



# Year 1





Subject Specific Vocabulary	
<b>rap</b>	A type of popular music where words are recited rapidly and rhythmically over music.
<b>bass</b>	The member of a family of instruments that is the lowest in pitch.
<b>guitar</b>	A stringed instrument played by strumming or plucking the strings.
<b>drums</b>	Percussion instruments played by hitting with the hand or a stick.
<b>melody</b>	A sequence of single notes that make up a tune.
<b>decks</b>	Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching.
<b>pulse</b>	To sing or play music for an audience.
<b>rhythm</b>	A pattern of long and short sounds.
<b>pitch</b>	How high or low a sound is.
<b>improvise</b>	To make up a tune and play it on the spot
<b>compose</b>	To create and develop musical ideas.
<b>perform</b>	To sing or play music for an audience.
<b>audience</b>	People listening to the music.



Key Skills
<input type="checkbox"/> Find the pulse as you are listening to the music: <i>can you march in time with the pulse? Can you be an animal that finds the pulse?</i>
<input type="checkbox"/> Identify the instruments and voices you can hear: <i>Can you recognise any of these instruments? Male vocal, bass guitar, drums, decks.</i>
<input type="checkbox"/> Copy and clap back rhythms <input type="checkbox"/> Clap the rhythm of your name <input type="checkbox"/> Make up your own rhythms
<input type="checkbox"/> Rap and sing Hey You! In groups.
<input type="checkbox"/> Play instruments using one or two notes – C or C + G. <i>Which part did you play?</i>
<input type="checkbox"/> Improvise using the notes C + G <input type="checkbox"/> Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. <i>Which notes did you use?</i>

Have a think...
What did you like doing best? <b>Singing?</b> 
<b>Playing?</b> 
<b>Dancing?</b> 
<b>Improvising?</b> 
<b>Composing?</b> 
<b>Listening?</b> 




Subject Specific Vocabulary	
<b>keyboard</b>	An electric instrument with keys like a piano.
<b>bass</b>	The member of a family of instruments that is the lowest in pitch.
<b>guitar</b>	A stringed instrument played by strumming or plucking the strings.
<b>percussion</b>	Musical instruments played by hitting with the hand or a beater, or by shaking.
<b>trumpets</b>	Brass instruments.
<b>saxophone</b>	A family of metal woodwind instruments with a reed.
<b>pulse</b>	To sing or play music for an audience.
<b>rhythm</b>	A pattern of long and short sounds.
<b>pitch</b>	How high or low a sound is.
<b>rap</b>	A type of popular music where words are recited rapidly and rhythmically over music.
<b>melody</b>	A sequence of single notes that make up a tune.
<b>perform</b>	To sing or play music for an audience.
<b>singers</b>	People singing in the music.

Key Skills	
<input type="checkbox"/>	Find the pulse as you are listening to the music: <i>March and find the pulse! Be a monkey and find the pulse! Be an elephant and find the pulse!</i>
<input type="checkbox"/>	Identify the instruments and voices you can hear: <i>Can you recognise any of these instruments? Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.</i>
<input type="checkbox"/>	Copy and clap back rhythms
<input type="checkbox"/>	Clap the rhythm of your name
<input type="checkbox"/>	Clap the rhythm of your favourite colour
<input type="checkbox"/>	Make up your own rhythms
<input type="checkbox"/>	Know that pitch is high or low sounds.
<input type="checkbox"/>	Rap and sing the songs
<input type="checkbox"/>	Perform – rapping, singing and playing. Can you include some funky moves?

## Have a think...

What did you like doing best?

*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*





## Subject Specific Vocabulary

<b>Blues</b>	A style of music originating in the Deep South of the United States, created by African American communities.
<b>Baroque</b>	A style of Western music composed from 1600 to 1750 often featuring instruments like the harpsichord.
<b>Latin</b>	Latin American music is found throughout Latin America that mixes influences from Spanish, African and Native Latin American sources.
<b>Bhangra</b>	A type of popular music combining Punjabi and Indian traditional music with Western pop music.
<b>Folk</b>	Folk music uses old tunes or songs that have been passed down to people over time, often not written down but passed down orally.
<b>Funk</b>	A combination of gospel, soul and jazz music.
<b>groove</b>	Dance to pop or jazz music.
<b>pulse</b>	To sing or play music for an audience.
<b>rhythm</b>	A pattern of long and short sounds.
<b>pitch</b>	How high or low a note/tone is.
<b>improvise</b>	To make up a tune and play it on the spot
<b>compose</b>	To create and develop musical ideas.
<b>perform</b>	To sing or play music for an audience.
<b>audience</b>	People listening to the music.



## Key Skills

- Find the pulse as you are listening to the music:  
*Can you dance, get funky and find the groove?*
- Identify 6 different styles of music: Blues, Baroque, Latin, Bhangra, Irish Folk and Funk.
- Know about some of the instruments that are used in these styles.
- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms
- Play instruments using one or two notes: C or C + D. *Which part did you play?*
- Improvise using the notes C + D
- Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

## Have a think...

What did you like doing best?



*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*

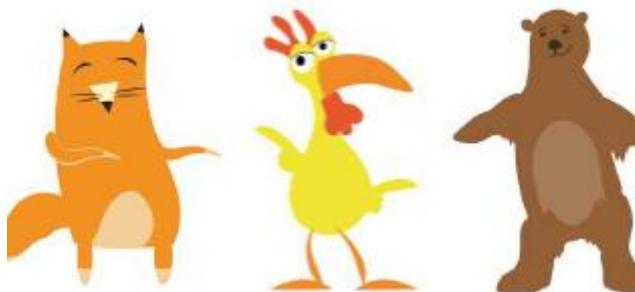


*Getting in the groove?*





Subject Specific Vocabulary	
<b>keyboard</b>	An electric instrument with keys like a piano.
<b>bass</b>	The member of a family of instruments that is the lowest in pitch.
<b>guitar</b>	A stringed instrument played by strumming or plucking the strings.
<b>percussion</b>	Musical instruments played by hitting with the hand or a beater, or by shaking.
<b>trumpet</b>	A brass instrument.
<b>saxophone</b>	A family of metal woodwind instruments with a reed.
<b>pulse</b>	To sing or play music for an audience.
<b>rhythm</b>	A pattern of long and short sounds.
<b>pitch</b>	How high or low a note/tone is.
<b>improvise</b>	To make up a tune and play it on the spot
<b>compose</b>	To create and develop musical ideas.
<b>perform</b>	To sing or play music for an audience.
<b>audience</b>	People listening to the music.



## Key Skills

- Find the pulse as you are listening to the music:  
*Can you dance, get funky and find the groove?*
- Identify the instruments and voices you can hear:  
*Can you recognise any of these instruments?  
Singers, keyboard, bass, guitar, percussion,  
trumpets and saxophones.*
- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite animal
- Make up your own rhythms
- Make up simple rhythms
- Play instruments using up to three notes: D or D, F, C + D  
*Which part did you play?*
- Improvise using the notes D + E

## Have a think...

What did you like doing best?

*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



Subject Specific Vocabulary	
<b>keyboard</b>	An electric instrument with keys like a piano.
<b>bass</b>	The member of a family of instruments that is the lowest in pitch.
<b>drums</b>	Percussion instruments played by hitting with the hand or a stick.
<b>percussion</b>	Musical instruments played by hitting with the hand or a beater, or by shaking.
<b>pulse</b>	To sing or play music for an audience.
<b>rhythm</b>	A pattern of long and short sounds.
<b>pitch</b>	How high or low a note/tone is.
<b>improvise</b>	To make up a tune and play it on the spot
<b>compose</b>	To create and develop musical ideas.
<b>perform</b>	To sing or play music for an audience.
<b>audience</b>	People listening to the music.
<b>imagination</b>	To use creativity or resourcefulness



Key Skills	
<input type="checkbox"/>	Find the pulse as you are listening to the music: <i>Can you be a pop star finding the pulse?</i>
<input type="checkbox"/>	Identify the instruments and voices you can hear: <i>Can you recognise any of these instruments? Keyboard, drums, bass, a female singer? Can you recognise any of these instruments in other songs?</i>
<input type="checkbox"/>	Copy and clap back rhythms <input type="checkbox"/> Clap the rhythm of your name <input type="checkbox"/> Clap the rhythm of your favourite colour <input type="checkbox"/> Make up your own rhythms
<input type="checkbox"/>	Sing and have fun using your imagination
<input type="checkbox"/>	Play instruments using one or two notes: C or C + G. <i>Which part did you play?</i>
<input type="checkbox"/>	<i>Compose a simple melody using simple rhythms choosing from the notes C + D or C, D + E. Which notes did you use?</i>

## Have a think...

What did you like doing best?

*Singing?*  


*Playing?*  


*Dancing?*  


*Improvising?*  


*Composing?*  


*Listening?*  






# Year 2





Subject Specific Vocabulary	
<b>keyboard</b>	An electric instrument with keys like a piano.
<b>bass</b>	The member of a family of instruments that is the lowest in pitch.
<b>electric guitar</b>	A stringed instrument that is amplified electrically, played by strumming or plucking the strings.
<b>drums</b>	Percussion instruments played by hitting with the hand or a stick.
<b>melody</b>	A sequence of single notes that make up a tune.
<b>trumpet</b>	A brass instrument with a flared bell and a bright tone.
<b>saxophone</b>	A family of metal woodwind instruments with a reed.
<b>pulse</b>	The heartbeat or steady beat of a song/piece of music.
<b>rhythm</b>	A pattern of long and short sounds.
<b>pitch</b>	How high or low a sound is.
<b>improvise</b>	To make up a tune and play it on the spot.
<b>compose</b>	To create and develop musical ideas.
<b>perform</b>	To play music for an audience.
<b>audience</b>	People listening to the music.
<b>dynamics</b>	How loud or quiet (soft) the music is.
<b>tempo</b>	How fast or slow a piece of music is played



Key Skills
<input type="checkbox"/> Find the pulse as you are listening to the music: <i>can you march in time with the pulse? What animal can you be finding the pulse?</i>
<input type="checkbox"/> Identify the instruments and voices you can hear: <i>Can you recognise any of these instruments? Keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals</i>
<input type="checkbox"/> Copy and clap back rhythms <input type="checkbox"/> Clap the rhythm of your name <input type="checkbox"/> Make up your own rhythms
<input type="checkbox"/> Sing Hands, Feet, Heart in groups.
<input type="checkbox"/> Play instruments using up to three notes – G or G, A + C. <i>Which part did you play?</i>
<input type="checkbox"/> Improvise using the notes C+D <input type="checkbox"/> Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. <i>Which notes did you use?</i>

## Have a think...

What did you like doing best?

*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



**This unit is about South Africa and South African music.**

## Subject Specific Vocabulary

<b>keyboard</b>	An electric instrument with keys like a piano.
<b>bass</b>	The member of a family of instruments that is the lowest in pitch.
<b>guitar</b>	A stringed instrument played by strumming or plucking the strings.
<b>percussion</b>	Musical instruments played by hitting with the hand or a beater, or by shaking.
<b>trumpets</b>	Brass instruments with a flared bell and a bright tone.
<b>saxophones</b>	A family of metal woodwind instruments with a reed.
<b>pulse</b>	To sing or play music for an audience.
<b>rhythm</b>	A pattern of long and short sounds.
<b>pitch</b>	How high or low a sound is.
<b>rap</b>	A type of popular music where words are recited rapidly and rhythmically over music.
<b>melody</b>	A sequence of single notes that make up a tune.
<b>perform</b>	To sing or play music for an audience.
<b>singers</b>	People singing in the music.
<b>audience</b>	People listening to the music.
<b>improvise</b>	To make up a tune and play it on the spot.
<b>dynamics</b>	How loud or quiet (soft) the music is.
<b>tempo</b>	How fast or slow a piece of music is played



## Key Skills

- Find the pulse as you are listening to the music: *March and find the pulse! Be a rapper and find the pulse.*
- Identify the instruments and voices you can hear: *Can you recognise any of these instruments? Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.*
- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythms
- Know that pitch is high or low sounds. Know we add pitch to the pulse and rhythm when we sing and play an instrument.
- Rap and sing 'Ho Ho Ho'!
- Improvise using words.
- Play instruments using up to three notes – G or G, A and B. *Which part did you play?*
- Perform – rapping, singing and playing. Can you include some funky moves?

## Have a think...

What did you like doing best?

*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



**This unit is about Christmas and having fun!**



Subject Specific Vocabulary	
<b>keyboard</b>	An electric instrument with keys like a piano.
<b>drums</b>	Percussion instruments played by hitting with the hand or a stick.
<b>bass</b>	The member of a family of instruments that is the lowest in pitch.
<b>electric guitar</b>	A stringed instrument that is amplified electrically, played by strumming or plucking the strings.
<b>rock</b>	A style of music that developed from rock and roll that often has heavily amplified guitar music and loud drum beat.
<b>pulse</b>	The heartbeat or steady beat of a song/piece of music.
<b>rhythm</b>	A pattern of long and short sounds.
<b>pitch</b>	How high or low a sound is.
<b>improvise</b>	To make up a tune and play it on the spot.
<b>compose</b>	To create and develop musical ideas.
<b>perform</b>	To play music for an audience.
<b>audience</b>	People listening to the music.
<b>melody</b>	A sequence of single notes that make up a tune.
<b>dynamics</b>	How loud or quiet (soft) the music is.
<b>tempo</b>	How fast or slow a piece of music is played



## Key Skills

- Find the pulse as you are listening to the music: *You can be a rock star and play air guitar, or just dance, clap hands and stamp your feet!*
- Identify instruments and voices you can hear: keyboard, drums, bass, electric guitar, singers.
- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms
- Play instruments using one or two notes: F or D + C. *Which part did you play?*
- Improvise using the notes F + G
- Compose a simple melody using simple rhythms, choosing from the notes F + G or F, G + A.

## Have a think...

What did you like doing best? 😊 😐 😞

Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?

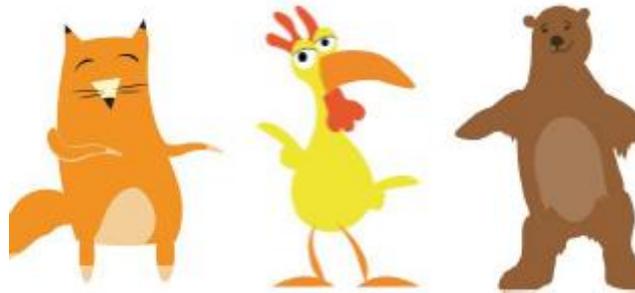


Being a rock star?



**This unit is about playing together in a band and rock music.**

Subject Specific Vocabulary	
<b>keyboard</b>	An electric instrument with keys like a piano.
<b>drums</b>	Percussion instruments played by hitting with the hand or a stick.
<b>bass</b>	The member of a family of instruments that is the lowest in pitch.
<b>electric guitar</b>	A stringed instrument that is amplified electrically, played by strumming or plucking the strings.
<b>reggae</b>	A style of music originating in Jamaica.
<b>pulse</b>	The heartbeat or steady beat of a song/piece of music.
<b>rhythm</b>	A pattern of long and short sounds.
<b>pitch</b>	How high or low a sound is.
<b>improvise</b>	To make up a tune and play it on the spot.
<b>compose</b>	To create and develop musical ideas.
<b>perform</b>	To play music for an audience.
<b>audience</b>	People listening to the music.
<b>melody</b>	A sequence of single notes that make up a tune.
<b>dynamics</b>	How loud or quiet (soft) the music is.
<b>tempo</b>	How fast or slow a piece of music is played



## Key Skills

- Find the pulse as you are listening to the music:  
*Be an animal of your choice – dance, wiggle, march, clap!*
- Identify the instruments and voices you can hear:  
*Can you recognise any of these instruments? Singers, keyboard, bass, guitar, drums.*
- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite animal
- Make up your own rhythms
- Know that pitch is high or low sounds. Know we add pitch to the pulse and rhythm when we sing and play an instrument.
- Play instruments using up to two notes: C or C + D. *Which part did you play?*
- Improvise using the notes C + D.
- Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

## Have a think...

What did you like doing best?

*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



**This unit is about animals and Reggae music.**



Subject Specific Vocabulary	
<b>keyboard</b>	An electric instrument with keys like a piano.
<b>drums</b>	Percussion instruments played by hitting with the hand or a stick.
<b>bass</b>	The member of a family of instruments that is the lowest in pitch.
<b>glockenspiel</b>	A percussion instrument that is played by hitting the tuned metal pieces with beaters.
<b>pulse</b>	The heartbeat or steady beat of a song/piece of music.
<b>rhythm</b>	A pattern of long and short sounds.
<b>pitch</b>	How high or low a sound is.
<b>improvise</b>	To make up a tune and play it on the spot.
<b>compose</b>	To create and develop musical ideas.
<b>perform</b>	To play music for an audience.
<b>audience</b>	People listening to the music.
<b>melody</b>	A sequence of single notes that make up a tune.
<b>dynamics</b>	How loud or quiet (soft) the music is.
<b>tempo</b>	How fast or slow a piece of music is played



## Key Skills

- Find the pulse as you are listening to the music: *Dance, move and sway with your friends!*
- Identify the instruments and voices you can hear: *Can you recognise any of these instruments? Keyboard, drums, bass, a female singer, a glockenspiel. Can you recognise any of these instruments in other songs?*
- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythms
- Singing in two parts.
- Play instruments using up to three notes: *C or E + G. Which part did you play?*
- Improvise using the notes C + D.*
- Compose a simple melody using simple rhythms choosing from the notes C + D or C, D + E. Which notes did you use?*

## Have a think...

What did you like doing best?

*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



**This unit is about being friends.**