



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rhythm	Dynamics	Pitch	Tempo	Texture	Timbre
Lesson 1	R1 – Follow, feel and move to a steady beat	D1 - Identify loud and quiet sounds in a piece of music	P1 - Identify low- and high-pitched sounds in a melody	TEM1 – Understand that tempo is the speed of something	TEX1 – Understand that texture is adding and removing layers within music	TIM1 - Identify familiar people from the sound of their voice
	R2 – Recognise and clap long and short sounds and match them to syllables			TEM2 - Identify slow and fast tempos in a piece/pieces of music	TEX2 – Continue to use the terminology thick and thin when describing texture	TIM2 – Understand the difference between a speaking and a singing voice
Lesson 2	R3 - Copy simple rhythmic patterns created by a leader	D2 – I can explore what makes an instrument louder and quieter	P2 - Locate and play the note C and D on a tuned instrument	TEM3 - Explore creating rhythms that change in speed because of a change in tempo of the beat	TEX3 – Understand that playing and singing together is building texture	TIM3 - Identify the sound of instruments played in school (glocks/piano/drums/voice)
	R4 - Create simple repeating rhythmic patterns independently and with a partner using crotchets and quavers (1/2 beat)	D3 - Understand the terminology of forte (loud) and piano (quiet)	P3 - Locate the different pitches of one note and understand how they are different in pitch		TEX4 – Sing together and create different textures when improvising	TIM4 – I can continue to pick out specific instruments when listening to a piece of music
Lesson 3	R5 – I can perform word chants and given simple rhythmic patterns using crotchets and quavers	D5 - When performing a piece of music can I follow a score that indicates both forte and piano sounds	P4 – I can perform a piece of music that incorporates the notes C and D (both pitches on a glock)	TEM4 - When performing a piece of music can I play fast and slow tempos	TEX5 - When performing, be confident when to play/sing and not play/sing	TIM5 - I can change the timbre of an instrument by playing gently or with force within a performance following instruction of a leader
Vocabulary	Syllables Crotchet Half beat note—quaver	Forte Piano	High Low Tuned Note	Fast Slow Speed	Thick Thin Layers	Sounds Instruments Technique Speaking
	Listen and Appraise—Feeling, Identify, Style Performance—Perform, Improvise, Leader, Solo, Ensemble					