**Stoke Hill Federation Music Curriculum by Terms 2019 -**

**Year 3 Autumn Term**

Production

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| **Vocabulary** | **Skills** |
|  | Play and perform in an ensemble using their voices and playing musical instruments |

**Year 3 Spring Term**

Glockenspiel Stage 1

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| **Vocabulary** | **Skills** |
| Dynamics – the degree of loudness called for in a performance Echo – a sound caused by a noise reflecting off of a surfaceLyrics – the words of a songMelody – a tune Glockenspiel – an instrument which consists of metal bars of different lengths | Improvise and compose music for a range of purposesInstruments - Glockenspiels |

**Year 3 Summer Term**

Bringing us Together

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| **Vocabulary** | **Skills** |
| Pulse – the regular beat of the music Rhythm – a series of sounds or movementsSustain – to keep going Tempo – the speed of the musicArrhythmic – having an irregular rhythm | Listen with attention to detail Appreciate and understand a range of high-quality recorded music |

**Year 4 Autumn Term**

Blackbird

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| **Vocabulary** | **Skills** |
| Improvise – to make upPhrase – a small group of notes forming a melodyPitch – how high or low a sound isVerse – arranged lines that have rhythm, which often rhyme at the endChorus – part of a song that is repeated after a verse | Appreciate and understand a range of high-quality recorded music |

**Year 4 Spring Term**

Production

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| **Vocabulary** | **Skills** |
|  | Play and perform in an ensemble using their voices and playing musical instruments |

**Year 4 Summer Term**

Glockenspiels Stage 2

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| **Vocabulary** | **Skills** |
| Texture – the impression it makes after different elements are combined Timbre - the quality of sound in the voice or instrument Unison – playing or singing togetherSolo – playing or singing individuallyDuet – playing or singing by 2 people | Improvise and compose music for a range of purposesInstruments – taiko drums |

**Year 5 Autumn Term**

Living on a Prayer

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| **Vocabulary** | **Skills** |
| Chord – a number of musical notes played or sung at the same timeCoda – final part of a long piece of musicHarmony – a pleasant combination of notes played at the same timeOstinato – a musical phrase Vibrato – a rapidly repeated slight change in the pitch of musical note | Appreciate and understand a range of high-quality recorded musicUse and understand staff and other musical notations |

**Year 5 Spring Term**

Production

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| **Vocabulary** | **Skills** |
|  | Play and perform in an ensemble using their voices and playing musical instruments |

**Year 5 Summer Term**

Fresh Prince of Bel Air

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| **Vocabulary** | **Skills** |
| pentatonic scale – any of several scales consisting of five notesScale – a fixed sequence of notes each one higher than the nextStaff – five lines that music is written on Structure – the arrangement of notesBars – several short parts of the same length into which music is divided |  Improvise and compose music for a range of purposesInstruments - recorders |

**Year 6 Autumn Term**

I’ll Be There

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| **Vocabulary** | **Skills** |
| Composers – people who create music Crotchet – a musical note that has time value of two quaversduration length – the time taken for somethingMinim – a musical note that has a time value equal to two crotchetsRest – a pause or interval | Appreciate and understand a range of high-quality recorded musicDevelop an understanding of the history of music |

**Year 6 Spring Term**

New Year Carol

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| **Vocabulary** | **Skills** |
| Notation – a set of symbols that represent music Quaver – a musical note that is half as long as a crotchetSemibreve – a musical note that has a time value equal to two half notestime signature – 2 numbers written at the beginning to show how many beats there are in each barAccidentals – denotes sharps, flats or naturals that are not in the key signature of a piece | Improvise and compose music for a range of purposesInstruments – flute |

**Year 6 Summer Term**

Production

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| **Vocabulary** | **Skills** |
|  | Play and perform in an ensemble using their voices and playing musical instruments |