



Music: Progression of Skills, Knowledge & Vocabulary

Autumn

Spring

Summer

Exploring Sounds

Music and Movement

Transport

EYFS

Communication and language

- Understand how to listen carefully and why listening is important.
- Listen to and talk about stories to build familiarity and understanding.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Expressive arts and design

- Explore and engage in music making and dance, performing solo or in groups.
- Listen attentively, move to and talk about music, expressing their feelings and responses.

Understanding the world

- Explore the natural world around them

Characteristics of Effective Learning

- Playing and exploring
- Active learning
- Creating and thinking critically

Vocabulary:

Voice sound whisper speaking high low higher lower body sounds rhythm beat hands knees stomp feet instrumental sounds tempo fast slow drum triangle shaker tambourine creaking whoosh whistling rustling nature sounds pitch loud quiet soft silence

Personal, social and emotional development

- Think about the perspectives of others.

Expressive arts and design

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs.
- ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Characteristics of Effective Learning

- Playing and exploring
- Active learning

Vocabulary:

Actions Action songs Sign language Makaton Deaf Communication Communicating Understand Lyrics Verse Beat Music Heartbeat Pulse Steady Repeat Constant Drum Piece Composer Tempo Fast Moderate Medium Slow Dance Scarf dance Pitch High Low Sound Whistle Drum Triangle Bear Monkey Siren Cello Performance, Perform

Communication and language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Expressive arts and design

- ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs
- ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
- Make comments about what they have heard and ask questions to clarify their understanding.

Managing self:

- ELG: Self-Regulation
- Give focused attention to what the teacher says, respond appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.

Characteristics of Effective Learning

- Playing and exploring
- Active learning

Vocabulary:

speed car train cruise rowing water beat symbols slow slower stopping faster score journey

Y1

Fairy Tales (Timbre & Rhythmic Patterns)

All About Me (Pulse and Rhythm)

Under the Sea (Musical vocabulary)

National Curriculum

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- experiment with, create, select and combine sounds using the inter-related dimensions of music
- listen with concentration and understanding to a range of high-quality live and recorded

National Curriculum

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentration and understanding to a range of high-quality live and recorded music'
- play tuned and untuned instruments musically
- experiment with, create, select and combine sounds using the inter-related dimensions

National Curriculum

- listen with concentration and understanding to a range of high-quality live and recorded music'
- use their voices expressively and creatively by singing songs and speaking chants and rhyme
- experiment with, create, select and combine sounds using the inter-related dimensions of music'

music'

Key Skills

- Recognising and understanding the difference between pulse and rhythm.
- Understanding that different types of sounds are called timbres.
- Recognising basic tempo, dynamic and pitch 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 and responding to other performers by playing as part of a group.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Combining instrumental and vocal sounds within a given structure.
- Creating simple melodies using a few notes.
- Choosing dynamics, tempo and timbre for a piece of music.
- Copying back short rhythmic and melodic phrases on percussion instruments.
- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.

Key Knowledge:

- To know that an instrument or rhythm pattern can represent a character in a story.
- To know that my voice can create different timbres to help tell a story.
- To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.

Vocabulary:

Timbre, pulse, rhythm, syllables, strings, timpani, oboe
Clarinet, bassoon, french horn, flute

of music.

Key Skills

- Recognising and understanding the difference between pulse and rhythm.
- Describing the character, mood, or 'story' of the music they listen to (verbally or through movement)
- Listening to and repeating short, simple rhythmic patterns.
- Listening and responding to other performers by playing as part of a group.
- Combining instrumental and vocal sounds within a given structure.
- Using their voices expressively to speak and chant.
- Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.
- Copying back short rhythmic and melodic phrases on percussion instruments

Key Knowledge:

- To know that rhythm means a pattern of long and short notes.
- To know that pulse is the regular beat that goes through music.
- To understand that the pulse of music can get faster or slower.
- To know that a piece of music can have more than one section, e.g. a verse and a chorus.

Vocabulary:

Pulse, rhythm

- play tuned and untuned instruments musically

Key Skills

- Recognising and understanding the difference between pulse and rhythm.
- Understanding that different types of sounds are called timbres.
- Recognising basic tempo, dynamic and pitch 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 and responding to other performers by playing as part of a group.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Combining instrumental and vocal sounds within a given structure.
- Creating simple melodies using a few notes.
- Choosing dynamics, tempo and timbre for a piece of music.
- Copying back short rhythmic and melodic phrases on percussion instruments.
- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.

Key Knowledge:

- To understand that pitch means how high or low a note sounds.
- To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.
- To know that music has layers called 'texture'.

Vocabulary:

body percussion, dynamics, graphic score, instruments,
pitch, seaside, sounds, tempo, timbre

Y2

Traditional Western Stories (Orchestral Instruments)

National Curriculum

- listen with concentration and understanding to a range of high-quality live and recorded music'
- use their voices expressively and creatively by singing songs and speaking chants and rhyme
- experiment with, create, select and combine sounds using the inter-related dimensions of music'

Key Skills

On this Island: British Songs and Sounds

National Curriculum

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentration and understanding to a range of high-quality live and recorded music
- play tuned and untuned instruments musically
- experiment with, create, select and combine sounds using the inter-related dimensions

West African Call and Response Song

National Curriculum

- Play tuned and untuned instruments musically.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Key Skills

- Recognising timbre changes in music they listen to.
- Recognising structural features in music they listen to.
- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Listening to and repeating a short, simple melody by ear.

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| | <ul style="list-style-type: none"> Recognising timbre changes and structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Choosing appropriate dynamics, tempo and timbre for a piece of music. Performing expressively using dynamics and timbre to alter sounds as appropriate. <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know that musical instruments can be used to create 'real life' sound effects. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. <p>Vocabulary: Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo</p> | <p>of music.</p> <ul style="list-style-type: none"> Key Skills Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Performing expressively using dynamics and timbre to alter sounds as appropriate. <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music. <p>Vocabulary: Composition, duration, dynamics, inspiration, pitch, structure, tempo, texture, timbre</p> | <ul style="list-style-type: none"> Suggesting improvements to their own and others' work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know that dynamics can change the effect a sound has on the audience. To know that the long and short sounds of a spoken phrase can be represented by a rhythm. To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that an instrument can be matched to an animal noise based on its timbre. <p>Vocabulary: Timbre dynamics tempo call and response rhythm structure</p> |
| Y3 | <p align="center"><u>Pentatonic Melodies & Composition</u></p> <p>National Curriculum</p> <ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations improvise and compose music for a range of purposes using the inter-related dimensions of music <p>Key Skills</p> | <p align="center"><u>Creating Compositions in response to animation</u></p> <p>National Curriculum</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians' play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <p align="center"><u>Developing a Singing Technique</u></p> <p>National Curriculum</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations <p>Key Skills</p> <ul style="list-style-type: none"> Understanding that music from different parts of the world, and different times, has different features. |

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| | <ul style="list-style-type: none"> 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. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. 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 being able to identify these symbols using musical terminology. <p>Key Knowledge:</p> <ul style="list-style-type: none"> 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. <p>Vocabulary: Tempo, crescendo, dynamics, timbre, duration</p> | <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music' use and understand staff and other musical notations' <p>Key Skills</p> <ul style="list-style-type: none"> 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. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. <p>Key knowledge</p> <ul style="list-style-type: none"> To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble. <p>Vocabulary Influence listen dynamics timbre pitch repeated rhythm Pattern notation ensemble compose</p> | <ul style="list-style-type: none"> Recognising and explaining the changes within a piece of music using musical vocabulary. 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 a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. 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. Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that different notes have different durations, and that crotchets are worth one whole beat. To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that written music tells you how long to play a note for. <p>Vocabulary: Composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined</p> |
| Y4 | <p style="text-align: center;"><u>Rock and</u></p> <p>National Curriculum:</p> <ul style="list-style-type: none"> Develop an understanding of the history of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing | <p style="text-align: center;"><u>Changes in pitch, tempo and dynamics</u></p> <p>National Curriculum:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: | <p style="text-align: center;"><u>Body and Untuned Percussion</u></p> <p>National Curriculum:</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. |

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| | <p>aural memory.</p> <ul style="list-style-type: none"> • Use and understand staff and other musical notations • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <p>Key Skills:</p> <ul style="list-style-type: none"> • 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. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • 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. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. <p>Key knowledge:</p> <ul style="list-style-type: none"> • To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It 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. <p>Vocabulary : rock and roll hand jive 1950's tempo dynamic notation style</p> | <p>pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p> <ul style="list-style-type: none"> • Use and understand staff and other musical notations <p>Key Skills:</p> <ul style="list-style-type: none"> • 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/decelendo) 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. • 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. • 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. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know that when you sing without accompaniment it is called 'A Cappella'. • To know that harmony means playing two notes at the same time that usually sound good together. • To know that 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 musical notation to tell the performers how to play. <p>Vocabulary a cappella breathing dynamics harmony listen texture tempo ostinato percussion layer</p> | <ul style="list-style-type: none"> • Develop an understanding of the history of music. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Use and understand staff and other musical notation <p>Key Skills:</p> <ul style="list-style-type: none"> • 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/decelendo) 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. • 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. Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • 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. <p>Vocabulary Pitter patter raindrop clapping clicking body Percussion tempo rhythm boom snap structure Texture contrast higher lower compose loop Melody pitch inspiration keyboard</p> |
| | | <p style="text-align: center;"><u>Blues</u></p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Develop an understanding of the history of music | <p style="text-align: center;"><u>Composition to represent festival of colour.</u></p> |

- Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- Learn to sing and to use their voices, to create and compose music on their own and with others
- Use and understand staff and other musical notations
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- Use and understand staff and other musical notations
- Listen with attention to detail and recall sounds with increasing aural memory

Key Skills:

- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary. Improvising coherently within a given style.
- 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. 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.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Using staff notation to record rhythms and melodies.

Key Knowledge:

- To understand that a chord is the layering of several pitches played at the same time.
- To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.
- To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.
- To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.
- To understand that a chord is the layering of several pitches played at the same time.

Vocabulary:**National Curriculum**

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- use and understand staff and other musical notations
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory

Key Skills

- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work.
- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama).
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- 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.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.

Key Knowledge:

- To know that a vocal composition is a piece of music created only using voices.
- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.
- To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.
- To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.

Vocabulary:

and playing musical instruments with increasing accuracy, fluency, control and expression

- Listen with attention to detail and recall sounds with increasing aural memory
- playing musical instruments with increasing accuracy, fluency, control and expression
- use and understand staff and other musical notations
- improvise and compose music for a range of purposes using the inter-related dimensions of music'

Key Skills

- 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 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.
- 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.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

Key Knowledge:

- 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.

Vocabulary

Features, notation, repeating, unison, composition, Structure, repetition, melody, tempo, compose, ensemble, minor key

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| | Blues chord 12-bar Blues bar scale Blues scale bent notes ascending scale descending scale improvisation | Synesthesia, dynamics, Holi, graphic score vocal composition, performance | |
| Y6 | <p style="text-align: center;"><u>Film Music</u></p> <p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> • <u>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</u> • <u>Listen with attention to detail and recall sounds with increasing aural memory</u> • <u>Improvise and compose music for a range of purposes using the inter-related dimensions of music</u> • <u>Improvise and compose music for a range of purposes using the interrelated dimensions of music</u> • <u>use and understand staff and other musical notations</u> • <u>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> - 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. Improvising coherently and creatively within a given style, incorporating given features. • Recording own composition using appropriate forms of notation and/or technology. • Constructively critique their own and others' work, using musical vocabulary. • 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 with accuracy and fluency from graphic and staff notation and from their own notation. <p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • To know that a film soundtrack includes the background music and any songs in a film. | <p style="text-align: center;"><u>Dynamics, Pitch and Texture: Fingal's Cave</u></p> <p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Improvise and compose music for a range of purposes using the inter-related dimensions of music • <u>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • <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.</u> • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • <u>Using musical vocabulary correctly when describing and evaluating the features of a piece of music.</u> • <u>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</u> • 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. • Recording own composition using appropriate forms of notation and/or technology. • Constructively critiquing their own and others' work, using musical vocabulary. • 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 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. <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> - To know that the conductor beats time to help the | <p style="text-align: center;"><u>Pop Art - Ruth</u></p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Develop an understanding of the history of music • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • <u>Listen with attention to detail and recall sounds with increasing aural memory</u> • use and understand staff and other musical notations <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • 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 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. • <u>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</u> • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • 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 critique their own and others' work, using musical vocabulary. • 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 required, keeping in time and communicating with the group. |

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| | <ul style="list-style-type: none"> • 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. • To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. <p>Vocabulary: <u>Accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, Composition, convey, crescendo, descending, dynamics, emotion, imagery, improvise</u> <u>Interpret, interval, major, melodic, minor, modulate, orchestral, pitch, sequence, solo</u> <u>Soundtrack, symbol, timpani, tension, texture, tremolo, unison</u></p> | <p>performers work well together.</p> <ul style="list-style-type: none"> - 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. <p>Vocabulary: audio/video, depicting, texture, pitch, dynamics, conductor, improvisation, notation, graphic score, composition, practicing, group work, ensemble</p> | <ul style="list-style-type: none"> • Performing with accuracy and fluency from graphic and staff notation and from their own notation. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know that a 'theme' is a main melody in a piece of music. • To know that 'variations' in music are when a main melody is changed in some way throughout the piece. • To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. • To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. <p>Vocabulary: 3/4 time, 4/4 time, accidentals, body percussion Diaphragm, legato, motif, orchestra, percussion, phrases Pitch, pizzicato, pulse, quaver, rhythm, rhythmic, elements, section, semi-quaver, staccato, tempo Theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations vocal line, woodwind</p> |
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“Think big, think differently and always creatively”
Haverigg Primary School