b></p> <p><b>Membranophones</b></p>
<b>Pitch</b>	How high or low a note is.	<b>Ternary</b>	
<b>Rhythm</b>	A pattern of long and short sounds and silences.	<b>Rondo</b>	
<b>Compose</b>	Put together or create a piece of music or song.	<b>Phrase</b>	
<b>Pulse</b>	A steady beat like the ticking of a clock.	<b>Verse</b>	
<b>Texture</b>	How different layers of music go together.	<b>Skills for Year 3</b>	
<b>Melody</b>	A group of musical notes that go together to make a tune.	<input type="checkbox"/> Listen to and understand different pieces of music.	
<b>Tempo</b>	The speed of a piece of music.	<input type="checkbox"/> Improvise a simple rhythm using instruments, including the voice	
<b>Dynamics</b>	How loud or quiet the music sounds.	<input type="checkbox"/> Use tuned and untuned percussion to compose	
<b>Timbre</b>	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	
<b>Round</b>	Singing the same song but starting at different times.		
<b>Ostinato</b>	A phrase in music that repeats itself.		

# Music: Year 4 Recorders



Subject Specific Vocabulary		
scale	8 notes.	 <p><b>Sticky Knowledge about Music</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How to play notes A,B,C,D,E,F,G , where they are on the recorder.</li> <li><input type="checkbox"/> Left hand at the top of a recorder.</li> <li><input type="checkbox"/> Use two hands on the recorder.</li> <li><input type="checkbox"/> Recognise how to read notation (A,B,C,D,E,F,G) dots, letters and symbols.</li> <li><input type="checkbox"/> A good performer listens to others.</li> </ul>
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
<b>structure</b>	most music is underpinned by a structure which may be as simple as beginning, middle and end
<b>chorus</b>	the part of a song which repeats between the verses
<b>verse</b>	the section of a song which generally 'tells the story'
<b>bridge</b>	a passage of music that links two sections of music together
<b>lyrics</b>	the words of a song
<b>vocals</b>	the musical part of a song performed by voice(s)
<b>ensemble</b>	singing (or playing instruments) together

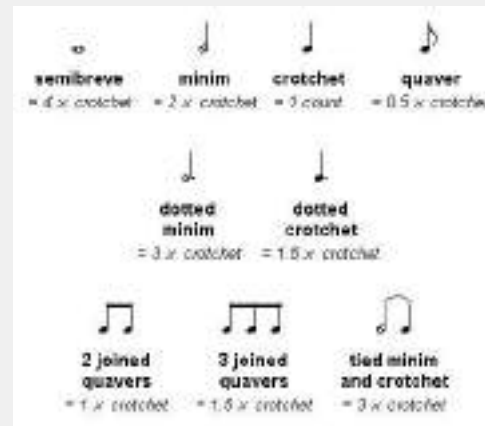
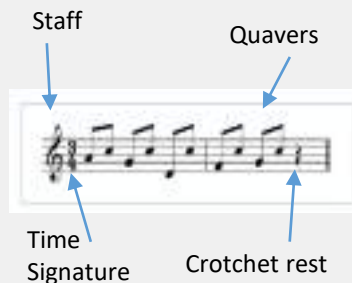
### Music vocabulary

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

### Dynamics vocabulary

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

## Musical notation



## Music genres

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



# Music: Year 6 Growth

## Subject Specific Vocabulary

<b>texture</b>	Layers of sound. E.g. Two sounds together such as a melody and a drum beat.
<b>rhythm</b>	Patterns of long and short sounds played with a steady beat.
<b>ostinato</b>	A short rhythm or melody that is played over and over.
<b>metre</b>	The grouping of beats into twos, threes and fours etc
<b>structure</b>	How the music is put together, e.g. a beginning, middle and end.
<b>harmony</b>	The relation of two or more notes played at the same time.
<b>chord</b>	More than one note played at the same time.
<b>beat</b>	The regular heartbeat of the music
<b>flash mob</b>	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		
<b>texture</b>	Layers of sound. E.g. Two sounds together such as a melody and a drum beat.	
<b>rhythm</b>	Patterns of long and short sounds played with a steady beat.	
<b>pitch</b>	How high or low a note is.	<b>The Key things we will learn.</b>
<b>structure</b>	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
<b>harmony</b>	The relation of two or more notes played at the same time.	
<b>beat</b>	The regular heartbeat of the music	What a song's structure looks like and how to perform harmony and echo within the song
<b>echo</b>	A line that is repeated , sometimes by different singers, often quieter than the first line.	



# Music: Year 6 BBC Ten Pieces

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