



## Oakfield Primary School Medium Term Plan - Music - Autumn Term

### **EYFS: Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know how to speak rhymes and chants using a range of pitch and dynamics.</p> <p>To know how to compare music of varying tempos.</p> <p>To know how to identify and clap the beat.</p> <p>To know how to identify and clap the rhythm.</p> <p>To understand how to play tuned and un-tuned instruments.</p> <p>To know how to use instruments effectively to create sound effects.</p> <p>To understand how to explore pitch using the Bamboo Tamboo.</p> <p>To know how to compose a</p>	<p>To know how to use voices expressively by singing.</p> <p>To know how to identify changes in musical elements of tempo and pitch.</p> <p>To know how to identify and clap the beat/pulse throughout music.</p> <p>To know how to identify changes in musical elements: staccato, legato (short &amp; snappy/ smooth).</p> <p>To know how to clap on and off the beat.</p> <p>To know how to play rhythms as part of an ensemble.</p> <p>To know how to select and combine sounds to create a rhythmic composition.</p> <p>To know how to create a</p>	<p>To know how to identify and clap the beat/pulse throughout the music.</p> <p>To know how to identify and read musical notation (crotchet, quaver, crotchet rest).</p> <p>To know how to select and combine sounds to create a rhythmic composition.</p> <p>To know how to create a musical score using rhythmic notation.</p> <p>To know how to perform own composition.</p> <p>To know how to read musical notation - staff, E, G, B, D, F &amp; F, A, C, E.</p> <p>To know how to play the recorder.</p>	<p>To know how to identify and read musical notation (crotchet, quaver, crotchet rest, minim).</p> <p>To know how to read musical notation - staff, treble clef, E, G, B, D, F &amp; F, A, C, E.</p> <p>To know how to select and combine sounds to create a melodic composition.</p> <p>To know how to record compositions using musical notation (4 beats).</p> <p>To know how to perform own melodic composition.</p> <p>To understand music from a different culture (Africa).</p> <p>To develop an understanding of the history of music.</p> <p>To know how to internalise</p>	<p>To know how to identify and read musical notation (crotchet, quaver, crotchet rest, minim, semibreve).</p> <p>To understand how to read and use chord diagrams.</p> <p>To know how to hold the ukulele and know how to care for it.</p> <p>To know how to play accompaniments involving chords in succession.</p> <p>To understand how to compare music from other time period (WW1).</p> <p>To know how to choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture.</p> <p>To know how to identify</p>	<p>To know how to identify and read musical notation (crotchet, quaver, crotchet rest, minim, semibreve).</p> <p>To know how to read musical notation - staff, treble clef, time signature, E, G, B, D, F &amp; F, A, C, E.</p> <p>To know how to select and combine sounds to create a melodic composition - 8 beats</p> <p>To know how to record compositions using musical notation (8 beats).</p> <p>To know how to perform own melodic composition.</p> <p>To understand how to read and use chord diagrams.</p> <p>To know how to hold the ukulele and know how to care for it.</p>



<p>rhythmic piece of music. To know how to create a pictorial score of own composition.</p> <p>To know how to perform as part of an ensemble.</p>	<p>pictorial score of own composition.</p> <p>To know how to perform as part of an ensemble, sometimes taking the lead.</p> <p>To know how to evaluate own work.</p> <p>To know how to begin to read musical notation (crotchet, quaver).</p>		<p>and copy a rhythm. To know how to respond appropriately and rhythmically to a call and response.</p> <p>To know how to play an ostinato throughout a simple song.</p>	<p>beat and rhythm, melodic patterns and leaps, smooth phrases and changing dynamics within music.</p> <p>To know how to sing from memory with confidence and in tune.</p> <p>To know how to sing quietly and reflectively.</p> <p>To know how to select elements for a piece in order to gain a desired effect.</p> <p>To know how to describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>To know how to create songs with verses and a chorus.</p> <p>To understand the relationship between the lyrics and the melody.</p> <p>To know how to perform with changes of mood, adjusting vocal and instrumental performance to varied emotions.</p>	<p>To know how to play accompaniments involving chords in succession.</p>
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