



Greenside Primary School: Music Progression Framework

Community	Resilience	Creativity	Aspiration	Diversity
Intent				
<p>The music curriculum at Greenside aims for all children to develop:</p> <ul style="list-style-type: none"> • A love for music and musical activity; music is a vehicle for personal creative expression and all pupils should feel that they are musicians. Creativity Aspiration • Respect, awareness and appreciation for the music of different eras, traditions, genres and cultures. Diversity Community Aspiration • An understanding of how the historical, social and cultural origins of music contribute to the diversity of musical styles Diversity Community • The musical skills of singing, playing tuned and untuned instruments, improvising, composing and performing. Resilience Creativity Aspiration Community • The ability to use musical terminology effectively, accurately and appropriately to describe their own music and that of others, increasing with age and experience. Resilience • An understanding of how music can be written down in different ways, from graphic notation to rhythm notation to the use of staff notation (on the staff). Creativity • Transferable skills such as listening skills, team-work, decision making, analytical and performance skills. Resilience Creativity 				
Implementation				
<p>The music curriculum at Greenside Primary school has been carefully considered to ensure coverage of all the National Curriculum 2014 objectives, coverage of many aspects of the non-statutory aspirational Model Music Curriculum and for EYFS, with the Early Years Curriculum in mind. EYFS use the Tap! Ding! Clap! Sing! resource as the basis of their music curriculum (11 songs that teach musical and wider skills- developed by Leeds Artforms alongside a box of instruments). The curriculum for Year 1, 2, 3, 4 and 6 has most units taken from Charanga Music School (using the new Model Music Curriculum Scheme version 2), supplemented with additional units from BBC School Radio and BBC Ten Pieces. The range of resources we use supports teachers who are non-specialists. Year 5 receive a whole-class weekly instrumental programme lasting for the full year delivered by a specialist music teacher (Leeds Artforms), where they cover the musical curriculum objectives with a focus on one pitched instrument. Year 6 is therefore able to follow a 1-year cycle (aside from substituting Improvising with Confidence for Viking Saga Songs in Cycle B) but as a one and a half form entry school, we have carefully devised a 2-year cycle for the other year groups from to ensure coverage of key substantive and disciplinary knowledge. See Music Policy for more detail.</p>				
<p>Substantive Knowledge in Music:</p> <p>Substantive knowledge in music covers knowledge of the nine interrelated dimensions of music which progress in a spiral fashion through our curriculum, plus knowledge about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p>				
<p>The Interrelated Dimensions of Music</p>				
<ul style="list-style-type: none"> • Pulse – the regular heartbeat of the music; its steady beat. • Rhythm – long and short sounds or patterns that happen over the pulse. • Pitch – high and low sounds. 		<ul style="list-style-type: none"> • Tempo – the speed of the music; fast or slow or in-between. • Texture – layers of sound. Layers of sound working together make music very interesting to listen to. 		<ul style="list-style-type: none"> • Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. • Dynamics – how loud or quiet the music is.
<ul style="list-style-type: none"> • Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. • Notation – the link between sound and symbol. 				
<p>Disciplinary Knowledge in Music/Musical Skills</p> <p>Disciplinary knowledge in music is the application and interpretation of the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect. The essential knowledge, highlighted in yellow, has been identified for each unit learning and forms the focus of teacher assessment.</p>				
<p>Our curriculum allows for the interrelated dimensions of music to weave through musical units and encourage the development of substantive musical knowledge and disciplinary knowledge (music skills). Children build their ability to listen and appraise, understand and apply the interrelated dimensions of music as they accompany, improvise, compose and perform with their voices and with instruments. At the beginning of each lesson, children have the opportunity to demonstrate prior knowledge including connected knowledge through Fab 5 retrieval tasks. These may be done orally or as a written task as a class, in groups, pairs or individually. Each unit has a ‘Musical Spotlight’ (e.g. Melody and Harmony) which is the key musical concept developed in that unit and integrated into each lesson and also a ‘Social Question’ (e.g. How does Music teach us about the past?) which encourages pupils to think deeply about the world, their communities and their relationship with others.</p>				
<p>Assessment of music happens informally throughout a lesson through careful questioning, observation of singing and playing and also at the end of a unit with the use of digital recordings of performances. Each unit of work ends with a performance opportunity. See Music Policy for more detail on assessment.</p>				

The Music Curriculum and Provision for Pupils with SEND

At Greenside Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The Music curriculum can be adapted to meet the needs of children with SEND in the following ways:

Universal Support across school for all subjects
Word Banks for pre-learning and to support during topics and themes
Cutting and Sticking Key Words on to work as prompts
Print out portions of work and learning objectives to minimise writing
Coloured Paper or recycled paper to minimise visual stress & background colours of the whiteboard is considered for pupils with dyslexia.
Breaking down lessons into short, manageable chunks
Mixed ability groups – using peers as support and role models
Adult assistance nearby/ Using another student as a reader/support
Now/Next or Visual Timetables – class and individual/ My Turn/Your Turn
Knowledge map/Mind Maps
Printing work larger and in smaller chunks
Cloze passages/activities to check learning
Draw answers or explanations / Actions – telling the story of a lesson
Fidget toys available/ Cushions for seats – wobble and wedge cushions - access to standing desks
Pupils with hearing impairments/visual impairments are positioned close to the whiteboard to be able to access.
Word lists of key vocabulary for pre-learning and as prompts
A safe/quiet space in or Cloud Room
Keeping instructions short and one at a time

Universal Support specific to subject
Label notes being used on glockenspiels (this is useful for all)
Printing out glockenspiel notes to accompany song rather than child having to keep looking up (this is useful for all)
Ear defenders during instrument use if needed
Keeping instruments/beaters in the same place with clear labels/symbols to improve independence
Making use of signs/Makaton in singing assemblies/lessons where appropriate.
Offering simplified accompaniments using fewer notes.
Use of musical terminology posters with visual aids (e.g. tortoise and hare for tempo)
Consider providing a 'parallel' activity working towards same lesson objectives as their peers, but in an accessible way e.g. sticking on graphic notation pictures in KS1, using graphic notation in KS2.
Revisit and repeat key musical terminology (useful for all)

When planning for Music, class teachers should adapt their lessons where necessary using ideas taken from this list, however, it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

We also have 'Continuum of Provision Maps' for each area of SEND need (e.g. Autism, Cognitive, SEMH, Visual impairment etc).

Breadth of Study (Taken directly from the National Curriculum 2014)

Core/Key Concepts	EYFS	KS1	KS2
Listen & Appraise	<p><i>ELG: Listening, Attention & Understanding (Communication & Language)</i></p> <ul style="list-style-type: none"> ❖ listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions <i>[relating to music]</i> ❖ make comments about what they have heard and ask questions to clarify their understanding <i>[relating to music]</i> 	<ul style="list-style-type: none"> ❖ listen with concentration and understanding to a range of high-quality live and recorded music 	<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. ❖ develop an understanding of the history of music
Perform (singing and with instruments)	<p><i>ELG: Being Imaginative & Expressive (Expressive Arts & Design)</i></p> <ul style="list-style-type: none"> ❖ perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music ❖ sing a range of well-known nursery rhymes and songs 	<ul style="list-style-type: none"> ❖ play tuned and untuned instruments musically ❖ use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<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 (singing and with instruments)	<p><i>ELG: Creating with Materials (Expressive Arts & Design)</i></p> <ul style="list-style-type: none"> ❖ safely use and explore a variety of materials, tools and techniques experimenting with form and function <i>[using musical instruments]</i> 	<ul style="list-style-type: none"> ❖ experiment with, create, select and combine sounds using the interrelated dimensions of music 	<ul style="list-style-type: none"> ❖ improvise and compose music for a range of purposes using the inter-related dimensions of music
Notation			<ul style="list-style-type: none"> ❖ use and understand staff and other musical notations

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Long Term Plans

Long Term Plan: Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Music through provision Tap! Ding! Clap! Sing! Scheme What Can You See in the Sea? What is in the Music Box? Nativity songs + concert		Music through provision Tap! Ding! Clap! Sing! Scheme Everyone It's Music Time, Chop, Chop, Choppety, Chop, Five Little Monkeys, Have You Brought Your Talking Voices? Doggy, Doggy		Music through provision Tap! Ding! Clap! Sing! Scheme A Little Frog (Pulse Song). Hiking We Will Go, Shake and Stop What a Star!	
Y1/2	My Musical Heartbeat (Charanga Y1)	Christmas songs + concert (SMART file/Sparkyard)	Great Fire of London (BBC School Radio)	Inventing a Musical Story (Charanga Y2)	Seas, Oceans, Rivers & Sea Shanties (Charanga Freestyle Topics plus Smart Notebook Files)	Exploring Improvisation (Charanga Y2)
Y3/4	Playing in a Band (Charanga Y3)	Christmas songs + concert (SMART file/Sparkyard)	Musical Structures (Charanga Y4)	Feelings through Music (Charanga Y4)	Whole Class Recorder: (Charanga Recorder Course)	Whole Class Recorder: (Charanga Recorder Course)
Y5/6	Y5: Whole Class Glockenspiel Tuition Y6: Developing Ensemble Skills (Charanga Y6)	Y5: Whole Class Glockenspiel Tuition All: Christmas songs + concert (SMART file/Sparkyard)	Y5: Whole Class Glockenspiel Tuition Y6: Creative Composition (Charanga Y6)	Y5: Whole Class Glockenspiel Tuition Y6: Macbeth Songs (BBC School Radio)	Y5: Whole Class Glockenspiel Tuition Musical Styles Connect Us (Charanga Y6)	Y5: Whole Class Glockenspiel Tuition Y6: Shorter Unit- Ravi Shankar –Hindustani Music (BBC Ten Pieces plus PPT file) Y6 Production

Music Long Term Plan: Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Music through provision Tap! Ding! Clap! Sing! Scheme What Can You See in the Sea? What is in the Music Box? Nativity songs + concert		Music through provision Tap! Ding! Clap! Sing! Scheme Everyone It's Music Time, Chop, Chop, Choppety, Chop, Five Little Monkeys, Have You Brought Your Talking Voices? Doggy, Doggy		Music through provision Tap! Ding! Clap! Sing! Scheme A Little Frog (Pulse Song). Hiking We Will Go, Shake and Stop What a Star!	
Y1/2	Exploring Sounds (Charanga Y1)	Christmas songs + concert (SMART file/Sparkyard)	Having Fun With Improvisation (Charanga Y1)	Pulse, Rhythm and Pitch (Charanga Y2)	Music Food Fest (BBC School Radio)	Recognising Different Sounds (Charanga Y2)
Y3/4	Roman Songs (BBC School Radio)	Christmas songs + concert (SMART file/Sparkyard)	Writing Music Down (Charanga Y3)	More Musical Styles (Charanga Y3)	Compose With Your Friends (Charanga Y4)	Expression and Improvisation (Charanga Y4)
Y5/6	Y5: Whole Class Glockenspiel Tuition Y6: Developing Ensemble Skills (Charanga Y6)	Y5: Whole Class Glockenspiel Tuition All: Christmas songs + concert (SMART file/Sparkyard)	Y5: Whole Class Glockenspiel Tuition Y6: Viking Saga Songs (BBC School Radio)	Y5: Whole Class Glockenspiel Tuition Y6: Creative Composition (Charanga Y6)	Y5: Whole Class Glockenspiel Tuition Musical Styles Connect Us (Charanga Y6)	Y5: Whole Class Glockenspiel Tuition Y6: Shorter Unit- Ravi Shankar –Hindustani Music (BBC Ten Pieces plus PPT file) Y6 Production

Progression of Musical Knowledge, Skills & Vocabulary

Key: Essential Knowledge identified for each unit of learning.

EYFS Knowledge, Skills and Vocabulary						
ELG	<ul style="list-style-type: none"> • ELG: Listening, Attention & Understanding (Communication & Language) • ELG: Being Imaginative & Expressive (Expressive Arts & Design) • ELG: Creating with Materials (Expressive Arts & Design) <p>The three ELG areas above are covered through each musical unit through the year. See Breadth of Study above for more detail.</p>					
Concept and Songs	Music in provision (indoor and outdoor) What Can You See in the Sea? (Soundscapes and Composing) What is in the Music Box? (Instrument Focus)	Music in provision (indoor and outdoor) Nativity Songs (specific songs dependent on choice of nativity play)	Music in provision (indoor and outdoor) Everyone It's Music Time (Starting Songs) Chop, Chop, Choppety, Chop (Pulse Songs)	Music in provision (indoor and outdoor) Five Little Monkeys (counting song) Have You Brought Your Talking Voices? (Two note songs) Doggy, Doggy (Solos)	Music in provision (indoor and outdoor) A Little Frog (Pulse Song) A Hiking We Will Go (Pulse and Composing)	Music in provision (indoor and outdoor) Shake and Stop (Active Song) What a Star! (Celebration & Instruments)
Assessment	Can I choose an instrument to match a picture? Can I name some instruments? Can I use my instrument sensibly?	Can I sing in a group? Can I remember song words? Can I use my voice sensibly?	Can I keep to the beat? Can I get quieter and louder? Can I get faster and slower?	Can I sing on my own? Can I listen to others? Can I keep to the beat?	Can I keep to the beat? Can I get quieter and louder? Can I suggest rhyming song words?	Can I keep to the beat? Can I stop and start at the right time? Can I use my instrument correctly?
Substantive Knowledge	<ul style="list-style-type: none"> • Different instruments produce different sounds e.g shake, tap, scrape. • Instruments in the music box have different names: guiro, claves, maracas, castanets, drums. • Instruments need to be handled carefully. 	<ul style="list-style-type: none"> • Know that our nativity songs tell the story of Christmas. • Knowledge of song words from the Nativity play (sing a repertoire of songs from memory) 	<ul style="list-style-type: none"> • Know that the pulse is the beat. • Know that music can be faster or slower. • Know that music can be louder or quieter. • Know that we can move our bodies in different ways to show the beat/pulse. 	<ul style="list-style-type: none"> • Know that music can sound higher or lower. • Know that music can be louder or quieter. • Know that the pulse is the beat. • Know that we can use our voices in different ways to produce different sounds (whisper, shout sing, talk) 	<ul style="list-style-type: none"> • Know that music can be louder or quieter. • Know that the pulse is the beat. • Know that we can move our bodies in different ways to show the beat/pulse. 	<ul style="list-style-type: none"> • Know that instruments can be played to a steady beat/pulse. Know that sometimes a song can stop and then start again. • Know that we can move our bodies in different ways to show the beat/pulse.
Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> • Choose sounds to accompany a song. • Listen to instructions within a song and react accordingly. • Play my instruments safely and pick it up and put it down quietly. • Remain quiet while I wait for my turn. • Start and stop when playing with others. • Begin to find my singing voice with others and sing a repertoire of chants and 2 or 3 tone songs from memory 	<ul style="list-style-type: none"> • Remain quiet while I wait for my turn. • Start and stop when singing with others. • Begin to find my singing voice with others. • Watch and follow a leader's signals when singing. • Perform as a group and start to control volume of singing. 	<ul style="list-style-type: none"> • Begin to find my singing voice with others and sing a repertoire of chants and 2 or 3 tone songs from memory. • Watch and follow a leader's signals when singing and playing. • Move (stomp, tiptoe, clap) to the beat of the song, showing an awareness of pulse. • Differentiate between fast/slow and loud/quiet when listening or playing. 	<ul style="list-style-type: none"> • Move (wave, clap) to the beat/pulse of the song, • Use voices in different ways (whisper, chant, shout, talk, sing). • Watch and follow a leader's signals when singing and playing. • Begin to find my singing voice on my own and with others and sing a repertoire of chants and 2 or 3 tone songs from memory. • Listen to instructions within a song and react accordingly. • Remain quiet while I wait for my turn. • Listen to and identify classmates' voices. 	<ul style="list-style-type: none"> • Move (march, bounce lycra) to the beat/pulse of the song. • Differentiate between fast/slow and loud/quiet when listening or playing. • Start and stop when singing, moving or playing with others. • Find my singing voice with others and sing a repertoire of chants and 2 or 3 tone songs from memory. • Listen to instructions within a song and react accordingly. 	<ul style="list-style-type: none"> • Watch and follow a leader's signals when singing and playing. • Start and stop when singing, moving or playing with others. • Remain quiet while I wait for my turn. • Listen to instructions within a song and react accordingly. • Play my instruments safely and pick it up and put it down quietly. • Find my singing voice with others and sing a repertoire of chants and 2 or 3 tone songs from memory.
Vocabulary	Instrument, Music Guiro, Maracas, Drum, Castanet, Claves Scrape, Bang, Click, Tap	Song Verse Chorus Instrumental Loud and quiet	Loud, Quiet, Louder, Quieter Fast, Slow, Faster, Slower Pulse, Beat Stomp, Tiptoe, Clap Claves	Loud, Quiet, Louder, Quieter High, Low, Higher, Lower Pulse, Beat Solo Wave, Clap Claves	Loud, Quiet, Louder, Quieter High, Low, Higher, Lower Pulse, Beat March, Bounce Claves	Instrument, Music, Percussion, Claves, Guiro, Maracas, Drum, Castanet Pulse, Beat Stop and Start

KS1 Knowledge, Skills and Vocabulary CYCLE A (Y2 to be expected to be more familiar and secure with the skills, knowledge and vocab than Y1 due to previous teaching)						
NC	All NC objectives covered	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	All NC objectives covered	All NC objectives covered	All NC objectives covered	All NC objectives covered
Concept	My Musical Heartbeat Social Question: How Can We Make Friends When We Sing Together?) Musical Spotlight: PULSE + IMPROVISING	Christmas songs + concert Social Question: How Does Music Help Us To Celebrate?) Musical Spotlight: SINGING + PERFORMING	Great Fire of London Social Question: How can music connect us to the past?) Musical Spotlight: PITCH and COMPOSITION WITH INSTRUMENTS	Inventing a Musical Story Social Question: How Can Music Make the World a Better Place? Musical Spotlight: COMPOSITION WITH NOTES	Seas, Oceans & Rivers + Sea Shanties Social Question: How can music connect us to our environment? Musical Spotlight: RHYTHM, TEMPO, COMPOSITION WITH BODY/LYRICS	Exploring Improvisation Social Question: How does music make us feel happy? Musical Spotlight: IMPROVISING
Assessment	Can I explain the meaning of pulse and beat and find the beat?	Can I perform as a group, showing good singing posture and sing songs from memory?	Can I choose instruments to represent real life sounds and perform together?	Can I compose using a Note Grid and know what this means?	Can I follow along with changes in rhythm, tempo and dynamics and show understanding of what these words mean?	Can I explain what it means to improvise? Can I improvise simple melodies and rhythms?
Song	Find The Beat 1-2-3-4-5	TBC each year- Nativity/Christmas related	Here in Pudding Lane Fire, Fire, Everywhere!	Rainbows Hands, Feet, Heart	What Shall We Do with the Drunken Sailor On the Sea Shore	I Wanna Play in A Band Music is All Around
Substantive Knowledge	<ul style="list-style-type: none"> Know that every piece of music has a heartbeat - a musical heartbeat called the pulse or beat. Know that when I improvise, I make up my own tune. Know that music can be different styles including hip hop and jazz. Know that hip hop music often involves spoken words called rapping. 	<ul style="list-style-type: none"> Know that to sing well, we need to warm voices and bodies up and have good posture (stand tall, relaxed arms, chin up, feet hip width apart) Know that different religions and cultures use music and singing to celebrate (link to RE) Know that to sing from memory, we have to practise a lot. 	<ul style="list-style-type: none"> Know that pitch means higher and lower. Know that composing means to write music down. Know some instruments used in the past at the time of the GFoL (recorder, crumhorn, lute, harpsichord and hurdy-gurdy). Know that some instruments can be blown or plucked to make a sound. 	<ul style="list-style-type: none"> Know that music can be written as letters from A-G called notes. Know that when we write music down, it is called composing. Know that music is used for many reasons and can help us to tell a story and express our feelings. Know that music can be different styles including pop and South African 'kwela' style. 	<ul style="list-style-type: none"> Know that rhythm means patterns of long and short sounds. Know tempo means fast and slow and dynamics means loud and quiet/soft and lyrics means song words. Know that I can make sounds with my body (taps, stamps, pops, claps) and this is called body percussion. Know that sea shanties were sung on ships by sailors to help them keep in a rhythm together. Know that repetition means doing the same thing again. 	<ul style="list-style-type: none"> Know that when I improvise, I make up my own rhythms and melodies but I don't write it down. It can change every time I play. Know that rhythm means patterns of long and short sounds. Know that melody means a tune. Know that dynamics means loud and quiet/soft. Know that music can be different styles including rock. Know that a band means a group of musicians that play together.
Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> Find and keep the pulse or steady beat together by marching, clapping or swaying in time. Find and keep a steady beat together with voices, bodies and percussion instruments. I can improvise using rhythm and/or one or two notes. I can improvise over a steady beat. Listen to, copy and repeat a simple rhythm. Sing and play simple patterns. Understand the meaning of pulse and beat. I can stand or sit with good posture when I sing. 	<ul style="list-style-type: none"> Demonstrate good singing posture. Warm up voice and body according to instructions given. Use voices to copy back melodic lyrics. Follow along singing with simple changes in tempo and pitch. Starting and stopping at the same time in a group. Explain why and how the songs we are learning celebrate the birth of Jesus and why they are important to Christians. 	<ul style="list-style-type: none"> I can choose percussion instruments to accompany the music (for example tambourines in 'Here in Pudding Lane' to copy the long-short-long pattern in Verse 2 and triangles to evoke sparks of light in Verse 3) I can hear some of the instruments being played on the tracks and tell if it is being blown or plucked. Create a group composition for putting out a fire, using instruments (Fire Fire Everywhere song). Use two different notes on a glockenspiel to change pitch to represent sirens. Follow along singing with simple changes in pitch. I can stand or sit with good posture when I sing. 	<ul style="list-style-type: none"> I can copy simple rhythmic patterns using long and short, high and low and loud and quiet. Copy a simple glockenspiel melody with up to 3 notes, using written letter notes Follow along singing with simple changes in pitch. I can stand or sit with good posture when I sing. Compose and perform using the Note Grid with up to 3 notes (Rainbows) Improvise using rhythm and/or one or two notes (Hands Feet and Heart) 	<ul style="list-style-type: none"> Copy back a simple rhythm. Use body percussion to accompany a song, keeping the beat steady. Use a rhythm grid to compose using body percussion symbols and perform together as a group (Drunken Sailor) Use some repetition within my rhythm composition. Compose my own lyrics for a song and perform our class lyrics together using the 5 senses (On the Sea Shore). I can stand or sit with good posture when I sing. Change my dynamics and tempo. 	<ul style="list-style-type: none"> Copy back simple rhythmic patterns and melodic patterns with 2 or 3 notes. Improvise and compose with the teacher using F G and A (I Wanna Play in A Band) Comment on the dynamics within the songs- are they loud or soft? Accompany a song, copying with up to 3 notes on the glockenspiel. Perform a song, copying with up to 3 notes on the glockenspiel.

Vocabulary	Interrelated dimensions of music: Pulse (steady beat), rhythm (Y1 start with long/short)	Interrelated dimensions of music: Pulse, rhythm (Y1 start with long/short)	Interrelated dimensions of music: Pulse, rhythm (long/short with Y1)	Interrelated dimensions of music: Pulse, pitch, rhythm. (Y1 start with high/low, long/short)	Interrelated dimensions of music: Pulse, pitch, rhythm, dynamics, tempo	Interrelated dimensions of music: Pulse, pitch, rhythm, melody, dynamics
	Plus: Perform, improvise, pattern, copy, glockenspiel	Plus: Verse, chorus, posture, perform, sing.	Plus: Blow, pluck, instrument, compose, accompany, pattern, glockenspiel, posture, perform, recorder, lute, hurdy-gurdy, triangle, tambourine.	Plus: Perform, improvise, pattern, copy, glockenspiel, posture, note, note grid, compose	Plus: Perform, improvise, pattern, copy, glockenspiel, posture, symbol, percussion, body percussion.	Plus: Perform, improvise, pattern, copy, glockenspiel, posture, compose, band
	Exposure to musical style vocabulary: Jazz, hip hop.			Exposure to musical style vocabulary: Kwela, pop	Exposure to musical style vocabulary: shanty	Exposure to musical style vocabulary: rock

KS1 Knowledge, Skills and Vocabulary CYCLE B (Y2 to be expected to be more familiar and secure with the skills, knowledge and vocab than Y1 due to previous teaching)						
NC	All NC objectives covered	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	All NC objectives covered	All NC objectives covered	All NC objectives covered	All NC objectives covered
Concept	Exploring Sounds Social Question: How Does Music Make The World A Better Place? Musical Spotlight: FAST, SLOW, LOUD, QUIET	Christmas songs + concert Social Question: How Does Music Help Us To Celebrate?) Musical Spotlight: SINGING + PERFORMING	Having Fun With Improvisation Social Question: What songs can help us through the day? Musical Spotlight: IMPROVISE + COMPOSE	Pulse, Rhythm and Pitch Social Question: How Does Music Help Us To Make Friends? Musical Spotlight: PULSE, RHYTHM, PITCH	Music Food Fest Social Question: How can music help us to be healthy? Musical Spotlight: SINGING AND PERFORMING	Recognising Different Sounds Social Question: How does music teach us about our neighbourhood? Musical Spotlight: HARMONY + COMPOSITION
Assessment	Can I identify higher, lower, faster, slower, louder and quieter within songs?	Can I perform as a group, showing good singing posture and sing songs from memory?	Can I explain what it means to improvise? Can I improvise simple melodies and rhythms?	Can I begin to use the correct musical language of pitch, rhythm and pulse when describing music I hear and play?	Can I adjust my voice and choose instruments to suit a song?	Can I begin to understand and listen for harmony? Can I compose a simple piece with written notes (C, E, D, G etc)
Songs	If You're Happy and You Know It Sing Me A Song	TBC each year- Nativity/Christmas related	Getting Dressed Brush Our Teeth	Music is in My Soul Hey Friends	One Tomato, Two Tomatoes The Kitchen Sink	Helping Each Other The Music Man
Substantive Knowledge	<ul style="list-style-type: none"> Know that music can be faster or slower (tempo), louder or quieter (dynamics), higher or lower (pitch). Know that the pulse is the steady beat. Know that music can be different styles including waltz, pop and reggae. Know that music makes people feel different things. 	<ul style="list-style-type: none"> Know that to sing well, we need to warm voices and bodies up and have good posture (stand tall, relaxed arms, chin up, feet hip width apart) Know that to sing from memory, we have to practise a lot. Know that different religions and cultures use music and singing to celebrate (link to RE) 	<ul style="list-style-type: none"> Know that improvisation means on the spot/making it up. Know that composition means writing music down so it can be played again and again in the same way. Know that music can be written at letters from A-G called notes. Know that music can be different styles including pop and jazz/swing. 	<ul style="list-style-type: none"> Know that pitch means higher/lower, rhythm means a pattern of long and short sounds and pulse means the steady beat. Know that music can be written at letters from A-G called notes. Know that music can be different styles including soul, pop and jazz. 	<ul style="list-style-type: none"> Know about pitch: higher and lower, up and down, and tunes that leap and jump. Know about steady beat, keeping in time, long and short notes, changing tempo. Know that songs can have themes, such as eating healthily and exercise which can help us to learn. 	<ul style="list-style-type: none"> Know that when different notes combine at the same time, we get harmony which sounds nice. Know that composition means writing music down so it can be played again and again in the same way. Know that music can be written at letters from A-G called notes. Know that music can be different styles including gospel, marching band and pop. Know that music can be vocal, with instruments or both.
Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> Find and keep a steady beat together with voices, bodies and percussion instruments. Copy back simple rhythmic patterns and melodic patterns with 2 or 3 notes with voices. Talk about feelings created by the music. Play a simple glockenspiel melody with 2 notes, using written letter notes (C and D etc) Treat instruments with respect Listen to music carefully and say if I like it or not. 	<ul style="list-style-type: none"> Demonstrate good singing posture. Warm up voice and body according to instructions given. Use voices to copy back melodic lyrics. Starting and stopping at the same time in a group. Explain why and how the songs we are learning celebrate the birth of Jesus and why they are important to Christians. 	<ul style="list-style-type: none"> Copy back simple rhythmic patterns and melodic patterns with 2 or 3 notes. Play a simple glockenspiel melody with up to 3 notes, using written letter notes (C and D etc). Improvise and compose with the teacher using up to 3 notes (written as letters on a grid) Talk about how songs can help us to remember our routines. Respond to the listening questions and use any musical words known. 	<ul style="list-style-type: none"> Clap four-beat rhythms, creating long and short sounds Play a simple glockenspiel melody with up to 4 notes, using written letter notes. Improvise and compose with the teacher using up to 3 notes (written as letters on a grid) Respond to the listening questions and use any musical words known. 	<ul style="list-style-type: none"> Demonstrate good singing posture. Adjust vocal performance to suit particular songs – e.g. bright and clear, or smooth and gentle Use untuned percussion and everyday kitchen objects to accompany songs- tapping out pulse and rhythm and choosing sounds to match song lyrics. Say whether a verse is higher or lower than the last. Follow along singing with simple changes in tempo and pitch. 	<ul style="list-style-type: none"> Copy back simple rhythmic patterns and melodic patterns with 2 or 3 notes. Listen for the harmony in the songs played and say when you hear it. Identify some of the instruments heard in the songs. Improvise and compose with the teacher using up to 3 notes (written as letters on a grid) Respond to the listening questions using musical words known.

Vocabulary	Interrelated dimensions of music: Pulse, pitch, dynamics, rhythm, tempo (Y1 start with high/low, fast/slow, loud/quiet)	Interrelated dimensions of music: Pulse, pitch, dynamics, rhythm, tempo (Y1 start with high/low, fast/slow, loud/quiet)	Interrelated dimensions of music: Pulse, pitch, dynamics, rhythm, tempo (Y1 start with high/low, fast/slow, loud/quiet)	Interrelated dimensions of music: Pulse, pitch, dynamics, rhythm, tempo (Y1 start with high/low, fast/slow, loud/quiet)	Interrelated dimensions of music: Pulse, pitch, dynamics, rhythm, tempo (Y1 start with high/low, fast/slow, loud/quiet)	Interrelated dimensions of music: Pulse, pitch, dynamics, rhythm, tempo (Y1 start with high/low, fast/slow, loud/quiet)
	Plus: Note, perform. Exposure to musical style vocabulary: Reggae, Pop, Waltz.	Plus: Verse, chorus, posture, perform, sing.	Plus: Perform, note, improvise, compose, glockenspiel, pattern Exposure to musical style vocabulary: Pop, Swing/Jazz,	Plus: Melody, verse, chorus, posture, perform, note, improvise, compose Exposure to musical style vocabulary: Soul, Jazz, Pop	Plus; Melody, verse, chorus, posture, perform, note, duration, vocals.	Plus: Melody, verse, chorus, posture, perform, note, improvise, compose, instrumental, harmony Exposure to musical style vocabulary: Gospel, marching band, pop.

LKS2 Knowledge and Vocab Summary CYCLE A (Y4 to be expected to be more familiar and secure with the skills, knowledge and vocab than Y3 due to previous teaching apart from for recorder units)						
NC	All NC objectives covered	Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.	All NC objectives covered	All NC objectives covered	All NC objectives covered	All NC objectives covered
Concept	Playing in a Band Social Question: What stories can music tell us about the past? Musical Spotlight: PULSE + TIME SIGNATURES	Christmas songs + concert Social Question: How Does Music Help Us To Celebrate? Musical Spotlight: SINGING + PERFORMING	Musical Structures Social Question: How Does Music Bring Us Closer Together? Musical Spotlight: STRUCTURE + COMPOSING	Feelings Through Music Social Question: How Does Music Teach us about Our Community? Musical Spotlight: SINGING ROUNDS + ACCOMPANYING	Whole Class Recorder (Charanga Recorder Course) Social Question: What life skills does learning an instrument give us? Musical Spotlight: LEARNING AN INSTRUMENT	
Songs	Love What We Do When the Saints Go Marching In	TBC each year- Nativity/Christmas related	Hoedown I'm Always There	Let Your Spirit Fly Frere Jacques	Step 1: Hey You! (no notes) Step 2: Easy B (B) Step 3: Take it Easy (B) Step 5: Drive (A)	Step 6: Shakes and Breaks (A and B) Step 7: Abbie's Blues (A and B) Step 9: What's Up? (A and B) Step 10: Seven Gs (A, B G)
Assessment	Can I explain what time signature a song is in?	Can I perform as a group with good posture and sing a repertoire of songs from memory?	Can I explain how songs learnt could help bring people together? Can I explain what structure is and give examples from the songs we are learning?	Can I sing in a round? Can I play my glockenspiel notes clearly?	Can I hold and play the recorder in the correct position? Can I play A and B accurately? Can I read minims and crotchets on the stave?	Can I hold and play the recorder in the correct position? Can I play A, B and G accurately?
Substantive Knowledge	<ul style="list-style-type: none"> Know that music can be in different styles including New Orleans jazz and disco. Start to know that a time signature means how many beats in a bar. Know how the songs being sung relate to the past- e.g. Saints go Marching links to the Bible. Know that tempo means the speed of a song Know that the pulse is the steady beat of the song and this remains the same through a song. 	<ul style="list-style-type: none"> Know that to sing well, we need to warm voices and bodies up and have good posture (stand tall, relaxed arms, chin up, feet hip width apart) Know that to sing from memory, we have to practise a lot. Know that different religions and cultures use music and singing to celebrate (link to RE) Know that a solo means singing alone and an ensemble means in a group. 	<ul style="list-style-type: none"> Know that music can be different styles including orchestral pop and soul. Know that tempo means the speed of a song and know that this can differ in different songs and differ within the same song. Know that melody means the tune. Know that verses and choruses can repeat or alternate and these provide structure in music. Know that in an orchestra, there are strings like violins, brass like horns and woodwind like clarinets. 	<ul style="list-style-type: none"> Know that instruments with different sounds can help communicate different emotions. Know that music can be in different styles including contemporary R&B and jazz. Know that music can be spiky or smooth and this is called articulation. Start to know that a crotchet is 1 beat, a minim is 2 Start to know a crotchet rest is worth 1. Know that notes have names for how long they are worth. Know that a round is when two groups sing a similar or same melody but beginning at a different time. 	<ul style="list-style-type: none"> Know that the recorder needs to be held with left hand on top Know that to make a sound, you blow into the mouthpiece. Know that to make a different note, different holes must be completely covered with a finger (or thumb at back) Know that a B is played with thumb on back hole and first finger on top hole and an A with first two fingers on top two holes. Know that a minim is worth 2 beats and a crotchet is 1 beat. Start to know that a stave is a musical ladder for notes. 	<ul style="list-style-type: none"> Know that a B is played with thumb on back hole and first finger on top hole and an A with first two fingers on top two holes and a G with first 3 fingers on first 3 holes. Know that a minim is worth 2 beats and a crotchet is 1 beat. Know that a stave is a musical ladder for notes. Know a minim rest is 2 beats rest and a crotchet rest is 1 beat rest. Know a semibreve is 4 beat note. Know that a duet is a piece played by two parts. Know that if you blow less forcefully, the dynamics change (quieter) Know that covering more holes lowers the pitch.
Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> Demonstrate good singing posture. Warm up voice and body according to instructions given. Find and copy the pulse. Comment with prompts on the time signature of songs – e.g there are 4 beats in the bar so it is 4/4 time. Comment on tempo and pitch Play and perform an instrumental part by ear or from notation and as part of the song being learnt. Play notes on a tuned instrument with care so that they are clear. Maintain a simple part within a group. Improvise and accompany on the glockenspiel using up to 5 notes 	<ul style="list-style-type: none"> Demonstrate good singing posture. Warm up voice and body according to instructions given. Use voices to copy back melodic lyrics. Starting and stopping at the same time in a group. Explain why and how the songs we are learning celebrate the birth of Jesus and why they are important to Christians. Sing solo, as an ensemble and with instrumental accompaniment. Begin to show more diction, phrasing and expression in singing Perform to an audience (parents and carers) 	<ul style="list-style-type: none"> Demonstrate good singing posture. Warm up voice and body according to instructions given. Find and copy the pulse. Listen to rhythms and copy back with untuned percussion and/or body percussion. Begin to comment with support on the structure and melody of a song. Comment on what they can hear in an orchestral piece (woodwind, brass, strings) Compose with up to 3 notes using a rhythm and note grid, including the use of minims, semibreves and crotchets for the rhythm grid (to the song in Hoedown Part 2- Living in the Country) Perform a song with vocals and playing instrument composition (glockenspiel) 	<ul style="list-style-type: none"> Demonstrate good singing posture and warm up voice and body according to instructions given. Listen to and copy back the pulse. Listen to and copy back simple rhythmic patterns using some notation with support – crotchet, semibreve, minim. Comment on whether the music played is spiky or smooth. Comment on the texture of a piece of music whether thick with lots of instruments or thin. Play a glockenspiel melody with up to 5 notes, using written letter notes. Sing as an ensemble in a round and with instrumental accompaniment. Perform to an audience (EYFS) 	<ul style="list-style-type: none"> Blow into the recorder to make a sound Hold the recorder with my left hand on top Make a clear sound on the note B and tongue each note, placing fingers correctly on the holes. Point out the minim and minim rest and explain how many beats worth. Follow along with a piece of music using notes learnt. Listen to rhythms on the recorder and accurately play back. Start and stop playing at the right time, including crotchet and minim rests with support and labelled notes 	<ul style="list-style-type: none"> Blow into the recorder to make a sound and hold the recorder with my left hand on top Tongue each note, placing fingers correctly on the holes. Play my part in a duet (piece with two parts) Play the notes A and B and G Cover the finger holes properly to make a good sound I can improvise using the notes A and B I can play semibreves (four beat notes) I can play and improvise using the notes A, B and G Comment on the pitch of A B and G compared to each other. Adjust the volume of playing – dynamics Perform to an audience (UKS2) Start and stop playing at the right time, including crotchet and minim rests with support and labelled notes

Vocabulary	Interrelated dimensions of music: Pulse/beat, pulse, tempo, rhythm,	Interrelated dimensions of music: Steady beat/pulse, Pitch, Dynamics, Tempo, Rhythm	Interrelated dimensions of music: Steady beat/pulse, pitch, Dynamics, Tempo, Rhythm,	Interrelated dimensions of music: Steady beat/pulse, Pitch, Dynamics, Tempo, Rhythm,	Interrelated dimensions of music: Steady beat/pulse, Pitch, Dynamics, Tempo, Rhythm,
	Plus: Time signature, 4/4, improvise, accompany, tuned/untuned, percussion, Melody, verse, chorus, posture, perform	Plus: Melody, verse, chorus, posture, perform, note, solo, ensemble, accompany	Plus: Melody, verse, chorus, posture, perform, note, improvise, compose, minim, semibreve, crotchet, rhythm grid, note grid, woodwind, brass, strings	Plus: Melody, verse, chorus, posture, perform, note, round, smooth, spiky, articulation, minim, crotchet, semibreve, pattern, contemporary.	Plus: Note, stave, minim, semibreve, crotchet, crotchet rest, minim rest, improvise, duet, mouthpiece, woodwind, tongue.
	Musical style vocabulary: New Orleans jazz, disco		Musical style vocabulary: Orchestral pop, soul	Musical style vocabulary: Contemporary R&B, jazz	

LKS2 Knowledge and Vocab Summary CYCLE B (Y4 to be expected to be more familiar and secure with the skills, knowledge and vocab than Y3 due to previous teaching)						
NC	All NC objectives covered	Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.	All NC objectives covered	All NC objectives covered	All NC objectives covered	All NC objectives covered
Concept	Roman Songs Social Question: How Can Music Teach Us About The Past? Musical Spotlight: MELODIC LEAPS, DYNAMICS AND PITCH	Christmas songs + concert Social Question: How Does Music Help Us To Celebrate? Musical Spotlight: SINGING + PERFORMING	Writing Music Down Social Question: How Does Music Bring Us Closer Together? Musical Spotlight: COMPOSITION USING RHYTHMS	More Musical Styles Social Question: How Does Music Help Us To Get To Know Our Community? Musical Spotlight: DYNAMICS + ACCOMPANYING	Compose With Your Friends Social Question: How Does Music Improve Our World? Musical Spotlight: COMPOSITION USING NOTES	Expression and Improvisation Social Question: How Does Music Shape Our Way of Life? Musical Spotlight: IMPROVISATION
Songs	Signals Boudicca Is that a Fact?	TBC each year- Nativity/Christmas related	Home is Where the Heart Is Let's Work it Out Together	Friendship Song Family	Bringing Us Together Old Joe Clark	Train is a Comin' Oh Happy Day
Assessment	Can I show with my voice that I can adjust tempo and dynamics when singing?	Can I perform as a group, with good posture and sing a wide repertoire of songs from memory?	Can I explain what texture and melody are? Can I compose music using a rhythm grid?	Can I explain dynamics and accompany a song changing the dynamics of my playing?	Can I compose music using a pitch grid? Can I	Can I improvise using given notes and explain what it means to improvise?
Substantive Knowledge	<ul style="list-style-type: none"> Know about some instruments used in Roman times such as early horns and trumpets. Know what pitch, tempo and dynamics are and that they can change within a song. Know that melody means the tune. Know that songs can be themed to teach us about the past. Know why it is important to warm up voice before singing and why posture is important. Know that a downbeat is the first beat of a bar and the upbeat is the next. The downbeat is emphasised in most songs. 	<ul style="list-style-type: none"> Know that to sing well, we need to warm voices and bodies up and have good posture (stand tall, relaxed arms, chin up, feet hip width apart) Know that to sing from memory, we have to practise a lot. Know that different religions and cultures use music and singing to celebrate (link to RE) Know that a solo means singing alone and an ensemble means in a group. 	<ul style="list-style-type: none"> Know that music can be different styles including country and pop ballads. Pop music is short for popular music. Different countries have different pop music like K-Pop (Korea). Texture in a song means the layers of sound within it. Composing means writing music down using symbols and graphics. Notes can be written A-G and notes are worth different lengths. Melody is the tune. 	<ul style="list-style-type: none"> Know that music can be different styles including pop and soft/gentle rock. Know that when you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Tempo means speed of the music- fast, slow or steady. 	<ul style="list-style-type: none"> Know that music can be different styles including disco, folk and jazz. Music often has note that sounds like 'home', or where a melody should 'land' at the end that makes a melody or a song sound final – like it has been resolved. Know that instrumental means just instruments playing and vocal means voices singing. Know that composing means writing music down using symbols, graphics or notes. Notes can be written A-G and notes are worth different lengths. 	<ul style="list-style-type: none"> Know that music can be different styles including gospel and modern gospel. Know that music can help express how people live or how others have lived (e.g. experiences of slavery) Improvisation is a way to express our feelings and be creative. Know that improvisations are not written down. Dynamics can change within a song. Texture in a song means the layers of sound within it. Structure means how a song is put together with verses, choruses, instrumental section.
Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> Demonstrate good singing posture. Warm up voice and body according to instructions given. Joining in a rhythmic chant Clapping/tapping 'downbeats' and clicking 'upbeats' Using mouth-percussion ('beatbox') Controlling pitch - Low to high – singing wide intervals and leaps Performing in two parts Controlling and shifting dynamics and tempo when singing Choose instruments to represent the theme of a song and play with a steady beat during instrumental 	<ul style="list-style-type: none"> Demonstrate good singing posture. Warm up voice and body according to instructions given. Use voices to copy back melodic lyrics. Starting and stopping at the same time in a group. Explain why and how the songs we are learning celebrate the birth of Jesus and why they are important to Christians. Sing solo, as an ensemble and with instrumental accompaniment. Begin to show more diction, phrasing and expression in singing Perform to an audience (parents and carers) 	<ul style="list-style-type: none"> Demonstrate good singing posture. Warm up voice and body according to instructions given. Find and copy the pulse. Listen to rhythm and copy back with untuned percussion and/or body percussion using some notation with support – crotchet, semibreve, minim. Begin to comment with support on the texture, melody and musical style of a song. Use a rhythm grid to compose using blocks of 1,2, 3, or 4 beats. 	<ul style="list-style-type: none"> Demonstrate good singing posture. Warm up voice and body according to instructions given. Find and copy the pulse. Listen to rhythm and copy back with untuned percussion and/or body percussion using some notation with support – crotchet, semibreve, minim. Play a glockenspiel melody with up to 5 notes, using written letter notes. Change the dynamics in a performance, playing more loudly or more quietly. Explore the changes in dynamics within the music in this unit. Comment on the tempo of songs listened to. Perform to an audience (to KS1) 	<ul style="list-style-type: none"> Find and copy the pulse. Listen to rhythm and copy back with untuned percussion and/or body percussion using some notation with support – crotchet, semibreve, minim. Use a 'home note' at the end of composition to make it sound like the melody has ended. Identify some instruments in the songs being listened to. Compose using the onscreen note grid, progressing to notes on stave with notes labelled as appropriate (notation on a stave is optional at LKS2) Practise and perform a composition in group/as a class. 	<ul style="list-style-type: none"> Demonstrate good singing posture. Warm up voice and body according to instructions given. Find and copy the pulse. Listen to rhythm and copy back with untuned percussion and/or body percussion using some notation with support – crotchet, semibreve, minim. Explore improvisation within a major scale, using more notes. Improvise on a limited range of pitches on the glockenspiel making use of musical features such as dynamics.

Vocabulary	<p>Interrelated dimensions of music: Steady beat/pulse, Pitch, Dynamics, Tempo, Rhythm</p> <p>Melody, verse, chorus, posture, perform, note, instrumental, shift, chant, downbeat, upbeat</p> <p>Musical style vocabulary: Blues, jazz, chant</p>	<p>Interrelated dimensions of music: Steady beat/pulse, Pitch, Dynamics, Tempo, Rhythm</p> <p>Plus: Melody, verse, chorus, posture, perform, note, solo, ensemble.</p>	<p>Interrelated dimensions of music: Steady beat/pulse, Pitch, Dynamics, Tempo, Rhythm, Texture</p> <p>Plus: Melody, verse, chorus, posture, perform, note, improvise, minim, crotchet, semibreve, compose, rhythm grid, note grid, percussion, tuned, untuned</p> <p>Musical style vocabulary: Pop ballad, pop, country</p>	<p>Interrelated dimensions of music: Steady beat/pulse, Pitch, Dynamics, Tempo, Rhythm, Texture</p> <p>Plus: Melody, verse, chorus, posture, perform, note, improvise, minim, crotchet, semibreve, percussion, tuned, untuned</p> <p>Musical style vocabulary: Gentle/soft rock, pop</p>	<p>Interrelated dimensions of music: Steady beat/pulse, Pitch, Dynamics, Tempo, Rhythm, Texture, Structure</p> <p>Plus: Melody, verse, chorus, perform, note, compose, home note, composition, stave,</p> <p>Musical style vocabulary: Disco, jazz, funk.</p>	<p>Interrelated dimensions of music: Steady beat/pulse, Pitch, Dynamics, Tempo, Rhythm, Texture, Structure</p> <p>Plus: Melody, verse, chorus, posture, perform, note, improvise, instrumental, harmony</p> <p>Exposure to musical style vocabulary: Gospel, modern gospel</p>

Year 5 Knowledge and Vocab Summary (Glockenspiels Whole Class Tuition- Artforms) 1 YEAR CYCLE						
Conc	Y5: Whole Class Glockenspiel Tuition	Y5: Whole Class Glockenspiel Tuition	Y5: Whole Class Glockenspiel Tuition	Y5: Whole Class Glockenspiel Tuition	Y5: Whole Class Glockenspiel Tuition	Y5: Whole Class Glockenspiel Tuition
N	<ul style="list-style-type: none"> All NC objectives covered. 	<ul style="list-style-type: none"> All NC objectives covered. 	<ul style="list-style-type: none"> All NC objectives covered 	<ul style="list-style-type: none"> All NC objectives covered 	<ul style="list-style-type: none"> All NC objectives covered 	<ul style="list-style-type: none"> All NC objectives covered
Assessment	<p>Can I hold my beater correctly and produce a clear tone with the glockenspiel?</p> <p>Can I show I know to look after the glockenspiel?</p> <p>Can I discuss pitch in relation to the bars of the glockenspiel?</p>	<p>Can I show awareness of the interrelated dimensions of music when singing, playing, listening?</p>	<p>Can I show increased understanding of the interrelated dimensions of music when singing, playing, listening?</p> <p>Can I label music notes as minims, crotchets etc and say how long they last?</p>	<p>Can I show increased understanding of the interrelated dimensions of music when singing, playing, listening?</p> <p>Can I show good performance skills when playing?</p>	<p>Can I show understanding of the interrelated dimensions of music when singing, playing, listening?</p> <p>Can I explain how music can be written down on the stave with FACE and EGBDF?</p>	<p>Can I show understanding of the interrelated dimensions of music when singing, playing, listening?</p> <p>Can I read music on the stave with support?</p> <p>Can I write music on the stave with support?</p>
Substantive Knowledge	<ul style="list-style-type: none"> Know that a glockenspiel is a tuned percussion instrument. Know that shorter bars = higher pitch; longer bars = lower pitch. Know that each bar represents a note. Know how to hold the beater and how to achieve control of the sound it makes. Know that notes can vary in length- how many beats. Know and explain in the context of music the terms pulse/beat, pitch, dynamics, tempo, rhythm, melody 	<ul style="list-style-type: none"> Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. Know names for music notes, how they look and how many beats (crotchet 1, minim 2, crotchet rest 1) Know and explain in the context of music the terms pulse/beat, pitch, dynamics, tempo, rhythm, melody Know a melodic leap means a jump in notes whereas a melodic step is from one note to the next. 	<ul style="list-style-type: none"> Know names for music notes, how they look and how many beats (crotchet 1, minim 2, semibreve 4, crotchet rest 1) Know and explain in the context of music the meaning of pulse/beat, pitch, dynamics, tempo, rhythm, timbre, texture, structure, melody. Know that composition means to write music down. Know a melodic leap means a jump in notes whereas a melodic step is from one note to the next. 	<ul style="list-style-type: none"> Musical symbols can be written on a stave and named with special musical names. This helps us to remember what we are going to sing and play. Know names for music notes, how they look and how many beats (crotchet 1, minim 2, semibreve 4, crotchet rest 1) Know that composition means to write music down. Know and explain in the context of music the meaning of pulse/beat, pitch, dynamics, tempo, rhythm, timbre, texture, structure, melody. Know a melodic leap means a jump in notes whereas a melodic step is from one note to the next. Loud sounds are called 'forte', and quiet sounds are called 'piano'. 	<ul style="list-style-type: none"> Know that FACE and EGBDF fit onto the stave (use mnemonics to aid recall e.g. FACE in the space and Every Good Boy Deserves Fun) Know names for music notes, how they look and how many beats (crotchet 1, minim 2, semibreve 4, crotchet rest 1, minim rest 2) Loud sounds are called 'forte', and quiet sounds are called 'piano'. Be introduced to the meaning of allegro meaning fast and adagio meaning slow. Know that composition means to write music down. Know and explain in the context of music the meaning of pulse/beat, pitch, dynamics, tempo, rhythm, timbre, texture, structure, melody. 	<ul style="list-style-type: none"> Know that FACE and EGBDF fit onto the stave (use mnemonics to aid recall e.g. FACE in the space and Every Good Boy Deserves Fun) and start to read and draw notes on the stave with support. Know names for music notes, how they look and how many beats (crotchet 1, minim 2, semibreve 4, crotchet rest 1, minim rest 2) Loud sounds are called 'forte', and quiet sounds are called 'piano'. Be introduced to the meaning of allegro meaning fast and adagio meaning slow. Know that composition means to write music down. Know and explain in the context of music the meaning of pulse/beat, pitch, dynamics, tempo, rhythm, timbre, texture, structure, melody.

S Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> Hold my beater parallel to the ground and hit the middle of the bar, bouncing the beater gently to achieve a good tone. Echo a short pattern. Hear the difference between longer and shorter notes. Hear the difference between higher and lower pitched notes. Maintain a pulse while someone else plays a rhythm or sings a melody. Start and stop playing together. Look after the glockenspiel and treat with respect. 	<ul style="list-style-type: none"> Clap and sing back increasingly complex rhythm patterns. Hold my beater parallel to the ground and hit the middle of the bar, bouncing the beater gently to achieve a good tone. Echo a short pattern. Hear the difference between longer and shorter notes. Hear the difference between higher and lower pitched notes. Maintain a pulse while someone else plays a rhythm or sings a melody. Start and stop playing together. Look after the glockenspiel and treat with respect. 	<ul style="list-style-type: none"> Clap and sing back increasingly complex rhythm patterns. Improve our own rhythms and melodies and play them. Sing and play at the same time. Perform a short piece with our friends in class. Perform to an audience. Play a piece of music using staff notation with support (2 to 3 different notes on the stave) with notes labelled for support. Create simple pitch compositions using graph notation (pre cursor to stave notation). Start to comment on the interrelated dimensions of music within a piece of music with support 	<ul style="list-style-type: none"> Clap and sing back increasingly complex rhythm patterns. Improve our own rhythms and melodies and play them. Sing and play at the same time. Perform a short piece with our friends in class. Perform to an audience. Play a piece of music using staff notation with support (2 to 3 different notes on the stave) with notes labelled for support. Create simple pitch compositions using graph notation (pre cursor to stave notation). Start to comment on the interrelated dimensions of music within a piece of music with support 	<ul style="list-style-type: none"> Clap and sing back increasingly complex rhythm patterns. Sing and play at the same time. Perform a short piece with our friends in class. Perform to an audience. Play a piece of music using staff notation with support (2 to 3 different notes on the stave) with notes labelled for support. Compose a piece of music using musical notation and with support, place the notes onto the stave. Start to comment on the interrelated dimensions of music within a piece of music with less support 	<ul style="list-style-type: none"> Clap and sing back increasingly complex rhythm patterns. Sing and play at the same time. Perform a short piece with our friends in class. Perform to an audience. Play a piece of music using staff notation with increasing accuracy and confidence (2 to 3 different notes on the stave) Compose a piece of music using musical notation and with support, place the notes onto the stave. Comment on the interrelated dimensions of music within a piece of music with less support
	Vocabulary	<p>Inter-related dimensions of music: Pulse/beat, pitch, rhythm, dynamics. tempo, texture, structure, timbre.</p> <p>Melody/tune, beater, glockenspiel, note, percussion, echo.</p> <p>Notation: Crotchet, minim, semibreve, quaver crotchet rest.</p>	<p>Inter-related dimensions of music: Pulse/beat, pitch, rhythm, dynamics. tempo, texture, structure, timbre.</p> <p>Melody/tune, beater, glockenspiel, note, percussion, echo.</p> <p>Notation: Crotchet, minim, semibreve, quaver ,crotchet rest.</p>	<p>Inter-related dimensions of music: Pulse/beat, pitch, rhythm, dynamics. tempo, texture, structure, timbre.</p> <p>Melody/tune, beater, glockenspiel, note, percussion, echo, improvise, perform. ensemble</p> <p>Notation: Crotchet, minim, semibreve, quaver, crotchet rest, minim rest, stave</p>	<p>Inter-related dimensions of music: Pulse/beat, pitch, rhythm, dynamics. tempo, texture, structure, timbre.</p> <p>Melody/tune, beater, glockenspiel, note, percussion, echo, improvise, perform, ensemble</p> <p>Notation: Crotchet, minim, semibreve, quaver, r crotchet rest, minim rest, stave</p>	<p>Inter-related dimensions of music: Pulse/beat, pitch, rhythm, dynamics. tempo, texture, structure, timbre.</p> <p>Melody/tune, beater, glockenspiel, note, percussion, echo, improvise, perform, compose, ensemble</p> <p>Notation: Crotchet, minim, semibreve, quaver/semiquaver, crotchet rest, stave, staff, piano, forte, adagio, allegro.</p>

Year 6 Knowledge and Vocab Summary CYCLE A AND B COMBINED							
NC	All NC objectives covered	Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression	All NC objectives covered	All NC objectives covered	All NC objectives covered	All NC objectives covered	All NC objectives covered
Concept	<p>CYCLE A AND B Developing Ensemble Skills Social Question: How Does Music Connect Us With Our Past? Musical Spotlight: MUSICAL DIMENSIONS + ACCOMPANYING</p>	<p>CYCLE A AND B All: Christmas songs + concert Social Question: How Does Music Help Us To Celebrate? Musical Spotlight: SINGING + PERFORMING</p>	<p>CYCLE A Macbeth Songs Social Question: How Can Music Help to Tell a Story? Musical Spotlight: SINGING + COMPOSITION</p>	<p>CYCLE B Viking Saga Songs Social Question: How Can Music Help to Tell a Story? Musical Spotlight: SINGING + COMPOSITION</p>	<p>CYCLE A AND B Creative Composition Social Question: How Does Music Improve Our World? Musical Spotlight: ACCOMPANYING + COMPOSING</p>	<p>CYCLE A AND B Musical Styles Connect Us Social Question: How Does Music Teach Us About Our Community? Musical Spotlight: IMPROVISING + COMPOSING</p>	<p>CYCLE A AND B Shorter Unit- Ravi Shankar – Hindustani Music Social Question: What Can Music Teach us About Cultures? Musical Spotlight: COMPOSING WITH DRONES + RAGAS (Y6 Production SINGING + PERFORMING)</p>
Songs	You're My Best Friend Singing Swinging Star	TBC each year- Nativity/Christmas related	Sonic Battle Destiny Temptation	Loki the Joker Odin, Mighty World Creator Goblins a Go Go	Disco Fever La Bamba	Let's Rock Simple Gifts	Symphony- Finale
Assessment	Can I correctly describe music in terms of the different dimensions learnt about?	Can I perform as a group with a good level of control, diction, phrasing and expression in singing?	Can I create a composition using major and minor notes to accompany a song?	Can I create a composition using instruments and voices to represent Viking realms?	Can I accurately accompany a song using tuned percussion?	Can I compose using a stave and standard notation?	Can I compose and perform music as an ensemble using raga, tala and drones?

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Substantive Knowledge</p>	<ul style="list-style-type: none"> Know that music can be different styles including soul and swing. Tonality means whether the music is in a major or minor key. Know that minor notes sound ominous/sad/darker and major notes sound happier/jolly/positive Time signature means how many beats are in a bar E.G 4/4 Know that the structure of a song means how it is put together. Know that the timbre means the quality of a musical note- how an instrument sounds such as brassy, round, sharp, buzzy, shrill. Know that the texture of a song is how thick or thin it sounds with layers of vocals and instruments. Know that articulation means how smooth (legato) or spiky (staccato) a song sounds. Know names for music notes, how they look and how many beats (crotchet 1, minim 2, quaver ½, semibreve 4) names for music notes, how they look and how many beats (crotchet 1, minim 2, semi quaver ½ + ½, semibreve 4) Know the rests and how long they last for- crotchet rest = 1, minim rest = 2. Know that we write music down as notes on the stave and know that FACE means the notes between the lines and EGBDF means the notes on the lines. 	<ul style="list-style-type: none"> Know that to sing well, we need to warm voices and bodies up and have good posture (stand tall, relaxed arms, chin up, feet hip width apart) Know that to sing from memory, we have to practise a lot. Know that different religions and cultures use music and singing to celebrate (link to RE) Know that a solo means singing alone and an ensemble means in a group. 	<ul style="list-style-type: none"> Know that music can be different styles including march, rap, pop, chant and blues. Know that when different notes combine at the same time, we get harmony which sounds nice. Know that melody means the tune. Know that piano means quiet, forte means loud and crescendo means building up volume and that these are all part of dynamics. Know that adagio means slowly and allegro means quickly and these refer to tempo. Tonality means whether the music is in a major or minor key. Know that minor notes sound ominous/sad/darker and major notes sound happier/jolly/positive Know that scat means vocal improvisation (doo-be-do, ba-du-wa) - Know that body percussion is made using hands, feet, mouth to create percussive sounds. 	<ul style="list-style-type: none"> Know that music can be different styles including jazz. Know that syncopation means emphasising the down beat or the 'off beat' and that makes it sound jazzy/groovy. Know that tempo, pitch and dynamic shifts can occur within a song. Know that melody means the tune. -Know that piano means quiet, forte means loud and crescendo means building up volume and that these are all part of dynamics. Know that adagio means slowly and allegro means quickly and these refer to tempo. Know that a coda means the passage of music that brings the music to an end. Know the names of a variety of instruments including: flute, whistle, cow bell, horns, violins, jazz organ, saxophone, woodblocks and that they create different sounds for different styles of songs. 	<ul style="list-style-type: none"> -Know that music can be different styles including disco and rock n roll. Know that melody means the tune. Know that the timbre means the quality of a musical note- how an instrument sounds such as brassy, round, sharp, buzzy, shrill. Know that the texture of a song is how thick or thin it sounds with layers of vocals and instruments. Know that articulation means how smooth (legato) or spiky (staccato) a song sounds. Know that the structure means how a song is put together. Know names for music notes, how they look and how many beats (crotchet 1, minim 2, quaver ½, semibreve 4) Know the rests and how long they last for- crotchet rest = 1, minim rest = 2. Know that we write music down as notes on the stave and know that FACE means the notes between the lines and EGBDF means the notes on the lines. Read music on the stave with up to 4 notes. 	<ul style="list-style-type: none"> -Know that music can be different styles including folk and rock Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Know names for music notes, how they look and how many beats (crotchet 1, minim 2, quaver ½, semibreve 4) Know the rests and how long they last for- crotchet rest = 1, minim rest = 2. Know that we write music down as notes on the stave and know that FACE means the notes between the lines and EGBDF means the notes on the lines. Read music on the stave with up to at least 4 notes. Know that articulation means how smooth (legato) or spiky (staccato) a song sounds. -Know that piano means quiet/soft and very quiet is pianissimo Know that the structure means how a song is put together. 	<ul style="list-style-type: none"> Know an orchestra is made up of woodwind, string, brass and percussion sections. Ravi Shankar was a legendary sitar player in India and across the world. Ravi Shankar was the first to combine traditional Hindustani music of the sitar with a classical Western Orchestra. That Ravi Shankar's composition is made up of ragas (melody), tala (rhythm) and drones (continuous note) Know that a coda means the passage of music that brings the music to an end. Know that the texture of a song is how thick or thin it sounds with layers of vocals and instruments. Know that articulation means how smooth (legato) or spiky (staccato) a song sounds. Tonality means whether the music is in a major or minor key. Know that the timbre means the quality of a musical note- how an instrument sounds such as brassy, round, sharp, buzzy, shrill. Know that a sitar has a buzzy, springy, high-pitched timbre.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Disciplinary Knowledge (Skills)</p>	<ul style="list-style-type: none"> Internalise the pulse and clap back more complex rhythms accurately. Use correct vocabulary to describe the interrelated dimensions of music Listen with good attention to detail to a variety of music and make some links with previous listening. Use the standard musical notation to indicate how many beats to play. Recognise the notes EGBDF and FACE on the musical stave. Use and understand simple time signatures Show a good level of control, diction, phrasing and expression in singing. Maintain a more complex part within an ensemble. Play a tuned instrument with accuracy. 	<ul style="list-style-type: none"> Demonstrate good singing posture. Warm up voice and body according to instructions given. Use voices to copy back melodic lyrics. Starting and stopping at the same time in a group. Explain why and how the songs we are learning celebrate the birth of Jesus and why they are important to Christians. Show a good level of control, diction, phrasing and expression in singing Perform to an audience (parents and carers) Sing or play from memory with confidence. Perform solos or as part of an ensemble Maintain a more complex part within an ensemble Take the lead in a performance and provide suggestions to others 	<ul style="list-style-type: none"> Demonstrate good singing posture. Warm up voice and body according to instructions given. Singing in unison, moving mainly by steps. Using major and minor notes, compose a dark piece of music for the 'Weird Sisters' and perform. Understand and use the # (sharp) and b (flat) symbols. Improvise own scats with voices Use audio editing software (Audacity or GarageBand) to record scats with voices then explore ways of combining and changing the sounds by adding delay or echo effects. Use body percussion to accompany a song. Identify a range of instruments within songs. Use correct vocabulary to describe the interrelated dimensions of music 	<ul style="list-style-type: none"> Demonstrate good singing posture. Warm up voice and body according to instructions given. Use correct vocabulary to describe the interrelated dimensions of music Singing in unison using strong and quiet voices, varied voice-qualities; up and down; chanting word-echoes and word rhythms. Identify a range of instruments within songs. Demonstrate an understanding of syncopation clicking/playing/singing on the off-beat. Choose instruments and voice effects to compose music to evoke some of the different Viking realms and perform with the song. Use body percussion to accompany a song. Use audio editing software (Audacity or GarageBand) to record, combining and changing sounds. 	<ul style="list-style-type: none"> Internalise the pulse and clap back more complex rhythms accurately. Use correct vocabulary to describe the interrelated dimensions of music Listen with good attention to detail to a variety of music and make some links with previous listening. Use the standard musical notation to indicate how many beats to play. Recognise the notes EGBDF and FACE on the musical stave. Use and understand simple time signatures. Read and create notes on the musical stave to compose. Sing or play from memory with confidence. Show a good level of control, diction, phrasing and expression in singing. Play a tuned instrument with accuracy 	<ul style="list-style-type: none"> Internalise the pulse and clap back more complex rhythms accurately. Use correct vocabulary to describe the interrelated dimensions of music. Listen with good attention to detail to a variety of music and make some links with previous listening. Use the standard musical notation to indicate how many beats to play. Recognise the notes EGBDF and FACE on the musical stave. Read and create notes on the musical stave to compose. Use and understand simple time signatures. Sing or play from memory with confidence. Show a good level of control, diction, phrasing and expression in singing. Play a tuned instrument with accuracy. 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Use correct vocabulary to describe the interrelated dimensions 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. Develop an understanding of the history of music. Improvise and compose music for a range of purposes using the interrelated dimensions of music (pitch, rhythm, dynamics, tempo, texture...) Use knowledge of raga, tala and drone to compose own group piece and perform.

Vocabulary	<p>Inter-related dimensions of music: Pulse/beat, pitch, rhythm, dynamics. tempo, texture, structure, timbre.</p> <p>Melody/tune, beater, glockenspiel, note, percussion, improvise, perform, ensemble, articulation, time signature, Crotchet, minim, semibreve, quaver/semiquaver, crotchet rest, minim rest, stave</p> <p>Musical style vocabulary: Soul, swing.</p>	<p>Interrelated dimensions of music: Pulse/beat, pitch, rhythm, dynamics. tempo, texture, structure, timbre.</p> <p>Plus: Melody, verse, chorus, posture, perform, note, solo, ensemble, accompany, harmony, time signature.</p> <p>Musical style vocabulary: Contemporary, hymn, traditional</p>	<p>Inter-related dimensions of music: Pulse/beat, pitch, rhythm, dynamics. tempo, texture, structure, timbre.</p> <p>Plus: Melody/tune, note, percussion, echo, improvise, perform, compose, ensemble, scat, major, minor. Piano, forte, adagio, allegro, crescendo.</p> <p>Musical style vocabulary: March, rap, pop, chant, blues.</p>	<p>Inter-related dimensions of music: Pulse/beat, pitch, rhythm, dynamics. tempo, texture, structure, timbre.</p> <p>Plus: Melody/tune, note, percussion, echo, improvise, perform, compose, ensemble, coda. Piano, forte, adagio, allegro, crescendo.</p> <p>Musical style vocabulary: Chant, jazz, blues.</p>	<p>Inter-related dimensions of music: Pulse/beat, pitch, rhythm, dynamics. tempo, texture, structure, timbre.</p> <p>Melody/tune, beater, glockenspiel, note, percussion, echo, improvise, perform, ensemble, articulation, time signature, Crotchet, minim, semibreve, quaver, crotchet rest, stave, staff, staccato, legato, major, minor, tonality, synthesiser, forte, piano, mezzopiano, mezzoforte</p> <p>Musical style vocabulary: Disco, rock n roll.</p>	<p>Inter-related dimensions of music: Pulse/beat, pitch, rhythm, dynamics. tempo, texture, structure, timbre.</p> <p>Melody/tune, beater, glockenspiel, note, percussion, echo, improvise, perform, ensemble, articulation, time signature Crotchet, minim, semibreve, quaver/semiquaver, crotchet rest, stave, staff, staccato, legato, major, minor, tonality, forte, piano, mezzopiano, mezzoforte</p> <p>Musical style vocabulary: Rock, folk.</p>	<p>Inter-related dimensions of music: pulse, rhythm, timbre, pitch, dynamics, tempo, texture, structure,</p> <p>melody, compose, improvise, drone, raga, tala, scale, sitar, orchestra, Western, Hindustani, woodwind, brass, strings, percussion, Ravi Shankar, traditional. maestro, influence, major, minor, coda, tuned, untuned.</p> <p>Musical style vocabulary: Orchestral, Hindustani Classical</p>

Progression of Skills

	EYFS (Milestone 1)	KS1 (Milestone 2)	LKS2 (Milestone 3)	UKS2 (Milestone 4)
Listen & Appraise	<ul style="list-style-type: none"> Listen attentively to music from different styles, traditions and times. Begin to express feelings and responses to music through words, actions and movement. Hear and join in with the pulse (steady beat). Clap back simple rhythms (pattern of long and short sounds). Begin to recognise some obvious instruments that they can hear in the music from given choices. Differentiate between fast and slow and loud and quiet when listening to music. 	<ul style="list-style-type: none"> Listen with concentration to music from different styles, traditions and times. Explain what they like or dislike about a piece of music and start to say why Hear and join in with the pulse (steady beat). Clap back rhythms (pattern of long and short sounds). Recognise changes in dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Recognise some obvious instruments that they can hear in the music. Start to hear teachers use the language of music – pitch, pulse, tempo, dynamics and start to understand what these mean. Have a basic understanding of how a song is put together by a verse and chorus. 	<ul style="list-style-type: none"> Listen with increasing attention to detail to a variety of music from different styles, traditions and times. Learn where on a timeline the style of music that they are learning about is positioned. Express feelings about a piece of music, beginning to justify with reasons. Know the difference between pulse (steady beat) and rhythm (pattern of long and short sounds). Internalise the pulse and clap back more complex rhythms with increasing accuracy. Begin to use the correct vocabulary to describe the interrelated dimensions of music –pitch, dynamics, tempo, texture and structure. Recognise a wider range of instruments that they can hear in the music and start to categorise as woodwind, brass, strings, percussion Have a developing understanding of how a song is put together (structure): intro, verse, chorus, and instrumental. 	<ul style="list-style-type: none"> Listen with good attention to detail to a variety of music from different styles, traditions and times and make some links with previous listening. Place on a timeline the style of music that they are learning about with some reference to prior knowledge. Express feelings about a piece of music, justifying with reasons. Internalise the pulse and clap back more complex rhythms accurately. Use correct vocabulary to describe the interrelated dimensions of music—pulse, rhythm, timbre, pitch, dynamics, tempo, texture, structure. Show an increasing understanding of a wider range of musical vocabulary: ostinato (repeated pattern of notes), melody (tune), harmony (playing or singing more than one note at the same time), forte (loud) and piano (quiet), allegro (fast) and adagio (slow) Identify a wide range instruments they can hear in the music, more confidently categorising into woodwind, brass, strings, percussion, and discuss the reason why the composer has chosen to use these instruments. Have a secure understanding of how a song is put together: (structure): intro, verse, chorus, pre-chorus and instrumental solo & bridge.
Improvise and Compose (singing and with instruments)	<ul style="list-style-type: none"> Investigate the different sounds that can be made with tuned and untuned instruments as well as ‘non-instruments’ (such as wooden spoons, pans, sticks on a fence etc). Experiment with making high and low, loud and quiet, fast and slow sounds with voices and instruments and with quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc Choose sounds to represent different things such as sounds of the sea, thunder etc. 	<ul style="list-style-type: none"> Create sequences of long and short sounds (rhythmic patterns) in different ways – e.g hitting, blowing, clapping, plucking Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Start to compose with two or three notes 	<ul style="list-style-type: none"> Improvise (including call and response) using 1 or 2 notes Compose and perform melodic songs using up to five notes. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Choose, order, combine and control sounds to create an effect. Use digital technologies where appropriate to compose pieces of music. 	<ul style="list-style-type: none"> Improvise using 5 notes of the pentatonic scale Compose and perform melodies using five or more notes. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect.

<p>Perform (singing and with instruments)</p>	<ul style="list-style-type: none"> ○ Take part in singing activities, singing a repertoire of chants and 2 and 3 tone songs from memory. ○ Follow instructions on when to sing or to play an instrument ○ Begin to find singing voice, both on own and with others. 	<ul style="list-style-type: none"> ○ Take part in singing, accurately following the melody. ○ Follow instructions on how and when to sing or play an instrument. ○ Make and control long and short sounds, using voice and instruments. ○ Imitate changes in pitch. 	<ul style="list-style-type: none"> ○ Begin to sing or play music with confidence, control and awareness of others. ○ Begin to show more diction, phrasing and expression in singing ○ Play notes on a tuned instrument with care so that they are clear. ○ Maintain a simple part within a group. 	<ul style="list-style-type: none"> ○ Sing or play from memory with confidence. ○ Show a good level of control, diction, phrasing and expression in singing ○ Play a wider range of tuned instruments and more complex instrumental parts with skill and control. ○ Perform solos or as part of an ensemble ○ Maintain a more complex part within an ensemble (e.g. sing in a round, use harmony or accompany with a repeated ostinato) ○ Take the lead in a performance and provide suggestions to others
<p>Notation</p>		<ul style="list-style-type: none"> ○ Start to use suggested non-standard symbols to represent a composition (e.g a picture of a foot stomp or hand clap or a star to represent a stomp and a dot to represent a clap) 	<ul style="list-style-type: none"> ○ Devise non-standard symbols to indicate when to play and rest ○ Use rhythm grids with crotchets and semi quavers. ○ Begin to recognise the symbols for a minim, semi quavers, crotchet and semibreve and learn how many beats they represent. 	<ul style="list-style-type: none"> ○ Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. ○ Recognise the notes EGBDF and FACE on the musical stave. ○ Read and create notes on the musical stave. ○ Understand and use the # (sharp) and b (flat) symbols. ○ Use and understand simple time signatures