

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>Recognise and understand the difference between pulse and rhythm.</p> <p>Understand that different types of sounds are called timbres.</p> <p>Recognise basic tempo, dynamic and pitch changes (Faster/slower, louder/quieter and higher/lower).</p> <p>Describe the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describe the differences between two pieces of music.</p> <p>Express a basic opinion about music (like/dislike)</p> <p>Listen to and repeat short, simple rhythmic patterns.</p> <p>Listen and respond to other performers by playing as part of a group</p>	<p>Recognise timbre changes in music they listen to.</p> <p>Recognise structural features in music they listen to.</p> <p>Listen to and recognise instrumentation.</p> <p>Begin to use musical vocabulary to describe music.</p> <p>Identify melodies that move in steps.</p> <p>Listen to and repeat a short, simple melody by ear.</p> <p>Suggest improvements to their own and others' work.</p>	<p>Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understand that music from different parts of the world, has different features.</p> <p>Recognise and explain the changes within a piece of music using musical vocabulary.</p> <p>Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Begin to show an awareness of metre.</p> <p>Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Recognise the use and development of motifs in music.</p> <p>Identify gradual dynamic and tempo changes within a piece of music.</p> <p>Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>Identify common features between different genres, styles and traditions of music.</p> <p>Recognise, name and explain the effect of the interrelated dimensions of music.</p> <p>Identify scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Use musical vocabulary to discuss the purpose of a piece of music. Use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work</p>	<p>Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (South African, West African, Musical Theatre, blues Dance Remix)</p> <p>Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Compare, discuss and evaluate music using detailed musical vocabulary</p> <p>Develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>Discuss musical eras in content and identify how they have influenced each other.</p> <p>Discuss the impact of different composers on the development of musical styles.</p> <p>Recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts (pop art, film music).</p> <p>Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identify the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly to describe and evaluate the features of a piece of music.</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music sounds</p> <p>Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>
Composing	<p>Select and create short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combine instrumental and vocal sounds within a given structure.</p> <p>Create simple melodies using a few notes.</p> <p>Choose dynamics, tempo and timbre for a piece of music.</p>	<p>Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combine and layer several instrumental and vocal patterns within a given structure.</p> <p>Create simple melodies from 5 or more notes.</p> <p>Choose appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Use letter name and graphic notation to represent the details of their composition.</p>	<p>Compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggest and implement improvements to their own work, using musical vocabulary.</p>	<p>Compose a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Begin to improvise musically within a given style (Blues).</p> <p>Develop melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Create a piece of music with at least four different layers and a clear structure.</p> <p>Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Suggest improvements to others work, using musical vocabulary.</p>	<p>Compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvise coherently within a given style.</p> <p>Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Use staff notation to record rhythms and melodies.</p> <p>Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggest and demonstrate improvements to own and others' work.</p>	<p>Improvise coherently and creatively within a given style, incorporating given features.</p> <p>Compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Record own composition using appropriate forms of notation and/or technology and incorporating given features.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p>
Performing	<p>Use their voices expressively to speak and chant.</p> <p>Sing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copy back short rhythmic and melodic phrases on percussion instruments.</p> <p>Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>Use their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Sing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Perform expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Sing back short melodic patterns by ear and play short melodic patterns from letter notation.</p>	<p>Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</p>	<p>Sing 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.</p> <p>Sing and play in time with peers, with accuracy and awareness of their part in the group performance.</p> <p>Play melody parts on tuned instruments with accuracy and control and develop instrumental technique.</p>	<p>Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Work 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.</p>	<p>Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Perform a solo or take a leadership role within a performance.</p> <p>Perform with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Perform by following a conductor's cues and directions.</p>
Key knowledge from each unit	<p>Pulse and Rhythm-All about me</p> <p>To know that rhythm means a pattern of long and short notes.</p> <p>To know that pulse is the regular beat that goes through music.</p> <p>To understand that the pulse of music can get faster or slower</p>	<p>African call and response songs- Animals</p> <p>To know that dynamics can change the effect a sound has on the audience.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>	<p>Ballads</p> <p>To know that a ballad tells a story through song.</p> <p>To know that lyrics are the words of a song.</p> <p>To know that in a ballad, a 'stanza' is a verse.</p> <p>Developing singing technique- Vikings</p>	<p>Body and tuned instruments- Rainforests</p> <p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p>	<p>Composition and notation- Ancient Egypt</p> <p>To know that simple pictures can be used to represent the structure (organisation) of music</p> <p>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that in written staff notation, notes can go</p>	<p>Dynamic pitch and texture- Coast Fingals Cave</p> <p>To know that the conductor beats time to help the performers work well together.</p> <p>To understand that improvisation means making up music 'on the spot'</p> <p>To understand that texture can be created by adding or removing instruments in a</p>

<p>To know that a piece of music can have more than one section, eg a verse and a chorus.</p> <p>Musical vocabulary-Under the Sea</p> <p>To understand that pitch means how high or low a note sounds.</p> <p>To know that 'timbre' means the quality of a sound, eg that different instruments would sound different playing a note of the same pitch.</p> <p>To know that music has layers called 'texture'</p> <p>Pitch and tempo - Superheroes</p> <p>To understand that tempo can be used to represent mood or help tell a story</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that following a leader when we perform helps everyone play together accurately</p>	<p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To understand that an instrument can be matched to an animal noise based on its timbre</p> <p>Orchestral instruments- Traditional stories</p> <p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</p> <p>To know that stringed instruments, like violins, make a sound when their strings vibrate</p> <p>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p> <p>Singing and playing a song- Musical Me</p> <p>To understand that 'melody' means a tune</p> <p>To know that 'notation' means writing music down so that someone else can play it.</p> <p>To understand that 'accompaniment' can mean playing instruments along with a song.</p> <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune</p>	<p>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</p> <p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play</p> <p>To know that written music tells you how long to play a note for</p> <p>Pentatonic melodies and composition - Chinese New Year</p> <p>To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p> <p>Traditional instruments and improvisation- India</p> <p>To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</p> <p>To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.</p> <p>To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'</p> <p>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.</p> <p>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.</p>	<p>To know that a 'loop' in music is a repeated melody or rhythm.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p> <p>Changes in pitch and dynamics- Rivers</p> <p>To know that when you sing without accompaniment it is called 'A Capella'.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p> <p>Adapting and transposing motifs- Romans</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p>	<p>on or between lines, and that the lines show the pitch of the note.</p> <p>Blues</p> <p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>South and West Africa</p> <p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p> <p>To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that poly-rhythms means many rhythms played at once.</p>	<p>piece and can create the effect of dynamic change.</p> <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright</p> <p>Baroque</p> <p>To know that Baroque music was music composed in Europe between 1600-1750.</p> <p>To know that music in which very similar parts are introduced one by one to overlap is called a canon.</p> <p>To know that all the words telling a story are sung in an opera.</p> <p>To know that a recitative is a section of an opera or oratorio where the sung melody imitates speech.</p> <p>To know that an oratorio is a religious vocal performance, like an opera, but with no theatrical staging.</p> <p>To know that ground bass is a repeating melody played on a bass instrument in Baroque music.</p> <p>To know that a Fugue is music in multiple parts, where the same tunes reappear and overlap in different parts and at different pitches.</p> <p>To know that the bass clef shows bass pitches that are lower than those shown in the treble clef.</p> <p>Songs of WW2</p> <p>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.</p> <p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes</p>
---	---	---	--	---	---