

MUSIC

	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Reception Autumn 1	<u>Exploring Sound Knowledge</u> - To understand how to listen carefully and talk about what I hear. - To know that sounds can be copied by my voice, body percussion and instruments. - To understand that instruments can be played loudly or softly. - To know that music often has more than one instrument being played at a time. <u>Skills</u> <u>Performing</u> - Remembering and maintaining their role within a group performance - Stopping and starting playing at the right time <u>Listening</u> - Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. - Listening to and following a beat using body percussion and instruments. - Considering whether a piece of music has a fast, moderate or slow tempo. - Listening to sounds and matching to the object or instrument. - Listening to sounds and identifying high and low pitch. - Listening to and repeating a simple rhythm. - Understanding that different instruments make different sounds and grouping them accordingly. <u>Composing</u> - Experimenting with body percussion and vocal sounds to respond to music.	- loud - quiet - high - low - body percussion - fast - slow		

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	Experimenting with playing instruments in different ways.			
Autumn 2	<u>Celebration Music Knowledge</u> - To know that there are special songs we can sing to celebrate events. - To understand that my voice or an instrument can match an action in a song. - To know that moving to music can be part of a celebration. - To recognise that different sounds can be long or short. - To recognise music that is 'fast' or 'slow'. <u>Skills</u> <u>Performing</u> - Using their voices to join in with well-known songs from memory - Remembering and maintaining their role within a group performance - Moving to music with instruction to perform actions - Stopping and starting playing at the right time <u>Listening</u> - Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. - Exploring lyrics by suggesting appropriate actions. - Exploring the story behind the lyrics or music. - Listening to and following a beat using body percussion and instruments. - Listening to sounds and matching to the object or instrument. - Listening to and repeating a simple rhythm. - Listening to and repeating simple lyrics. - Understanding that different instruments make different sounds and grouping them accordingly. <u>Composing</u> - Playing untuned percussion 'in time' with a piece of music. - Selecting classroom objects to use as instruments.	- Dance - Diwali - Hanukkah - Hora - kinnor		Y1 To know that rhythm means a pattern of long and short notes. To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.

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	- Experimenting with body percussion and vocal sounds to respond to music. - Selecting appropriate instruments to represent action and mood.			
Spring 1	<u>Music and Movement</u> <u>Knowledge</u> - To know that the beat is the steady pulse of a song. - To recognise music that is 'fast' or 'slow.' - To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. - To know that signals can tell us when to start or stop playing. <u>Skills</u> <u>Performing</u> - Using their voices to join in with well-known songs from memory - Moving to music with instruction to perform actions - Participating in performances to a small audience. - Stopping and starting playing at the right time <u>Listening</u> - Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. - Exploring lyrics by suggesting appropriate actions. - Exploring the story behind the lyrics or music. - Listening to and following a beat using body percussion and instruments. - Consider whether a piece of music has a fast, moderate or slow tempo. - Listening to sounds and identifying high and low pitch. - Listening to and repeating simple lyrics. <u>Composing</u> - Experimenting with body percussion and vocal sounds to respond to music.	- lyrics - verse - beat - heartbeat - pulse		Y1 To understand that tempo can be used to represent mood or help tell a story.
Spring 2	<u>Musical Stories</u> <u>Knowledge</u>	- classical music - pitch		

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	- To understand that a piece of music can tell a story with sounds. - To know that different instruments can sound like a particular character. - To understand what 'high' and 'low' notes are. <u>Skills</u> <u>Performing</u> - Using their voices to join in with well-known songs from memory - Remembering and maintaining their role within a group performance - Moving to music with instruction to perform actions - Participating in performances to a small audience. - Stopping and starting playing at the right time <u>Listening</u> - Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. - Exploring lyrics by suggesting appropriate actions. - Exploring the story behind the lyrics or music. - Consider whether a piece of music has a fast, moderate or slow tempo. - Listening to sounds and matching to the object or instrument. - Listening to and repeating simple lyrics. - Understanding that different instruments make different sounds and grouping them accordingly. <u>Composing</u> - Experimenting with body percussion and vocal sounds to respond to music. - Selecting appropriate instruments to represent action and mood. - Experiment with playing instruments in different ways.	- musical story - percussion - compose		
Summer 1	<u>Transport Knowledge</u>	- beat - fast - slow		Y1

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	- To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles). - To know that the beat is the steady pulse of a song. - To recognise music that is 'fast' or 'slow.' Skills Performing - Remembering and maintaining their role within a group performance - Moving to music with instruction to perform actions - Participating in performances to a small audience. - Stopping and starting playing at the right time Listening - Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. - Exploring lyrics by suggesting appropriate actions. - Listening to and following a beat using body percussion and instruments. - Consider whether a piece of music has a fast, moderate or slow tempo. - Listening to and repeating simple lyrics. Composing - Experimenting with body percussion and vocal sounds to respond to music. - Experiment with playing instruments in different ways.	- symbols - slower - faster		To know that my voice can create different timbres to help tell a story.
Summer 2	Big Band Knowledge - To recognise music that is 'fast' or 'slow.' - To know that music often has more than one instrument being played at a time. - To understand that performing means playing a finished piece of music for an audience. Skills Performing	- band - orchestra - rhythm - conductor - wind, - strings - percussion - brass		Y1 To understand that the pulse of music can get faster or cower.

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	- Using their voices to join in with well-known songs from memory - Remembering and maintaining their role within a group performance - Participating in performances to a small audience. - Stopping and starting playing at the right time Listening - Exploring the story behind the lyrics or music. - Listening to and following a beat using body percussion and instruments. - Consider whether a piece of music has a fast, moderate or slow tempo. - Listening to sounds and matching to the object or instrument. - Listening to the sounds and matching to the objects or instrument. - Understanding that different instruments make different sounds and grouping them accordingly. Composing - Playing untuned percussion 'in time' with a piece of music. - Selecting classroom objects to use as instruments. Selecting appropriate instruments to represent action and mood. Experiment with playing instruments in different ways.			
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 1 Autumn 1 st half term				
Year 1 Autumn	Theme: My favourite things Assessment focus - PULSE	- pulse - singing voice		(Y2) To know that the long and short sounds of a spoken

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2 nd half term	- To recognise and name the following instruments: up to three instruments from Group A and B. - To know that pulse is the regular heartbeat within music. - To know that notation is read from left to right. Skills Performing: - Starting to maintain a steady beat throughout short singing performances. - Keeping instruments still until their part in the performance. - Performing actively as part of a group; keeping in time with the beat. - Showing awareness of leader particularly when starting or ending a piece. Listening: - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Beginning to move in time with the beat of the music. - Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). - Recognising simple patterns and repetition in pitch (e.g. do re mi). Composing: - Improvising simple question and answer phrases, using untuned percussion or voices.	- speaking voice - thinking voice		phrase can be represented by a rhythm. To understand a 'melody' means a tune (Y3) To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. (Y4) To know that a loop in music is a repeated melody or rhythm To know that samba music is syncopated rhythms. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. (Y5) To know that polyrhythms means many rhythms played at once. To know that a loop is a repeated rhythm or melody and is another word for ostinato. (Y6) To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To know that a quaver is worth half a beat.
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1 st half term				
Year 1 Spring 2 nd half term	Theme: Snail and Mouse (NEW) <u>Assessment focus - TEMPO</u> - That sound can help tell a story. - That an instrument or voice can be played at different speeds. - That pulse can be fast and slow. <u>Performing:</u> - Competently singing songs with a very small pitch range (two notes that are different but close together). <u>Listening:</u> - Recognising basic tempo changes. - Describing the character, mood, or 'story' of music they listen to (verbally or through movement). - Describing the differences between two pieces of music. - Listening to and repeating short, simple rhythmic patterns. - Listening and responding to other performers by playing as part of a group. <u>Composing:</u> - Combining instrumental and vocal sounds within a given structure. - Beginning to make improvements to their work as suggested by the teacher. - Using their voices expressively to speak and chant. - Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.	- beat - fast - slow - tempo	Y1 To know that rhythm means a pattern of long and short notes	Y2 To know that musical instruments can be used to create 'real life' sound effects Y3 To understand that the timbre of instruments played affect the mood and style of a piece of music Y5 To know that polyrhythms mean many rhythms played at once.

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	Responding to simple musical instructions such as tempo changes.			
Year 1 Summer 1 st half term				
Year 1 Summer 2 nd half term	Theme: Superheroes Assessment focus - PITCH - Sounds within music can be described as high or low sounds and the meaning of these terms. - In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. <u>Performing:</u> - Offering positive feedback on others' performances. - Keeping instruments still until their part in the performance. - Showing awareness of the leader, particularly when starting or ending a piece. <u>Listening:</u> - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Coordinating the speed of their movements to match the speed of the music (not the beat). - Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy). - Recognising simple patterns and repetition in pitch (e.g. do-re-mi).	- high - low - pattern - performance - pitch	Yr 1 To know that pulse is the regular beat that goes through music To understand that the pulse of music can get faster and slower	Y2 To understand that a melody is made up of high- and low-pitched notes played one after the other making a tune. Y4 To understand that the 'on beat' is the pulse of a piece of music, and 'the offbeat' is beats that fall in between these.

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	- Talking about the tempo of music using the vocabulary fast and slow. - Talking about the pitch of music, using the vocabulary high and low. - Stating what they enjoyed about their peers' performances. Composing: - Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. - Experimenting with creating different sounds using a single instrument. - Experimenting with creating loud, soft, high and low sounds. - Selecting objects and/or instruments to create sounds to represent a given idea or character. - Playing and combining sounds under the direction of a leader (the teacher).			
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 2 Autumn 1 st half term				
Year 2 Autumn 2 nd half term	Theme: Animals Assessment focus: Call and response Dynamics can change the effect a sound has on the audience. Skills Performing:	- call and response - dynamics - sound pattern	Y1 To know that rhythm means a pattern of long and short notes To understand that the pulse is the regular beat that goes through music	Y3 To know that in a ballad a 'stanza' is a verse Y4 To know that deciding the structure of music when composing can help us create interesting music with contrasting sections

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	- Offering positive feedback on others' performances. - Starting to maintain a steady beat throughout short singing performances. - Standing or sitting appropriately when performing or waiting to perform. - Performing actively as a group, clearly keeping in time with the beat. <u>Listening:</u> - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. - Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). - Stating what they enjoyed about their peers' performances. - Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. - Recognising and naming the following instruments: up to three instruments from <i>Groups A and B</i>. <u>Composing:</u> - Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. - Improvising simple question and answer phrases, using untuned percussion or voices. - Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. - Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.		To understand that the pulse of music can get faster and slower To know that a piece of music has more than one section (verse and chorus)	To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of musical phrase or motif can change the texture of a piece of music Y5 To understand that a slow tempo and a minor key can be used to make music sad. Y6 To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To know that a quaver is worth half a beat.
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	Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.			
Year 2 Spring 1 st half term				
Year 2 Spring 2 nd half term	Theme: On this Island (NEW) Assessment focus: Singing - Sections of music can be described as fast or slow and the meaning of these terms. - Sections of music can be described as loud, quiet or silent and the meaning of these terms. - Sounds within music can be described as high or low sounds and the meaning of these terms. - Notation is read from left to right. Performing: - Offering positive feedback on others' performances. - Standing or sitting appropriately when performing or waiting to perform. - Beginning to acknowledge their own feelings around performance. - Following a leader to start and end a piece appropriately. Listening: - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Confidently moving in time with the beat of the music when modelled.	- composer - composition - dynamics - inspiration - pitch - tempo - phrase	Y1 To know that my voice can create different timbres to help tell a story	Y3 To understand that the timbre of instruments played affect the mood and style of a piece of music Y4 To know that when you sing without accompaniment it is called 'A Capella'. Y5 To understand that major chords create a bright, happy sound. Y6 To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.

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	- Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. - Identifying some common instruments when listening to music. - Talking about the tempo of music using the vocabulary fast and slow. - Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. - Talking about the pitch of music, using the vocabulary high and low. - Stating what they enjoyed about their peers' performances. - Appreciating music from a wide variety of cultures and historical periods. <u>Composing:</u> - Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. - Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. - Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.			
Year 2 Summer 1 st half term				
Year 2 Summer	<u>Theme: Musical Me</u> <u>Assessment Focus: PITCH</u> Notation is read from left to right.	- high - low - musical sentence - notation	Y1 To understand that 'tuned' instruments play more than one pitch of notes.	Y3 To know that a 'tala' is a set rhythm that is repeated

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2nd half term	- In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. - Sounds within music can be described as high or low sounds and the meaning of these terms. Performing: - Offering positive feedback on others' performances. - Beginning to acknowledge their own feelings around performance. - Standing or sitting appropriately when performing or waiting to perform. Listening: - Recognising simple patterns and repetition in pitch (e.g. do-re-mi). - Talking about the pitch of music, using the vocabulary high and low. - Stating what they enjoyed about their peers' performances. Composing: - Singing simple songs, chants and rhymes from memory. - Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). - Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. - Breathing at appropriate times when singing. - Singing part of a given song in their head (using their 'thinking voice').	- phrase - pitch - pitch pattern - stave		over and over, usually on drums called 'tabla'. To know that many types of music from around the world consist of more than one layer of sound. For example, a 'tala' and 'rag' in traditional Indian music. Y4 To know that Samba originated in Brazil (South America) and its main musical feature is syncopated rhythms. To understand that a rhythmic break is a place in music where some of the instruments play a new rhythm before going back to the original rhythm. Y5 To know that a loop is a repeated rhythm or melody and is another word for ostinato. Y6 To know that chord progressions are represented in music by Roman numerals.
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	- Developing an awareness of how sound is affected by the way an instrument is held (<i>Group A, B and C</i>). - Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. - Starting to understand how to produce different sounds on pitched instruments (<i>Group C</i>). - Maintaining a comfortable position when sitting or standing to sing and play instruments.			
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 3 Autumn 1 st half term				
Year 3 Autumn 2 nd half term	<u>Ballads</u> - To know that a ballad tells a story through song. - To know that lyrics are the words of a song. - To know that in a ballad, a 'stanza' is a verse. <u>Skills</u> <u>Performing:</u> - Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. <u>Listening:</u> - Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary	- ballad - chorus - lyrics - melody - stanza - tune - verse - vocabulary	Y1 To know that a piece of music has more than one section (verse and chorus) Y2 To understand that structure means the organisation of sounds within music (chorus and verse pattern)	Y4 To know that deciding the structure of music when composing can help us create interesting music with contrasting sections

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	- Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. - Beginning to show an awareness of metre. - Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing: - Composing a piece of music in a given style with voices and instruments.			
Year 3 Spring 1 st half term				
Year 3 Spring 2 nd half term	Theme: Chinese New Year (NEW) Assessment Focus: Pentatonic melodies - To know that the word 'crescendo' means a sound getting gradually louder. - To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. - To understand that a pentatonic melody uses only the five notes C D E G A. Performing: - Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. - Offering constructive feedback on others' performances. Singing and playing in time with	- crescendo - dynamics - notation - pitch - tempo - timbre - Pentatonic scale		Y1 To know that my voice can create different timbres to help tell a story Y2 To know that musical instruments can be used to create 'real life' sound effects

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	peers, with some degree of accuracy and awareness of their part in the group performance. Listening: - Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Understanding that music from different parts of the world, and different times, has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement. - Beginning to show an awareness of metre. - Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing: - Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. - Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).			
Year 3 Summer 1 st half term				
Year 3 Summer	<u>Theme: India; Traditional instruments and improvisation</u> <u>Assessment Focus: Knowledge of Indian music</u>	Bollywood drone harmonium Indian flute pitch	Y2 To understand that 'melody' means tune. To know that notation means writing down music	Y4 To know that Samba originated in Brazil (South America) and its main

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2nd half term	To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar' To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. <u>Performing:</u> - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. - Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. <u>Listening:</u> - Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary - Understanding that music from different parts of the world, and different times, has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. - Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.	rag sitar tabla tala	so that someone else can play it.	musical feature is syncopated rhythms. To understand that a rhythmic break is a place in music where some of the instruments play a new rhythm before going back to the original rhythm. Y5 To know that a loop is a repeated rhythm or melody and is another word for ostinato. Y6 To know that chord progressions are represented in music by Roman numerals.
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	<u>Composing:</u> - Composing a piece of music in a given style with voices and instruments. - Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.			
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 4 Autumn 1 st half term				
Year 4 Autumn 2 nd half term	<u>Theme: Rainforest</u> <u>Assessment Focus: Body and tuned percussion</u> - To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. - To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. - To know that a 'loop' in music is a repeated melody or rhythm. - To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. <u>Skills</u> <u>Performing:</u>	- body percussion - contrasting rhythms - loop - melody line - pitch - structure - tempo - texture - tune - tuned - percussion	Y1 To know that a piece of music has more than one section (verse and chorus). To know that rhythm means a pattern of long and short notes. Y2 To understand that structure means the organisation of sounds within music (chorus and verse pattern). To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	Y6 To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To know that a quaver is worth half a beat.

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	- Singing and playing in time with peers with accuracy and awareness of their part in the group performance. - Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. <u>Listening:</u> - Recognising the use and development of motifs in music - Identifying gradual dynamic and tempo changes within a piece of music. - Recognising, naming and explaining the effect of the interrelated dimensions of music. - Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. - Using musical vocabulary to discuss the purpose of a piece of music. - Using musical vocabulary when discussing improvements to their own and others' work. <u>Composing:</u> - Composing a coherent piece of music in a given style with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition, inversion, and looping. - Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others work, using musical vocabulary.		To know that dynamics can change the effect a sound has on the audience Y3 To know that in a ballad a 'stanza' is a verse	
Year 4 Spring 1 st half term				
Year 4 Spring 2 nd half term	<u>Theme: Rock and Roll</u> <u>(NEW)</u> <u>Assessment focus: Understanding Rock and Roll</u> To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It	- bass line - beat - chorus - dynamics - flat notes		Y2 To know that some tuned instruments have a lower range of pitches, and some have a higher range of pitches.

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	was created after the second world war and it was intended to represent happiness. - To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. - To know that playing in time means all performers playing together at the same speed. - To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. Performing - Singing and playing in time with peers with accuracy and awareness of their part in the group performance. - Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. - Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Listening - Explaining their preferences for a piece of music using musical vocabulary. - Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Identifying common features between different genres, styles and traditions of music. - Recognising, naming and explaining the effect of the interrelated dimensions of music.	- notation - pitch - rhythm - rhythmic patterns - sections - sequence - sharp notes - tempo - untuned percussion - verse - vocals - walking bass line		Y4 To understand that major chords create a bright, happy sound. Y6 To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.
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	Composing - Using musical vocabulary to discuss the purpose of a piece of music. - Using musical vocabulary when discussing improvements to their own and others' work.			
Year 4 Summer 1 st half term				
Year 4 Summer 2 nd half term	Theme: Rivers <u>Assessment Focus: Changes in pitch, tempo and dynamics</u> - To know that when you sing without accompaniment it is called 'A Capella'. - To understand that harmony means playing two notes at the same time, which usually sound good together. - An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. - To know that 'performance directions' are words added to music notation to tell the performers how to play. <u>Performing:</u> - Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. - Singing and playing in time with peers with accuracy and awareness of their part in the group performance. <u>Listening:</u>	- a cappella - dynamics - harmony line - in the round - layer - melody - notation - ostinato - staff notation - texture - tempo - vocal ostinato	Yr 1 To understand that tempo can be used to represent mood or help to tell a story Y2 To understand that 'melody' means tune. Y3 To know that a 'tala' is a set rhythm that is repeated over and over, usually on drums called 'tabla'.	Y5 To know that a loop is a repeated rhythm or melody and is another word for ostinato. Y6 To know that a chord progression is a sequence of chords that repeats throughout a song.

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	• Recognising the use and development of motifs in music • Identifying gradual dynamic and tempo changes within a piece of music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. <u>Composing:</u> • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.			
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		Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 5 Autumn 1 st half term				

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Year 5 Autumn 2nd half term	Theme: Ancient Egypt Assessment Focus: Composition notation - To know that simple pictures can be used to represent the structure (organisation) of music. - To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. - To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. Skills Performing: - Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. - Performing with accuracy and fluency from graphic and simple staff notation. Listening: - Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. - Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Composing: - Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). - Improvising coherently within a given style. Using staff notation to record rhythms and melodies. - Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. - Suggesting and demonstrating improvements to own and others' work.	- pitch - motif - notation - structure - unison	Y1 To understand that the pulse is the regular beat that goes through music To understand that the pulse of music can get faster and slower Y2 To understand the tempo of a musical phrase can be changed to achieve a different effect.	Y6 To know that 'graphic notation' means writing music down using your choice of pictures or symbols. To know that staff notation means music that is written on lines called staves.
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MUSIC

Year 5 Spring 1 st half term				
Year 5 Spring 2 nd half term	Theme: South and West Africa Assessment Focus: Understanding music from South and West Africa - To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. - To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. - To understand that major chords create a bright, happy sound. - To know that polyrhythms means many rhythms played at once. Performing: - Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping intune with others and communicating with the group. Listening: - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. - Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Composing: - Improvising coherently within a given style.	- a capella, - break, - call and response, - eight-beat break, - improvisation, - major chord, - master drummer - polyrhythms, - ostinato,	Y1 To know that an instrument or rhythm pattern can represent a character in a story. Y2 To know that some tuned instruments have a lower range of pitches, and some have a higher range of pitches.	Y4 To know that when you sing without accompaniment it is called 'A Capella'. Y6 To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.

MUSIC

	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.			
Year 5 Summer 1 st half term				
Year 5 Summer 2 nd half term	<u>Theme: Looping and remixing</u> <u>Assessment Focus: Understanding looping and remixing</u> - To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. - To know that a loop is a repeated rhythm or melody and is another word for ostinato. - To know that remix is music that has been changed, usually so it is suitable for dancing to. <u>Performing:</u> - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. - Performing with accuracy and fluency from graphic and simple staff notation. <u>Listening:</u> - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. <u>Composing:</u> - Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style.	- accuracy - backbeat - body percussion - layers, loop - melody - melody line - notation - ostinato - remix - rhythm - riff - structure	Yr 2 To understand that 'melody' means tune. Y3 To know that a 'tala' is a set rhythm that is repeated over and over, usually on drums called 'tabla'. Y4 To know that Samba originated in Brazil (South America) and its main musical feature is syncopated rhythms. To understand that a rhythmic break is a place in music where some of the instruments play a new rhythm before going back to the original rhythm.	

MUSIC

	- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. - Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.			
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 6 Autumn 1 st half term				
Year 6 Autumn 2 nd half term	Theme: Songs of World War 2 (NEW) Assessment focus: Understanding songs of World War 2 - To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. - To know that the Solfa syllables represent the pitches in an octave. - To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. - To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. <u>Performing</u> - Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as	- accuracy - backing track - countermelody - diaphragm - dynamics - graphic score - harmony - lyrics - melody - melody line - notate - octave - phrase - pitch - score - Solfa - tempo	Y1 To know that rhythm means a pattern of long and short notes Y2 To know that the long and short sounds of a spoken phrase can be represented by a rhythm. Y4 To know that a 'loop' in music is a repeated melody or rhythm. Y5 To know that simple pictures can be used to represent the structure (organisation) of music.	

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	required, keeping in time and communicating with the group. - Performing with accuracy and fluency from graphic and staff notation and from their own notation. - Performing by following conductor's cues and directions. - Using musical vocabulary to offer constructive and precise feedback on others' performances. <u>Listening</u> - Discussing musical eras in context, identifying how they have influenced each other and discussing the impact of different composers on the development of musical styles. - Recognising and confidently discussing the stylistic features of music and relating them to other aspects of the Arts. Evaluating how the venue, occasion and purpose affect the way a piece of music sounds. <u>Composing</u> - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Identifying the way that features of a song can complement one another to create a coherent overall effect. - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.			
Year 6 Spring 1 st half term				

Year 6 Spring 2nd half term	Theme: Fingal's Cave (NEW) <u>Assessment Focus: Dynamics, pitch and Texture</u> - To know that the conductor beats time to help the performers work well together. - To understand that improvisation means making up music 'on the spot'. - To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. - To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright. <u>Skills</u> <u>Performing:</u> - Recording own composition using appropriate forms of notation and/or technology. - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. - Performing a solo or taking a leadership role - Performing a solo or taking a leadership role within a performance. - Performing with accuracy and fluency from graphic and staff notation and from their own notation. - Performing by following a conductor's cues and directions. <u>Listening:</u> - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.	- conductor - dynamics - graphic score - improvisation - notation - pitch - texture - timbre		Y2 To know that some tuned instruments have a lower range of pitches, and some have a higher range of pitches. Y4 To know that when you sing without accompaniment it is called 'A Capella'. Y5 To understand that major chords create a bright, happy sound.
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	- Using musical vocabulary correctly when describing and evaluating the features of a piece of music. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. <u>Composing:</u> - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Constructively critiquing their own and others' work, using musical vocabulary.			
Year 6 Summer 1 st half term				
Year 6 Summer 2 nd half term	<u>Film Music</u> - To know that a film soundtrack includes the background music and any songs in a film. - To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. - To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. <u>Performing:</u> - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.	Soundtrack Modulation Tremolo	Yr 2 To know that notation means writing down music so that someone else can play it. Y3 To know that many types of music from around the world consist of more than one layer of sound. For example, a 'tala' and 'rag' in traditional Indian music.	

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	- Performing with accuracy and fluency from graphic and staff notation and from their own notation. Listening: - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Identifying the way that features of a song can complement one another to create a coherent overall effect. - Use musical vocabulary correctly when describing and evaluating the features of a piece of music. - Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Composing: - Improvising coherently and creatively within a given style, incorporating given features. - Recording own composition using appropriate forms of notation and/or technology and incorporating. - Constructively critique their own and others' work, using musical vocabulary.		Y4 To understand that a rhythmic break is a place in music where some of the instruments play a new rhythm before going back to the original rhythm.	
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