

BRAYFORD & UMBERLEIGH **KS1** Music Topic Cycle + Learning Intentions & Knowledge

	Autumn		Spring		Summer	
<p>Cycle 1 2024 - 2025</p>	<p>Traditional Stories (Three Singing Pigs/Part 1) Early Years: To listen attentively in a range of situations. To respond to what they hear with relevant comments and questions. To sing songs, make music and dance. To represent their own ideas, thoughts and feelings. Y1 Performance: Play and sing pieces of music, starting and finishing together. Y1 Pulse & Rhythm: Copy a simple rhythm or pulse by clapping or using percussion. A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music. A pulse is a steady beat, like a heartbeat. Y1 Singing: Sing traditional songs, nursery rhymes and chants clearly. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words. Y1 Composition: Create, select and combine sound effects or rhythms using a variety of instruments, objects and the voice. Sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound. A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music.</p>	<p>Traditional Stories (Three Singing Pigs/Part 1) Y2 Performance: Play tuned and untuned percussion instruments & use your voice with awareness of others. Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the glockenspiel, produce notes of different pitches. Untuned percussion instruments, such as the drum, produce sounds with no definite pitch. Y2 Pulse & Rhythm: Play a range of rhythms and pulses and identify the differences between them. A rhythm and a pulse are different. The beats in a rhythm can be of different lengths. The beats in a pulse are all the same length. The pulse often stays the same throughout a piece of music, whereas the rhythm changes. Y2 Singing: Sing simple songs and chants with a sense of melody and shape. The melody of a piece of music is the main tune, which is usually part of a larger piece of music. Y2 Composition: Create layers of sound and vocalisations with awareness of the effect. Combining layers of sound can create pleasant, harmonious sounds or unpleasant, discordant sounds, depending on the combination of pitches of notes used.</p>	<p>The Nutcracker (Tchaikovsky) Early Years: To listen attentively in a range of situations. To respond to what they hear with relevant comments and questions. To sing songs, make music and dance. To represent their own ideas, thoughts and feelings. Y1 Listening: Listen to Tchaikovsky's Nutcracker and identify basic features which include melody, instruments and the feelings the music engenders. Y1 Music Appreciation: Listen and respond to the Nutcracker Ballet. Responses include playing or clapping along to the pulse and rhythms, humming melodies, creating actions and dance movements and using adjectives to describe the music. Y1 Significant People: Describe in simple terms the life of the Russian 19th Century composer, Tchaikovsky. Y1 Pulse & Rhythm: Copy a simple rhythm or pulse by clapping or using percussion instruments. Y1 Notation: Understand that music can be written down and read. Musical notes and symbols have meaning and can be read by musicians when they play.</p>	<p>The Nutcracker (Tchaikovsky) Y2 Listening: Describe how orchestral instruments have been used to represent the different events in the story of the Nutcracker with reference to pitch, rhythm and volume. Y2 Music Appreciation: Listen & respond with movement, words & pictures to the music of the Nutcracker. Responses include identifying orchestral instruments, describing key events in the story and drawing scenes inspired by the music. Y2 Pulse & Rhythm: Rhythm & pulse are different. The beats in a rhythm can be of different lengths. The beats in a pulse are all the same length. Y2 Notation: Recognise and respond to simple notation. The way a note is drawn tells the musician the duration of the note. A quaver lasts for $\frac{1}{2}$ a beat, a crotchet lasts for one beat, a minim lasts for two beats and a semibreve lasts for four beats. Y2 Significant People: Describe the life and music of Tchaikovsky. Composers at various points in history wrote pieces of music with many differences between them, such as the style, instruments and feelings they provoked in listeners.</p>	<p>Traditional Playground Clapping Songs Early Years: To listen attentively in a range of situations. To respond to what they hear with relevant comments and questions. To sing songs, make music and dance. Y1 Performance: Play and sing pieces of music, starting and finishing together. Y1 Pulse & Rhythm: Copy a simple rhythm or pulse by clapping. Y1 Singing: traditional songs, nursery rhymes and chants clearly. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words. Y1 Listening: Listen to a piece of music & identify basic features e.g. the melody (the main tune), pulse, pitch and rhythms. Y1 Composition: Create, select and combine different rhythms using body percussion. A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music. Y1 Notation: Understand that music can be written down and read. Musical notes and symbols have meaning and can be read by musicians when they play.</p>	<p>Traditional Playground Clapping Songs Y2 Pulse & Rhythm: Use body percussion to perform a range of rhythms and pulses and identify the differences between them. A rhythm and a pulse are different. The beats in a rhythm can be of different lengths. The beats in a pulse are all the same length. The pulse often stays the same throughout a piece of music, whereas the rhythm changes. Y2 Performance: Perform body percussion sequences and use your voice with awareness of others. Y2 Singing: Sing simple songs and chants with a sense of melody and shape. The melody of a piece of music is the main tune, which is usually part of a larger piece of music. The shape of the music is the pattern created by the changing pitches of notes in a melody. Y2 Notation: Recognise and respond to simple notation. Notes in standard musical notation are written on a staff, which tells the musician the pitch of the note. The pitch of a note is how high or low it is. The way a note is drawn tells the musician the duration of the note. A crotchet lasts for one beat, a minim lasts for two beats and a semibreve lasts for four beats.</p>

	Autumn		Spring		Summer	
Cycle 2 2025 - 2026	<p>Traditional Stories (Three Tapping Teddies)</p> <p>Early Years: To listen attentively in a range of situations. To respond to what they hear with relevant comments and questions. To sing songs, make music and dance. To represent their own ideas, thoughts and feelings.</p> <p>Y1 Performance: Play and sing pieces of music, starting and finishing together.</p> <p>Y1 Pulse & Rhythm: Copy a simple rhythm or pulse by clapping or using percussion. A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music. A pulse is a steady beat, like a heartbeat.</p> <p>Y1 Singing: Sing traditional songs, nursery rhymes and chants clearly. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.</p> <p>Y1 Composition: Create, select and combine sound effects or rhythms using a variety of instruments, objects and the voice. Sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound. A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music.</p>	<p>Traditional Stories (Three Tapping Teddies)</p> <p>Y2 Performance: Play tuned and untuned percussion instruments & use your voice with awareness of others. Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the glockenspiel, produce notes of different pitches. Untuned percussion instruments, such as the drum, produce sounds with no definite pitch.</p> <p>Y2 Pulse & Rhythm: Play a range of rhythms and pulses and identify the differences between them. A rhythm and a pulse are different. The beats in a rhythm can be of different lengths. The beats in a pulse are all the same length. The pulse often stays the same throughout a piece of music, whereas the rhythm changes.</p> <p>Y2 Singing: Sing simple songs and chants with a sense of melody and shape. The melody of a piece of music is the main tune, which is usually part of a larger piece of music.</p> <p>Y2 Composition: Create layers of sound and vocalisations with awareness of the effect. Combining layers of sound can create pleasant, harmonious sounds or unpleasant, discordant sounds, depending on the combination of pitches of notes used.</p>	<p>Carnival Of The Animals <i>(Camille Saint-Saëns)</i></p> <p>Early Years: To listen attentively in a range of situations. To respond to what they hear with relevant comments and questions. To sing songs, make music and dance. To represent their own ideas, thoughts and feelings through music and dance. To experiment with ways of changing sounds and music.</p> <p>Y1 Listening: Listen to sounds or a piece of music, identifying basic features. Basic features of music that can be easily identified include the melody (the main tune), the orchestral instruments used and the feelings the music engenders, such as happy, angry or scary.</p> <p>Y1 Music Appreciation: Listen and respond to a range of high-quality live and recorded music and songs. Responses to music include playing or clapping along to the pulse and rhythms, humming or singing melodies, creating actions and dance movements, and using adjectives, such as lively or cheerful, to describe the music.</p> <p>Y1 Significant People: Describe, in simple terms, the life of the composer Camille Saint-Saens. A composer is a person who writes a piece of music.</p>	<p>Carnival Of The Animals <i>(Camille Saint-Saëns)</i></p> <p>Y2 Listening: Describe how orchestral instrument have been used to represent animals in "The Carnival of the Animals." The pitch, tempo and dynamics played on different instruments are used to represent the different animals.</p> <p>Y2 Music Appreciation: Listen and respond with movement, words and pictures to the music of the "Carnival of the Animals". Responses to a piece of music include creating movements relating to the animals in the music, identifying orchestral instruments and sounds that represent the animals, describing changes in the sound and drawing scenes inspired by the music.</p> <p>Y2 Significant People: Describe the life and music of Camille Saint-Saens. Composers at various points in history wrote pieces of music with many differences between them, such as the style, instruments and feelings they provoked in listeners.</p> <p>Y2 Pulse & Rhythm: Rhythm & pulse are different. The beats in a rhythm can be of different lengths. The beats in a pulse are all the same length.</p>	<p>Djembe Drums</p> <p>Early Years: To listen attentively in a range of situations. To respond to what they hear with relevant comments and questions. To sing songs and make music.</p> <p>Y1 Performance: Play pieces of music on djembe drums, starting & finishing together. A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians play at the same time as each other.</p> <p>Y1 Pulse & Rhythm: A pulse is a steady beat, like a heartbeat. People can clap or tap their feet to the pulse.</p> <p>Y1 Composition: Create a graphic score to create their own version of "I was walking through Africa and what did I see..." using a different line for different animals.</p> <p>Y1 Notation: Understand that music can be written down and read. Musical notes and symbols have meaning and can be read by musicians when they play.</p>	<p>Djembe Drums</p> <p>Y2 Performance: Play the djembe drums with awareness of others.</p> <p>Y2 Pulse & Rhythm: Play a range of rhythms and pulses and identify the differences between them. A rhythm and a pulse are different. The beats in a rhythm can be of different lengths. The beats in a pulse are all the same length. The pulse often stays the same throughout a piece of music, whereas the rhythm changes</p> <p>Y2 Composition: Create, select and combine layers of sound and vocalisations with awareness of the effect to tell the story of "walking through Africa". Adding sounds together creates texture in a piece of music.</p>

	Autumn		Spring		Summer	
Cycle 3 2026 - 2027	<p>Music Through Traditional Stories (Three Singing Pigs/Part 2) Early Years: To listen attentively in a range of situations. To respond to what they hear with relevant comments and questions. To sing songs, make music and dance. To represent their own ideas, thoughts and feelings. Y1 Performance: Play and sing pieces of music, starting and finishing together. Y1 Pulse & Rhythm: Copy a simple rhythm or pulse by clapping or using percussion. A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music. A pulse is a steady beat, like a heartbeat. Y1 Singing: Sing traditional songs, nursery rhymes and chants clearly. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words. Y1 Composition: Create, select and combine sound effects or rhythms using a variety of instruments, objects and the voice. Sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound. A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music.</p>	<p>Music Through Traditional Stories (Three Singing Pigs/Part 2) Y2 Performance: Play tuned and untuned percussion instruments & use your voice with awareness of others. Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the glockenspiel, produce notes of different pitches. Untuned percussion instruments, such as the drum, produce sounds with no definite pitch. Y2 Pulse & Rhythm: Play a range of rhythms and pulses and identify the differences between them. A rhythm and a pulse are different. The beats in a rhythm can be of different lengths. The beats in a pulse are all the same length. The pulse often stays the same throughout a piece of music, whereas the rhythm changes. Y2 Singing: Sing simple songs and chants with a sense of melody and shape. The melody of a piece of music is the main tune, which is usually part of a larger piece of music. Y2 Composition: Create layers of sound and vocalisations with awareness of the effect. Combining layers of sound can create pleasant, harmonious sounds or unpleasant, discordant sounds, depending on the combination of pitches of notes used.</p>	<p>The Orchestra: The Planets Suite (Gustav Holst) Early Years: To listen attentively in a range of situations. To respond to what they hear with relevant comments & questions. To sing songs, make music & dance. To represent their own ideas, thoughts & feelings. Y1 Listening: Listen to each piece from the "Planets Suite" and identify basic features which include melody, orchestral instruments & the feelings the music engenders. Y1 Music Appreciation: Listen and respond to the Planets Suite. Responses include clapping along to the pulse and rhythms, humming melodies, creating actions, using adjectives to describe the music. Y1 Significant People: Describe in simple terms the life of the English 20th Century composer, Gustav Holst. Y1 Pulse & Rhythm: Copy a simple rhythm or pulse by clapping or using percussion. A rhythm is a group of quick and slow beats and a pulse is a steady beat, like a heartbeat. Y1 Notation: Understand that music can be written down and read. Y1 Composition: Create, sound effects using a variety of instruments to represent different planets.</p>	<p>The Orchestra: The Planets Suite (Gustav Holst) Y2 Listening: Describe how orchestral instruments have been used to represent the different planets with reference to pitch, rhythm and dynamics. Y2 Music Appreciation: Describe key moments and changes in the sound and identify instruments in the orchestra. Y2 Pulse & Rhythm: Rhythm and pulse are different. The beats in a rhythm can be of different lengths. The beats in a pulse are all the same length. Y2 Notation: Recognise and respond to simple notation. Notes in standard musical notation are written on a staff, which tells the musician the pitch of the note. The pitch of a note is how high or low it is. The way a note is drawn tells the musician the duration of the note. A crotchet lasts for one beat, a minim lasts for two beats and a semibreve lasts for four beats. Y2 Performance: Play tuned and untuned percussion instruments with awareness of others. Percussion instruments can be hit, shaken or scraped. Tuned percussion instruments produce notes of different pitches. Untuned percussion instruments produce sounds with no definite pitch.</p>	<p>Ocarina Early Years: To listen attentively in a range of situations. To respond to what they hear with relevant comments and questions. To sing songs, make music and dance. Y1 Performance: Play pieces of music on the ocarina starting & finishing together. A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians play at the same time as each other. Y1 Pulse & Rhythm: A pulse is a steady beat, like a heartbeat. People can clap or tap their feet to the pulse. Y1 Composition: Use dot notation to record and create a composition on the ocarina. Y1 Notation: Understand that music can be written down and read. Musical notes and symbols have meaning and can be read by musicians when they play. Use dot notation to play pieces of music on the ocarina.</p>	<p>Ocarina Y2 Performance: Play the ocarina with awareness of others. Y2 Pulse & Rhythm: Play a range of rhythms and pulses and identify the differences between them. A rhythm and a pulse are different. The beats in a rhythm can be of different lengths. The beats in a pulse are all the same length. Y2 Composition: Compose and record using dot notation. Y2 Notation: Recognise and respond to simple notation. Notes in standard musical notation are written on a staff, which tells the musician the pitch of the note. The pitch of a note is how high or low it is. The way a note is drawn tells the musician the duration of the note. A crotchet lasts for one beat, a minim lasts for two beats and a semibreve lasts for four beats.</p>