



Oakfield Primary School - Music - Summer 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
TBAT identify and compare pitch, dynamics and tempo	TBAT identify and perform beat and rhythm	TBAT identify dynamics	TBAT: listen to a song and internalise the melody	TBAT identify rhythms and music with the pulse of 3	TBAT: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
TBAT identify and clap the beat and rhythm	TBAT identify staccato and legato phrases in music	TBAT to apply dynamics when playing classroom instruments	TBAT: identify two parts (harmony) in a song	TBAT play repeated rhythm at various tempos	
TBAT identify how sounds can be used descriptively	TBAT create effective sound effects	TBAT understand and identify changes in dynamics and texture	TBAT listen, respond to and express opinions about various styles of music	TBAT improvise a 3 beat rhythm	TBAT: select, order, combine and control sounds to create an effect. Build texture/timbre.
TBAT use sounds to describe different images	TBAT create and perform an ostinato	TBAT use the vocabulary crescendo and decrescendo and explain the meaning	TBAT identify and repeat rhythms	TBAT identify the pentatonic scale	TBAT: Create a score using notation to indicate when to play and rest.
TBAT identify and use dynamics	TBAT create a pictorial score using images and symbols	To be able to identify rhythms consisting of minims, crotchets, crotchet rests and quavers	TBAT compose for a purpose	TBAT compose and perform rhythms in triple time from a graphic score	To further develop the knowledge and skills of playing the ukulele
TBAT create sounds for effect	TBAT to perform composition	TBAT compose a piece of music using and applying dynamics and texture	TBAT select, order, combine and control sounds to create an effect	TBAT explore the leitmotif as a short rhythmic or melodic pattern used to represent a character	
TBAT identify verse and chorus	TBAT perform as part of an ensemble	TBAT record composition on a graphic score using symbols and notation (rhythms)	TBAT build texture/timbre	To be able to create a leitmotif (for a hero in a Greek myth responding to some of his characteristics) using the Pentatonic Scale and Triple Time	
TBAT perform rhythmic pattern	To develop the knowledge or reading musical notation		TBAT perform as an ensemble with control and awareness of others (incorporating solo, duet, small group and ensemble)		
TBAT use musical knowledge and skills to contribute to class/group composition	To develop the knowledge and skill of playing the ocarina				



<p>TBAT create a pictorial score</p> <p>TBAT perform composition</p> <p>TBAT evaluate composition and performance</p>		<p>TBAT perform solo/duet/ensemble</p> <p>To develop the knowledge of reading musical notation (notes on staff/stave)</p> <p>To develop the knowledge and skill of playing the recorder</p>	<p>TBAT build texture/timbre within composition</p> <p>TBAT appreciate and understand music from different cultures</p> <p>TBAT develop an understanding of the history of music</p> <p>TBAT use ostinato and call and response within composition</p>	<p>To further develop the knowledge and skills of playing the ukulele</p>	
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