

# Mead Music Scheme - Overview

	Key Stage 1 → → → → → → → Lower Key Stage 2 → → → → → → → Upper Key Stage 2 → → → → →					
	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Pitch	High/low		Steps Leaps	Pentatonic Patterns	Introduce major and minor keys	Major & minor
Duration	Long/short Steady beat	Rhythmic patterns	Strong beats Weak beats	Metre Minims Crotchets	2/4, 3/4, 4/4	5/4, 6/8 Dotted and swung rhythms
Dynamics	Loud/quiet	Graduation		Strong contrasts	Accents & articulation	
Tempo	Fast/slow	Graduation	Terminology	Comparing tempi	Terminology 	Tempo for mood effects
Timbre	Exploring	Wood, metal, strings		Orchestral family timbres		Electronic sounds
Texture	One sound Several sounds	Layers	Melody Accompaniment		Weaving Parts	Chords
Structure	Beginnings Endings	Simple repeated patterns	Beginnings, middle and ending	Question & answer	Ternary Forms	Rondo Form

## Reception

	Skill/Concept	Singing	Body percussion	Playing instruments	Listening
<b>Pitch</b>	To distinguish between high and low pitch	22 Bells in the steeple 23 Jack-in- the box 28 Here we go (page 29 Growing with music KS1)	NA	Playing high and low notes on pitched instruments.	Listen to a variety of instruments.
<b>Duration</b>	To distinguish long and short notes and recognise a steady beat. Introduce simple notation.	5 Chop chop choppety chop 6 Twiddle-di-dee 9 I, I me oh my! 30 Listen, listen here I come (Page 31 Growing with music KS1)	Marching Clapping games Eg. Copy cat, Don't clap this one back	Play long and short notes on a variety of instruments.	Listen to a variety of recorded and live music.
<b>Dynamics</b>	To distinguish between loud and quiet music.	8 To market 21 I see you 23 Jack-in-the-box. 41 A goblin lives in our house. (Page 25 Growing with music KS1)	Marching Clap, click or slap quietly and loudly.	Use ideas form topics being taught by teacher to create soundscapes.	Listen to a variety of recorded and live music.
<b>Tempo</b>	To distinguish between fast and slow	Any song.	Marching		Listen to a variety of recorded and live music.
<b>Timbre</b>	To explore different sounds.	Any song.	Explore how to create different sounds with body parts	Use ideas from topics being taught by teacher to create soundscapes.	Listen to a variety of recorded music and begin to identify instruments.
<b>Texture</b>	To begin to recognise one sound and several sounds	Any song.	Combining clapping with clicking, stamping and other sounds chd can think of.		
<b>Structure</b>	Beginning to recognise verse and chorus.	Any song.			Listen to songs and begin to recognise chorus and verse.

## YEAR 1

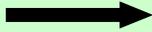
	Skill/Concept	Singing	Body percussion	Playing instruments	Listening
<b>Pitch</b>	To distinguish between high and low pitch. To begin to develop an awareness of phrasing.	Engine, engine Lots of rosy apples Once a man fell in a well			
<b>Duration</b>	To distinguish long and short notes and recognise a steady beat. To recognise rhythmical patterns. Introduce simple notation.	Perform chosen song with actions to help distinguish pulse and rhythm.	Playing simple rhythmic patterns . Make up (improvise) own patterns.	Warm ups for recorder.	Listen to music and identify pulse and rhythms.
<b>Dynamics</b>	To distinguish between loud and quiet music. To distinguish between diminuendo and crescendo.	Any song	Create simple rhythmic patterns – perform them loud and then quiet.	Use percussion instruments to create a piece of music that demonstrates changes in dynamics.	Listen to music and identify dynamic changes.
<b>Tempo</b>	To distinguish between fast and slow.	Sing familiar songs at different tempi – discuss how this affects the mood of the song.	Use body percussion to identify strong and weak beats.	Develop awareness of tempo through recorder pieces.	Listen to music and then move/walk/march to the music.
<b>Timbre</b>	To explore different sounds.			Through playing recorder, develop listening skills to produce a good quality sound in unison.	Use Charanga to listen to a variety of instruments and begin to identify them from their sound.
<b>Texture</b>	To recognise one sound and several	Add simple percussion parts to songs to develop	Create simple rhythmic patterns – perform	Identify instruments used to accompany tunes.	Identify instruments used to accompany songs.

	sounds	texture. Introduce the use of acc. E.g. piano/backing tracks	different patterns together.		
<b>Structure</b>	To recognise verse and chorus. To recognise introduction (where applicable).	Any song eg. Drunken sailor.	Create simple rhythmic patterns – put together in different orders.	Introductions to recorder tunes eg. Samba CA, Hoppities Hornpipe, Coconut Calypso.	Listen to various pieces of music and begin to identify intro.

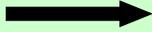
## YEAR 2

	Skill/Concept	Singing	Body percussion	Playing instruments	Listening
<b>Pitch</b>	To begin to identify the difference between steps and intervals.	Any song using Kodaly		Look at notation for recorder pieces and identify intervals. Eg. Jenco's Jam, Crazy Daze!	Play musical games eg. Play a well-known tune and stop ask if the next note is higher or lower
<b>Duration</b>	To begin to recognise metre (time signature) and the length of notes (value)	Any song – begin to identify time signature (simple time)	Create different rhythmic patterns to accentuate time signatures. Improve.	Playing recorder- begin to identify time signature (simple time)	Listen to pieces of music and begin to identify time signature (simple time)
<b>Dynamics</b>	To extend awareness of graduation. To introduce Italian names eg piano, forte, crescendo and diminuendo	Use dynamics to describe the songs they sing			Listen to pieces of music and begin to identify piano, forte, crescendo and diminuendo
<b>Tempo</b>	To extend awareness of graduation.	Any song – decide which tempo to be sung at and use correct terminology.		As with songs but using recorder music.	When listening to music be aware of changes in tempo
<b>Timbre</b>	To begin to identify a musical instrument by sound and say if it is metal, wood or stringed		Create patterns using body percussion – transfer to instruments	Repeat patterns on different instruments and discuss how the instrument affects the sound.	Play listening game – selection of instruments hidden from view. One is played – can pupils recognise which one it was?
<b>Texture</b>	To introduce simple harmony.	Learn simple rounds eg. Row, row your boat.		Play simple rounds e.g. Hot Cross Buns.	Questions about rounds – How many times through was it sung? When did the second group start to sing?
<b>Structure</b>	To recognise introduction and chorus.	To use introduction to prepare to sing.		To use introduction to prepare to play.	Listen to various pieces of music and to identify intro and chorus.

## YEAR 3

	Skill/Concept	Singing	Body percussion	Playing instruments	Listening
<b>Pitch</b>	To identify the difference between steps and intervals.	Any song using Kodaly	N/A	G – D' on recorders and metallphone.	Start to play simple tunes by ear.
<b>Duration</b>	To distinguish between strong and weak beats. To introduce rhythmic patterns and ostinato.	Any song – add an ostinato part.	Devise own ostinato patterns using body percussion.	Use Charanga – djembe course, cyclic patterns. Improvise rhythms clap then play on drums.	Listen to variety of music and listen for rhythmic patterns, strong and weak beats.
<b>Dynamics</b>			Create 'Breakfast Builds' – use words to generate rhythms.	Transfer 'Breakfast Builds' to instruments e.g. Weetabix and toast for rhythms – play on different instruments and at varying tempo.	
<b>Tempo</b>	To introduce Italian names eg adagio and allegro		Create patterns and perform at different tempi.	Transfer patterns to instruments and decide upon performance speed. Use the correct terminology.	Listen to variety of music and use Italian names to describe tempo.
<b>Timbre</b>				In their own compositions decide upon best combination of instruments for the sound quality they want.	
<b>Texture</b>	To begin to add Accompaniment to various songs and music.	Use Charanga for songs with simple accompaniment. Use glockenspiels and hand bells.		Use Charanga for recorder tunes with simple accompaniment. Use glockenspiels and hand bells.	Listen to a variety of music and identify accompaniment.
<b>Structure</b>	To recognise introduction, chorus and verse.	Any song with intro, verse and chorus.		Any piece with intro, verse and chorus.	Listen to various pieces of music and identify intro, verse and chorus.

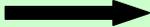
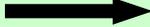
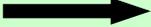
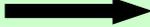
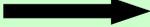
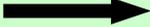
## YEAR 4

	Skill/Concept	Singing	Body percussion	Playing instruments	Listening
<b>Pitch</b>	To begin to identify scales and use pentatonic Patterns.	Sing pentatonic songs such Land of the Silver Birch, My Paddle (both in Flying Around)	N/A	Compose simple tunes using pentatonic scale.	Listen to and evaluate their own and other children's compositions.
<b>Duration</b>	To recognise minims, crotchets and crotchet rests.	Apply knowledge of notes to songs they are learning. Start to sing from copies of music.	Clapping and counting to identify minims and crotchets.	Compose simple rhythmic patterns using minims and crotchets. Use these to create pieces for African Drumming and Samba. Include opportunities to improvise within piece.	Listen to and write the rhythmic patterns to simple songs and tunes.
<b>Dynamics</b>	To understand why strong contrasts in dynamics are used.	Begin to convey the meaning of the words through dynamics.		Begin to convey the mood of the piece through dynamics.	Listen to a variety of music and suggest why a dynamic change has been used.
<b>Tempo</b>	Comparing tempi To introduce Italian names eg adagio, allegro, lento and presto.	Experiment with singing known songs at different tempi.		Use Italian terms in own compositions to state tempo piece should be performed at.	Listen to variety of music and use Italian names to describe tempo.
<b>Timbre</b>	To know some examples of orchestral family instruments.	N/A	Create graphic scores for body percussion piece.	Create graphic scores and suggest different instruments for effect.	Listen to orchestral music and identify instruments eg. Young Persons Guide to the Orchestra.
<b>Texture</b>				Encourage pupils to look at graphic scores to see layering. Swap scores and play with different instruments and interpretation.	Record and evaluate graphic scores. Can you match score to recording?
<b>Structure</b>	To begin to understand the structure of question & answer.	Introduce the idea of singing scat.	Use body percussion to improvise a rhythmic pattern.	To start transferring rhythmic patterns to pitched instruments – use two or three notes only	Recognise question and answer structure in recordings.

## YEAR 5

	Skill/Concept	Singing	Body percussion	Playing instruments	Listening
<b>Pitch</b>	To begin to identify major minor scales and chords.	Sing songs in different in major and minor keys.	NA	To learn to play C, F and D major scale (recorder) Begin to improvise – use pentatonic scale.	Listen to a variety of music and attempt to identify if key is major or minor.
<b>Duration</b>	To begin to understand time signatures 2/4, 3/4 and 4/4	Sing songs with a variety of time signatures (2/4, 3/4 and 4/4).	Compose body percussion pieces that reflect different time signatures.	Play pieces with a variety of time signatures. Compose pieces with different time signatures. Samba, African drums – composition.	Listen to a variety of music and attempt to identify time signature.
<b>Dynamics</b>	To recognise accents & articulation	Recognise and put into practise accentuation and articulation to improve expression.		Recognise and put into practise accentuation and articulation to improve expression.	Listen to a variety of music and attempt to identify accentuation and articulation.
<b>Tempo</b>	To know all the Italian names for different tempi.	Use correct terms to describe songs.		Use correct terms to describe pieces. Use correct terms when composing.	Use correct terms when discussing music.
<b>Timbre</b>	To know the major instruments of the orchestral family.	NA	NA	Use IT to experiment with sounds of orchestral instruments.	Listen to orchestral pieces and identify instruments being used.
<b>Texture</b>	To begin to recognise and use harmony.	Move from singing rounds to singing simple parts.		Use IT to experiment with harmony. Play recorder pieces with 2 or more parts. Add accompaniment to well know songs using tuned percussion.	Listen to a variety of music and begin to identify the harmony. Play improvising games – teacher sings simple one note pattern, next person improvises a simple pattern to go with it, so on round the circle.
<b>Structure</b>	To begin to recognise ternary and rondo forms.	Sing a variety of songs and identify structure e.g. A, B, A or A,B, A,C,A		Play a variety of pieces and identify structure e.g. A, B, A or A,B, A,C,A	Listen to a variety of music and begin to identify the structure.

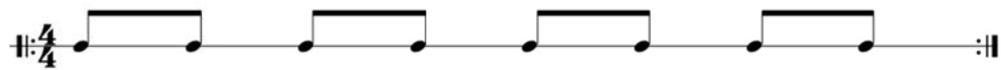
## YEAR 6

	Skill/Concept	Singing	Body percussion	Playing instruments	Listening
<b>Pitch</b>	To recognise major & minor keys	Sing songs in different in major and minor keys.		To play confidently C, F and D major scale (recorder)	Listen to a variety of music and identify if key is major or minor.
<b>Duration</b>	To recognise time signatures 5/4, 6/8 and dotted and swung rhythms.	Sing songs with a variety of time signatures (5/4, 6/8). Identify swung rhythms.		Sing songs with a variety of time signatures (5/4, 6/8). Identify swung rhythms.	Pick out unusual time signatures and identify dotted and swung rhythms when listening to music.
<b>Dynamics</b>					
<b>Tempo</b>	To understand how tempo is used for mood effect.	Sing songs using different tempo and say how it affects the mood.		Play pieces using different tempo and say how it affects the mood.	
<b>Timbre</b>	To experiment with electronic sounds	Record voices and use IT to change them.		Use electronic instruments (sounds) to compose own pieces.	Listen to a variety of electronic music and discuss mixture of sounds
<b>Texture</b>	To use chords to add texture to music.	Experiment with different notes to make a chord (improvisation).		Use pitched instruments to improvise.	Listen to a variety of music and identify the harmony.
<b>Structure</b>	To recognise and use ternary and rondo forms.	Write simple songs using ternary form.		Compose simple pieces and put together in ternary and/or rondo form.	Listen to a variety of electronic music and discuss structure of music.

4/4  :||  
taaaa

4/4  ||  
taa taa

4/4  :||  
ta ta ta ta

4/4  :||  
ti ti ti ti ti ti ti ti

4/4  :||  
ti - ka ti - ka

Ti ti - ka ti ti - ka ti ti - ka ti ti - ka

Ti - ka ti ti - ka ti ti - ka ti ti - ka ti

tum ti tum ti

tim - ka tim - ka tim - ka tim - ka

syn - co - pa syn - co - pa

ti - ro - li ti - ro - li ti - ro - li ti - ro - li

Hip-po-po-ta mus Hip-po-po-ta mus Hip-po-pot-ta mus Hip-po-po-ta mus

Po-po-ca-te-pe-tl Po-po-ca-te-pe-tl Po-po-ca-te-pe-tl Po-po-ca-te-pe-tl



E-lephants walk-ing soft-ly etc.