

# Thingwall Primary School Music Yearly Planner

|   | Autumn 1  | Autumn 2                | Spring 1                  | Spring2                      | Summer 1                      | Summer 2               |
|---|---|-------------------------|---------------------------|------------------------------|-------------------------------|------------------------|
| <b>FS2 Other curriculum area links-English. Performance (whole class assembly/Christmas Play)</b><br><b>Live Music-Choral Assembly/Instrumental groups-professional and child</b> | Music is delivered through the area of Expressive Arts and Design. The children work towards Early Learning Goals as set out in the EYFS through continuous provision and adult directed activities.<br><br>During continuous provision the children have a designated stage with which they have access to through a banded system. Through the common goal of making music, children in FS2 learn to work effectively with other people and to build up good relationships. Music is the basis of many social activities. Daily singing plays an important role in personal development and building self confidence. Music is seen as a core component of our children's learning and is shared to ensure a broad, balanced and rounded experience in FS2. |                         |                           |                              |                               |                        |
| <u>Vocabulary throughout FS2</u>  | <u>sing song nursery rhyme action song listen pulse high and low sounds</u>   |                         |                           |                              |                               |                        |
| <b>Year 1 Other curriculum area links. Performance (whole class assembly/Christmas Play)</b><br><b>Live Music-Choral Assembly/Instrumental groups.</b>                            | My Musical Heartbeat  | Dance, sing and play    | Exploring sounds          | Learning to listen           | Having fun with improvisation | Let's perform together |
| <u>Year 1 Vocabulary built upon FS2 and throughout Y1</u>   | <u>Pulse/steady beat rhythm pitch (high and low) tempo (quick or slow) dynamics (loud or quiet) know names of some percussion instruments rap</u>   |                         |                           |                              |                               |                        |
| <b>Year 2 Other curriculum area links. Performance (whole class assembly/Christmas Play)</b><br><b>Live Music-Choral Assembly/Instrumental</b>                                    | Pitch, Rhythm and Pulse   | Playing in an Orchestra | Inventing a musical story | Recognising different sounds | Exploring improvisation       | Our big concert        |

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| <b>groups</b>  |  |   |   |   |  |                                       |
| <b>Year 2 Vocabulary known at end of KS1- include FS2 and Y1 vocabulary</b>  | <u>Pulse/steady beat rhythm pitch (higher or lower) tempo (quicker or slower) dynamics (louder or quieter) duration reggae know names of more percussion instruments</u> |   |   |   |  |                                       |
| <b>Year 3 Other curriculum area links- Performance (whole class assembly/Christmas Play) Live Music- Choral Assembly/Instrumental groups</b>     | Writing Music Down<br><br>Whole class recorder   | Playing in a Band<br><br>Whole class recorder | Compose using imagination<br><br>Whole class recorder | Feeling Through Music<br><br>Whole class recorder | Expression and Improvisation<br><br>Whole class recorder | Opening Night<br>Whole class recorder |
| <b>Year 3 Vocabulary in KS2 to build upon KS1 vocabulary</b>   | <u>Listen and appraise introduce musical stave and formal notation pulse rhythm pitch dynamics tempo timbre tuned and untuned percussion names composer</u>              |   |   |   |  |                                       |
| <b>Year 4 Other curriculum area links- Performance (whole class assembly/Christmas Play) Live Music-Choral Assembly/Instrumental groups/RLPO</b> | Musical Structures   | Exploring Feelings when you play              | Composing with your friends<br><br>RLPO               | Exploring musical styles<br><br>RLPO              | Expression and improvisation                             | The show must go on                   |
| <b>Year 4 Vocabulary in KS2 to build upon KS1 and lower KS2 vocabulary</b>   | <u>Listen and appraise musical stave and formal notation pulse rhythm melody pitch dynamics tempo timbre tuned and untuned percussion names composer verse chorus</u>    |   |   |   |  |                                       |
| <b>Year 5- Other curriculum area links- Performance (whole</b>   | <b>Melody and Harmony in Music</b>   | Sing and play in different styles             | Composing and chords                                  | Enjoying musical styles                           | Freedom to improvise                                     | Battle of the bands                   |

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| class<br>assembly/Christmas<br>Play)<br>Live Music-Choral<br>Assembly/Instrumental<br>groups/  |   |                               |                      |                              |                                |               |
| Year 5 Vocabulary in<br>KS2 to build upon KS1<br>and lower KS2<br>vocabulary   | <u>Composition composer improvise (tempo dynamics timbre texture and structure) musical style audience performance harmony</u>          |                               |                      |                              |                                |               |
| Year 6 Other<br>curriculum area links-<br>Performance (whole<br>class<br>assembly/Christmas<br>Play)<br>Live Music-Choral<br>Assembly/Instrumental<br>groups | Music and<br>Technology   | Developing ensemble<br>skills | Creative composition | Musical styles<br>connect us | Improvising with<br>confidence | Farewell tour |
| Year 6 Vocabulary in<br>KS2 to build upon KS1<br>and lower KS2<br>vocabulary   | <u>Composition composer improvise (tempo dynamics timbre texture and structure) musical style audience performance appraise harmony</u> |                               |                      |                              |                                |               |