



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rhythm	Dynamics	Pitch	Tempo	Texture	Timbre
Lesson 1	R1 - Identify different rhythms used in a piece and understand the differences between note values - crochets, quavers, minims and semibreves	D1 - Identify crescendos (gradually louder) and diminuendos (gradually quieter) in sections of music.	P1 - Identify low- and high-pitched sounds in a piece of music of tuned and untuned instruments	TEM1 - Identify different tempos used in a piece or variety of pieces of music	TEX1 - Identify when piece/pieces of music have thick or thin textures and use the terms polyphonic, monophonic and layering to describe textures	TIM1 - Identify the sound of different tuned and untuned instruments in isolation and within a piece of music
	R2 – Start to identify different time signatures – 4/4 and 3/4	D2 - Identify instruments and sections of music that are playing fortissimo (ff) and pianissimo (pp)		TEM2 - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat	TEX2 – Understand how repeated rhythmic or melodic patterns can change the texture in a piece of music	TIM2 – Understand what tone colour is and why we use it
Lesson 2	R3 - Copy simple rhythmic patterns created that alternate between a beat and a rhythm using learned note values	D3 - To understand what gradation means and apply to my music making	P2 - Locate and play the notes C, D, E and F on a tuned instrument	TEM3 - Change the speed of a steady beat, moving from fast to slow, slow to fast.	TEX3 – Explore changing textures of music when collaborating as part of an ensemble through using repeated rhythmic or melodic patterns	TIM3 – Continue to build my knowledge of instruments and families of the orchestra
	R4 - Create simple rhythmic patterns by ear and using simple notation from minims, crochets, quavers and their rests.	D4 - Use and explain how dynamics can help communicate the meaning and emotion of a piece of music.	P3 - Locate the different pitches of one and more notes and be able to recognise this as an octave	TEM4 - Control the speed of a steady beat, getting faster (accelerando) and getting slower (ritardando)		TIM4 – Explore vocal warm ups and their importance to improving tone when singing
Lesson 3	R5 - When performing a piece of music can I follow given note values and adapt appropriately	D5 - When performing a piece of music can I follow given dynamic instructions and adapt appropriately	P4 - Read traditional notation in order to play the notes C, D, E and F on a tuned instrument	TEM5 - When performing a piece of music can I follow and lead using tempo instructions and adapt appropriately	TEX4 - When performing, be confident when to play and not play in order to show textural contrast	TIM5 - Understand how I can change the timbre of an instrument through changing technique
Vocabulary	Note value	Fortissimo	High	Accelerando	Repeated	Tone
	Semibreve	Pianissimo	Low	Ritardando		Colour
	Time signature	Gradation	Octave			
	Listen and Appraise—Feeling, Identify, Genre/Style, Instrumentation, Structure					
	Performance—Technique, Notation, Improvise, Conductor, Solo, Ensemble					