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Creating sound	Listening and evaluating	Notation	Composing and improvising	Performing

Music	Autumn	Spring	Summer
EYFS	**Music and Movement:** Cross curricular with PE. Music in the environment for CP. **Knowledge:** - Know that the beat is the steady pulse of the song. - Recognise that music is 'fast' or 'slow'. - Understand that we can match our body movements to the speed (tempo) or pulse (beat) or music. **Skills:** Listening and evaluating ● Listening appropriately to someone leading a short music phrase, song or rhyme. ● Exploring spontaneous movement with different parts of their bodies in response to music. ● Expressing different spontaneous emotional reactions to music. Creating sound ● Using both speaking and singing voices. **Instruments:** Instruments in the environment such as percussion instruments.	**Exploring Sound - Kapow** **Knowledge:** - Understand how to listen carefully and talk about what I hear. - Know that sounds can be copied by my voice, body percussion and instruments. - Understand that instruments can be played loudly or softly. **Skills:** Listening and evaluating ● Listening appropriately. ● Exploring spontaneous movement in response to music. ● Expressing different emotional reactions to music. Creating sound ● Identifying and imitating sounds. ● Using both speaking and singing voices. ● Sing to the pulse of a song. ● Exploring vowel sounds through call and response activities. ● Exploring different ways of making sound. ● Exploring different ways of holding a range of instruments. ● Finding a comfortable static position when playing instruments or singing. ● Developing an awareness of high and low. ● Experimenting with creating sounds with instruments, body percussion and voices. **Key vocab:** Voice, sound, whisper, speaking, high, low, higher, lower, body sounds, sound, rhythm, beat, stomp, instrumental sounds, tempo, fast, slow, drum, triangle, shaker, tambourine, creaking, whoosh, whistling, rustling, pitch, silence, loud, quiet, soft, **Instruments:** Voice, body percussion, untuned percussion.	**Transport - Kapow** **Knowledge:** - Recognise that voices and instruments can imitate sounds from the world around us. - Know that the beat is the steady pulse of a song. - Recognise music that is 'fast' or 'slow'. **Skills:** Listening and evaluation ● Listening appropriately. ● Exploring spontaneous movement with different parts of their body in response to music. ● Consider whether background music and sound effects can enhance storytelling. Creating sound ● Sing short rhythmic rhymes and songs. ● Using both speaking and singing voices. ● Begin to sing to the pulse. ● Explore vowel sounds through call and response. ● Explore different ways of holding instruments. ● Starting to show a preference for a dominant hand when playing instruments. ● Finding a comfortable position when playing an instrument. ● Exploring and imitating sounds. ● Experimenting with sounds in different ways. Performing ● Beginning to say what they liked about others' performances. ● Facing the audience when performing. ● Express feelings around performance. ● Perform actively as part of a group. ● Demonstrate being a good audience. **Key vocab:** Car, boat, train, fast, slow, speed, cruise, rowing, water, beat, symbols, slower, stopping, journey, score, faster. **Instruments:**

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			Voice, percussion instruments.
	Celebration Songs - Nativity: **Knowledge:** - Know that there are special songs we can sing to celebrate events. - Understand that my voice can match an action in a song. - Recognise that different sounds can be long or short. **Skills:** Listening and evaluating ● Listen appropriately to someone leading a short musical phrase, song or rhyme. Creating sound ● Pitch match a tone sung by another person. ● Remember and sing entire songs. ● Sing the melodical shape of familiar songs. ● Sing in a group, increasingly matching the pitch and following the melody. Performing ● Perform in a group. ● Face the audience when performing. **Key vocab:** Song, sing, Lyrics, music , instrument, family, strings, wind, brass, percussion, names of common instruments. **Instruments:** Voice.	**Musical Stories - Kapow** **Knowledge:** - Understand that a piece of music can tell a story with sounds. - Know that different instruments can sound like a particular character. - Understand what 'high' and 'low' notes are. **Skills:** Listening and evaluating ● Listen appropriately. ● Exploring spontaneous movement in response to music. ● Expressing different spontaneous emotional reactions to music. Creating sound ● Identifying and imitating sounds. ● Singing short, rhythmic rhymes and songs. ● Exploring ways of making sound with everyday objects. ● Explore different ways of holding instruments. ● Starting to show a preference for a dominant hand. ● Using instruments expressively to make music. ● Finding a comfortable position when playing instruments or singing. ● Exploring and imitating sounds. ● Experimenting with creating sounds with instruments, body percussion and voice. ● Selecting sounds that make them feel a certain way or remind them of something. ● Playing sounds at the relevant point in a storytelling. Performing ● Facing the audience when performing. ● Spontaneously expressing feelings around performing. ● Demonstrating being a good audience. **Key vocab:** Classical music, dynamic, loud, quiet, musical story, lyrics, melody, character, song, lyrics, tempo, fast, slow, high, low, compose, instrument, percussion, **Instruments:** Voice, body percussion, untuned percussion.	**The Big Band - Kapow** **Knowledge:** - Know the orchestra is a big group of people playing a wide variety of instruments together. - Know that music often has more than one instrument being played at a time. - Understand that performing means playing a finished piece for an audience. **Skills:** Listening and evaluating ● Listen appropriately. ● Exploring spontaneous movement with different parts of their body in response to music. ● Consider whether background music and sound effects can enhance storytelling. Creating sound ● Sing short rhythmic rhymes and songs. ● Using both speaking and singing voices. ● Begin to sing to the pulse. ● Explore vowel sounds through call and response. ● Explore different ways of holding instruments. ● Starting to show a preference for a dominant hand when playing instruments. ● Finding a comfortable position when playing an instrument. ● Exploring and imitating sounds. ● Experimenting with sounds in different ways. Performing ● Beginning to say what they liked about others' performances. ● Facing the audience when performing. ● Express feelings around performance. ● Perform actively as part of a group. ● Demonstrate being a good audience. **Key vocab:** Music, musical instrument, band, sound, shake, tap, band, strum, jingle, pitch, orchestra, sound ,tempo, dynamic, beat, conductor, percussion, rhythm, rhythm, strings, brass, percussion, conductor, wind, strings. **Instruments:** Tuned instruments, untuned instruments.

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<table>
<tr><td></td><td colspan="3">Development Matters - Expressive Art and Design - Within continuous provision <u>3-4</u>
● Listen with increased attention to sounds - exploring instruments in the environment, what sound does it make, match the sound etc
● Listen carefully to rhymes and songs, paying attention to how they sound.
● Respond to what they have heard, expressing their thoughts and feelings - music playing in the outdoor environment for children to dance and sing along to.
● Learn rhymes, poems and songs - Funky Feet book songs. Nursery rhymes, songs, counting songs and poems are planned on a weekly basis.
● Remember and sing entire songs - Daily songs/nursery rhymes are revisited and planned weekly. Sing a large repertoire of songs linked to topics and key texts, e.g when Goldilocks went to the house of the bears, old macdonald, the ants went marching etc, counting songs, action songs.
● Sing the pitch of a tone sung by another person ('pitch match') - Daily singing
● Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs - daily singing
● Create their own songs or improvise a song around one they know.
● Play instruments with increasing control to express their feelings and ideas. - They use untuned percussion instruments such as tambourines, triangle, cymbals, shakers, woodblocks and tunes instruments such as boomwhackers - outside independent learning using a variety of instruments in continuous provision outside in music area
<u>Reception</u>
● Listen attentively, move to and talk about music, expressing their feelings and responses.
● Sing in a group or on their own, increasingly matching the pitch and following the melody.
● Explore and engage in music making and dance, performing solo or in groups.</td></tr>
<tr><td>Yr 1</td><td><u>Keeping pulse - Kapow</u>

Knowledge:
- Know that notation is read from left to right.
- Know that pictorial representations of rhythm show sounds and rests.

Skills:
Listening and evaluating:
● Listening with concentration to short pieces of music or excerpts from longer pieces of music.
● Engaging with and responding to longer pieces of music.
● Beginning to move in time with the beat of the music.
● Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do-re-mi).
● Recognising and naming the following instruments: up to three instruments.
● Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.
Creating sound:
● Singing simple songs, chants and rhymes from memory.
● Competently singing songs with a very small pitch range.
● Practising singing songs with a wider pitch range which is gradually getting higher or lower.</td><td><u>Dynamics - Kapow</u>

Knowledge:
- Know that sections of music can be described as loud, quiet or silent and the meaning of these terms.
- Know that notation is read from left to right.

Skills:
Listening and evaluating
● Listening with concentration to short pieces of music or excerpts from longer pieces of music.
● Engaging with and responding to longer pieces of music.
● Coordinating the speed of their movements to match the speed of the music (not the beat).
● Beginning to articulate how a piece of music affects them.
● Identifying some common instruments when listening to music.
● Relating sounds in music to real-world experiences.
● Talking about the tempo of music using the vocabulary fast and slow.
● Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.
● Talking about the pitch of music, using the vocabulary high and low.
● Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.
● Stating what they enjoyed about their peers' performances.</td><td><u>Pitch - Kapow</u>

Knowledge:
- Know that sounds within music can be described as high or low sounds and the meaning of these terms.
- Know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.

Skills:
Listening and evaluating
● Listening with concentration to short pieces of music or excerpts from longer pieces of music.
● Engaging with and responding to longer pieces of music.
● Coordinating the speed of their movements to match the speed of the music (not the beat).
● Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy).
● Recognising simple patterns and repetition in pitch (e.g. do-re-mi).
● Talking about the tempo of music using the vocabulary fast and slow.
● Talking about the pitch of music, using the vocabulary high and low.
● Stating what they enjoyed about their peers' performances.
Creating sound
● Using instruments imaginatively to create soundscapes which convey a sense of place.</td></tr>
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	● Exploring changing their singing voice in different ways. ● Breathing at appropriate times when singing. Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. ● Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation: ● Reading different types of notation by moving eyes from left to right as sound occurs. ● Using pictorial representations to stay in time with the pulse when singing or playing. ● Confidently reading simple rhythmic patterns comprising of one beat sounds and one beat rests. ● Improvising simple question and answer phrases, using untuned percussion or voices. Performing: ● Starting to maintain a steady beat throughout short performances. ● Keeping instruments still until their part in the performance. ● Performing actively as part of a group; keeping in time with the beat. ● Showing awareness of the leader, particularly when starting or ending a piece. **Key vocab:** Pulse, singing voice, speaking voice, thinking voice **Instruments:** Voice	● Appreciating music from a wide variety of cultures and historical periods. ● Recognising and naming the following instruments: up to three instruments. Creating sound ● Developing an awareness of how sound is affected by the way an instrument is held. ● Using instruments imaginatively to create soundscapes which convey a sense of place. ● Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. ● Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation ● Reading different types of notation by moving eyes from left to right as sound occurs. Composing and improvising ● Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. ● Experimenting with creating different sounds using a single instrument. ● Experimenting with creating loud, soft, high and low sounds. ● Selecting objects and/or instruments to create sounds to represent a given idea or character. Performing ● Offering positive feedback on others' performances. ● Showing awareness of the leader, particularly when starting or ending a piece. **Key vocab:** Dynamics, instrument, seaside, soundscape, symbol, volume **Instruments:** Voice	● Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. ● Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation ● Reading different types of notation and understanding they are read by moving eyes from left to right as sound occurs. ● Recognising pitch patterns using dots. Composing and improvising ● Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. ● Experimenting with creating different sounds using a single instrument. ● Experimenting with creating loud, soft, high and low sounds. ● Selecting objects and/or instruments to create sounds to represent a given idea or character. ● Playing and combining sounds under the direction of a leader (the teacher). Performing ● Offering positive feedback on others' performances. ● Keeping instruments still until their part in the performance. ● Showing awareness of the leader, particularly when starting or ending a piece. **Key vocab:** High, low, pattern, performance, pitch, tempo. **Instruments:** Glockenspiels, voice.
	Tempo - Kapow **Knowledge:** - That sound can help tell a story. - That an instrument or voice can be played at different speeds. - That pulse can be fast and slow. **Skills:** Listening and evaluating: ● Recognising basic tempo changes.	**Sound Patterns - Kapow** **Knowledge:** - Know that sections of music can be described as loud, quiet or silent and the meaning of these terms. **Skills:** Listening and evaluating ● Listening with concentration. ● Engaging with and responding to longer pieces of music.	**Musical Symbols - Kapow** **Knowledge:** - Know that notation is read from left to right. **Skills:** Listening and evaluating ● Listening with concentration to short pieces of music or excerpts from longer pieces of music. ● Engaging with and responding to longer pieces of music.

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	• Describing the character, mood, or 'story' of music they listen to (verbally or through movement). • Describing the differences between two pieces of music. • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. Creating sound: • Combining instrumental and vocal sounds within a given structure. • Beginning to make improvements to their work as suggested by the teacher. • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Responding to simple musical instructions such as tempo changes. Performing: • Competently singing songs with a very small pitch range (two notes that are different but close together). **Key vocab:** Beat, fast, singing voice, slow, speaking voice, warm up **Instrument** Voice	• Beginning to articulate how a piece of music affects them. • Identifying some common instruments when listening to music. • Relating sounds in music to real-world experiences. • Recognising simple patterns and repetition in rhythm. • Stating what they enjoyed about their peers' performances. Creating sound • Developing an awareness of how dynamics are affected by the force with which an instrument is played. • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye coordination to play/hold instruments using both hands. • Starting to understand how to produce different sounds on pitched instruments. • Maintaining a comfortable position when sitting or standing to sing and play instruments. Composing and improvising • Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Selecting objects and/or instruments to create sounds to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher). Performing • Offering positive feedback on others' performances. Keeping instruments still until their part in the performance. **Key vocab:** Character, voice, sound pattern. **Instrument**	• Coordinating the speed of their movements to match the speed of the music (not the beat). • Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). • Identifying some common instruments when listening to music. • Relating sounds in music to real-world experiences (e.g. "it sounds like squelching mud"). • Talking about the tempo of music using the vocabulary fast and slow. • Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. • Talking about the pitch of music, using the vocabulary high and low. • Stating what they enjoyed about their peers' performances. • Recognising and naming the following instruments: up to three instruments. Creating sound • Developing an awareness of how sound is affected by the way an instrument is held. • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye coordination to play/hold instruments using both hands. • Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation • Reading different types of notation by moving eyes from left to right as sound occurs. Composing and improvising • Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. • Experimenting with creating different sounds using a single instrument. • Experimenting with creating loud, soft, high and low sounds. • Selecting objects and/or instruments to create sounds to represent a given idea or character. Performing • Offering positive feedback on others' performances. Showing awareness of the leader, particularly when starting or ending a piece. **Key vocab:** Dynamic, pitch, rest, sound pattern, tempo.

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			Instrument Body percussion, tuned percussion, voice.
Yr 2	**Call and Response - Kapow** **Knowledge:** - Know that dynamics can change the effect a sound has on the audience. **Skills:** Listening and evaluating ● Listening with concentration to short pieces of music or excerpts from longer pieces of music. ● Engaging with and responding to longer pieces of music. ● Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. ● Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). ● Stating what they enjoyed about their peers' performances. ● Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. ● Recognising and naming the following instruments. Creating sound ● Breathing at appropriate times when singing. Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. ● Singing part of a given song in their head (using their 'thinking voice'). ● Developing an awareness of how dynamics are affected by the force with which an instrument is played. ● Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. ● Maintaining a comfortable position when sitting or standing to sing and play instruments. Improvising and composing ● Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. ● Improvising simple question and answer phrases, using untuned percussion or voices.	**Singing - Kapow** **Knowledge:** - Know that sections of music can be described as fast or slow and the meaning of these terms. - Know that sections of music can be described as loud, quiet or silent and the meaning of these terms. - Know that sounds within music can be described as high or low sounds and the meaning of these terms. - Know that notation is read from left to right. **Skills:** Listening and evaluating ● Listening with concentration to short pieces of music or excerpts from longer pieces of music. ● Engaging with and responding to longer pieces of music. ● Confidently moving in time with the beat of the music when modelled. ● Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. ● Identifying some common instruments when listening to music. ● Talking about the tempo of music using the vocabulary fast and slow. ● Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. ● Talking about the pitch of music, using the vocabulary high and low. ● Stating what they enjoyed about their peers' performances. ● Appreciating music from a wide variety of cultures and historical periods. Creating Sound ● Singing simple songs, chants and rhymes from memory. ● Practising singing songs with a wider pitch range (e.g pentatonic melodies) which is gradually getting higher or lower. ● Breathing at appropriate times when singing. ● Singing part of a given song in their head (using their "thinking voice"). ● Using instruments imaginatively to create soundscapes which convey a sense of place.	**Structure - Kapow** **Knowledge:** - Know that pictorial representations of rhythm show sounds and rests. **Skills:** Listening and evaluating ● Listening with concentration to short pieces of music or excerpts from longer pieces of music. ● Engaging with and responding to longer pieces of music. ● Confidently moving in time with the beat of the music when modelled. ● Beginning to keep movements to the beat of different speeds of music. ● Beginning to explain why the music is having a certain effect on them: this could be related to the music or related to a personal experience. ● Identifying some common instruments when listening to music. ● Stating what they enjoyed about their peers' performances. Creating sound ● Using instruments imaginatively to create soundscapes which convey a sense of place. ● Using bilateral and hand-eye coordination to play/hold instruments using both hands. ● Starting to understand how to produce different sounds on tuned instruments. ● Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation ● Reading different types of notation by moving eyes from left to right as sound occurs. ● Using pictorial representations to stay in time with the pulse when singing or playing. Composing and improvising ● Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. ● Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. ● Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.

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	• Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Performing • Offering positive feedback on others' performances. • Starting to maintain a steady beat throughout short singing performances. • Standing or sitting appropriately when performing or waiting to perform. • Performing actively as a group, clearly keeping in time with the beat. **Key vocab:** Call and response, dynamics, sound pattern. **Instruments:** Voice, percussion.	• Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation • Reading different types of notation are read by moving eyes from left to right as sound occurs. Composing • Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Performing • Offering positive feedback on others' performances. • Standing or sitting appropriately when performing or waiting to perform. • Beginning to acknowledge their own feelings around performance. • Following a leader to start and end a piece appropriately. **Key vocab:** Composer,composition, dynamics, inspiration, pitch, tempo, phrase, **Instruments:** Voice	Performing • Offering positive feedback on others' performances. • Starting to maintain a steady beat throughout short performances. • Standing or sitting appropriately when performing or waiting to perform. • Following a leader to start and end a piece appropriately. **Key vocab:** one-beat notes,,composition, paired half-beat notes, legend, myth, notation, pulse, rest, rhythm, structure, tempo, thinking voice. **Instruments:** Tuned and untuned percussion
	Instruments - Kapow (and Nativity songs). **Knowledge:** - Know that sections of music can be described as fast or slow and the meaning of these terms. - Know that sections of music can be described as loud, quiet or silent and the meaning of these terms. **Skills:** Listening and evaluating • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.	**ICT unit** **Knowledge:** - Know how music makes us feel. - Understand patterns and rhythms. - Understand how music can be used. - Understand notes and tempo. **Skills:** Listening and evaluating • Identify differences in pieces of music. • Listen with concentration to a range of music. • Discuss and describe how music makes us feel. Using emotive language. • Explain that music is created by humans. Creating sound • Create a rhythm pattern. • Play an instrument following a rhythm pattern. • Connect images with sounds.	**Pitch - Kapow** **Knowledge:** - Know that Notation is read from left to right. - Know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. - Know that sounds within music can be described as high or low sounds and the meaning of these terms. **Skills:** Listening and evaluating • Recognising simple patterns and repetition in pitch (e.g. do-re-mi). • Talking about the pitch of music, using the vocabulary high and low. • Stating what they enjoyed about their peers' performances. Creating sound

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	• Identifying some common instruments when listening to music. • Relating sounds in music to real-world experiences (e.g. It sounds like squelching mud'). • Talking about the tempo of music using the vocabulary fast and slow. • Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. • Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. • Stating what they enjoyed about their peers' performances. Creating sound • Developing an awareness of how dynamics are affected by the force with which an instrument is played. • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. • Starting to understand how to produce different sounds on pitched instruments. • Maintaining a comfortable position when sitting or standing to sing and play instruments. Composing • Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. • Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Performing • Beginning to acknowledge their own feelings around performance. • Offering positive feedback on others' performances and beginning to notice areas for improvement in their own pieces. **Key vocab:** Dynamics, encore, instrumental sound, sound effect, tempo.	• Use a computer to experiment with pitch and duration. • Relate ideas to a piece of music. • Identify that music is a sequence of notes. • Use a computer to create a musical pattern using three notes. • Refine my musical pattern on a computer. **Key vocab:** Music, planets, Mars, Venus, war, peace, quiet, loud, feelings, emotions, pattern, rhythm, pulse, Neptune, pitch, tempo, rhythm, notes, instrument, tempo, create, emotion, pitch, pulse/beat, tempo, instrument, rhythm, notes **Instruments** Digital - ipads/laptops	• Singing simple songs, chants and rhymes from memory. • Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). • Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. • Breathing at appropriate times when singing. • Singing part of a given song in their head (using their 'thinking voice'). • Developing an awareness of how sound is affected by the way an instrument is held. • Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. • Starting to understand how to produce different sounds on pitched instruments. • Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation • Reading different types of notation by moving eyes from left to right as sound occurs. • Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches). Performing • Offering positive feedback on others' performances. • Beginning to acknowledge their own feelings around performance. • Standing or sitting appropriately when performing or waiting to perform. **Key vocab:** call and response, improvisation, jazz, motif, off-beat, pitch, Ragtime, rhythm, scat singing, straight quaver, strung, quaver, swing music, swung rhythm, syncopated rhythm, syncopation, traditional jazz, tune **Instrument** Tuned percussion

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	Instrument Percussion		
Yr 3	**Recorder - Sing up** **Sing up musical focus:** - Holding the recorder correctly (focus on left-hand position), making a good sound, learning to control the breath, using the sound 'doo' to start each note. - Learning to play B A and G, to feel, blow, and recognise a semibreve, minim, crotchet, rests and paired quavers. - Playing as part of an ensemble, active listening skills, improvisation with familiar notes and durations, learning about the family of recorders, understanding - Celtic/medieval musical styles, understanding how music can create pictures. **Knowledge:** - Know the instruments in the recorder family. - Know how to hold the recorder properly. - Know how to blow through the recorder to make a sound. - Understand articulation and how it affects music being played. - Know how to read notes on the stave. - Know how to place fingers for different notes. **Skills:** Listening and evaluating ● Listening and discussing the sound of instruments in the recorder family. Creating sound ● Hold the recorder properly. ● Blow through the recorder to create a good sound. ● Playing notes on the recorder correctly and in time with peers. ● Using articulation, breath control and airflow. Performing ● Play recorder pieces in parts as an ensemble. ● Play along with backing tracks to produce a performance. Notation ● Learn notes on the staff as each recorder note is learned. ● Read from left to right.	**Pentatonic melodies and composition - Kapow** **Knowledge:** - Know that that the word 'crescendo' means a sound getting gradually louder. - Know that some traditional music around the world is based on five notes called a 'pentatonic' scale. - Understand that a pentatonic melody uses only the five notes C D E G A. **Skills:** Listening and evaluating ● Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. ● Understanding that music from different parts of the world, and different times, has different features. ● Recognising and explaining the changes within a piece of music using musical vocabulary. ● Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement. ● Beginning to show an awareness of metre. ● Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing and improvising ● Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Notation ● Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. ● Suggesting and implementing improvements to their own work, using musical vocabulary. Creating sound ● Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing ● Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. ● Offering constructive feedback on others' performances.	**Jazz - Kapow** **Knowledge:** - Understand that 'syncopation' means a rhythm that is played off the natural beat. - Know that Ragtime is piano music that uses syncopation and a fast tempo. - Know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. - Know that 'scat singing' is using made-up words to create the sound of an instrument playing. **Skills:** Listening and evaluating ● Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. ● Understanding that music from different parts of the world, and different times, has different features. ● Recognising and explaining the changes within a piece of music using musical vocabulary. ● Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. ● Beginning to show an awareness of metre. ● Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing and improvising ● Composing a piece of music in a given style with voices and instruments. ● Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). ● Beginning to improvise musically within a given style using their voice. Notation ● Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Creating sound ● Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.

	● Read and follow notation when playing pieces as a class. **Key vocab:** Descant, blow, posture, sound output hole, block, windway, head joint, middle joint, foot joint, call and response, finger hole, treble, resting, , stave, space notes, line notes **Instruments:** Recorder	**Key vocab:** Accuracy, crescendo, control, composition, dynamics, duration, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, tempo, timbre, untuned percussion, **Instruments:** Tuned and untuned percussion	● Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing ● Performing from basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology. ● Explaining their preferences for a piece of music using musical vocabulary. ● Understanding that music from different times has different features. ● Offering constructive feedback on others' performances. **Key vocab:** Song, sing, Lyrics, music , instrument, family, strings, wind, brass, percussion, names of common instruments. **Instruments:** Voice, tuned percussion
		Developing singing skills - Kapow **Knowledge:** - 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. - Know that different notes have different durations and crotchets are worth one whole beat. - Know that 'reading' music means using how the written note symbols look and their position to know what notes to play. - Know that written music tells you how long to play a note for. **Skills:** Listening and evaluating ● Understanding that music from different parts of the world, and different times, has different features. ● Recognising and explaining the changes within a piece of music using musical vocabulary. ● Beginning to show an awareness of metre. ● Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing and improvising	**Traditional instruments and improvisation - Kapow** **Knowledge:** - Know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. - Know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. - Know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'. - 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. - 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. **Skills:** Listening and evaluating ● Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. ● Understanding that music from different parts of the world, and different times, has different features.

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		• Composing a piece of music in a given style with voices and instruments. • Combining melodies and rhythms to compose a multi-layered composition in a given style. Notation • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Creating sound • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing • Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. • Offering constructive feedback on others' performances. **Key vocab:** Beat, coordination, crotchet, discipline, duration, dynamics, improve, layer, lyrics, minim, notation, notes, quaver, rehearse, rhythm, tempo, **Instruments:** Voice	• Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing and improvising • Composing a piece of music in a given style with voices and instruments. Notation • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Creating sound • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing • Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. • Explaining their preferences for a piece of music using musical vocabulary. • Offering constructive feedback on others' performances. **Key vocab:** Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, rag, repeated rhythm, rhythm, sarangi, sitar, tabla, tala, tempo, **Instruments:** Tuned and untuned percussion
Yr 4	**Body and tuned percussion - Kapow** **Knowledge:** - Know that deciding the structure of music when composing can help us create interesting music with contrasting sections. - Know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. - Know that a 'loop' in music is a repeated melody or rhythm.	**Changes in pitch, tempo and dynamics - Kapow** **Knowledge:** - Know that when you sing without accompaniment it is called 'a cappella'. - Know harmony means playing two notes at the same time that usually sound good together. - Know an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.	**Ukulele - Ukulele Magic** **Knowledge:** - Know the parts of the ukulele. - Know the open string names. - Know how major and minor chords sound and how they are different. **Skills:** Listening and evaluating • Listen to other players and discuss improvements.

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	- Know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. **Skills:** Listening and evaluating ● Recognising the use and development of motifs in music. ● Identifying gradual dynamic and tempo changes within a piece of music. ● Recognising, naming and explaining the effect of the interrelated dimensions of music. ● Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. ● Using musical vocabulary to discuss the purpose of a piece of music. ● Using musical vocabulary when discussing improvements to their own and others' work. Creating sound ● Developing melodies using rhythmic variation, transposition, inversion, and looping. ● Creating a piece of music with at least four different layers and a clear structure. ● Suggesting improvements to others work, using musical vocabulary. Composing and improvising ● Composing a coherent piece of music in a given style with voices, bodies and instruments. ● Composing a coherent piece of music in a given style with voices, bodies and instruments. ● Beginning to improvise musically within a given style. **Key vocab:** body percussion, combine, compose, contrast, contrasting rhythms, dynamics, inspiration, layers, loop, melody line, organisation, pitch, record, repeated, melodies, rhythm, sections, structure, tempo, texture, tune, tuned percussion, **Instruments:** Various percussion	- Know that 'performance directions' are words added to musical notation to tell the performers how to play. **Skills:** Listening and evaluating ● Recognising the use and development of motifs in music. ● Identifying gradual dynamic and tempo changes within a piece of music. ● Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. ● Recognising, naming and explaining the effect of the interrelated dimensions of music. ● Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. ● Using musical vocabulary to discuss the purpose of a piece of music. ● Using musical vocabulary when discussing improvements to their own and others' work. Creating sound ● Composing a coherent piece of music in a given style with voices, bodies and instruments. ● Beginning to improvise musically within a given style. ● Developing melodies using rhythmic variation, transposition, inversion and looping. ● Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. ● Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Performing ● Singing and playing in time with peers with accuracy and awareness of their part in the group performance. ● Explaining their preferences for a piece of music using musical vocabulary. **Key vocab:** a cappella, dynamics, mood, ostinato, parts, percussion, rhythm, round, texture, tempo **Instruments:** Voice	● Recognise mood using the terms major and minor. Creating sound ● Play a free stroke on the ukulele. ● Use banjo finger style. ● Play with the tip of the fingernail to down stroke. ● Play with the pad of the finger for up stroke. ● Use a fluent shuffle stroke. ● Play in two or more parts. ● Play c major chord. ● Keep a steady pulse. Composing and improvising ● Improvise on the instrument using smooth and detached sounds. Performing ● Perform in a group maintaining a rhythm in a part. ● Play in an ensemble. ● Maintain a part in a round. **Key vocab:** Fretboard, soundhole, bridge, neck, body, tuning forks, ostinato, pulse, thumb brush, rap, free stroke, shuffle, strum, stroke, fret, chord, major, minor, improvise, banjo style, mood, tremolo, **Instruments:** Ukulele

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	Rock and Roll - Kapow **Knowledge:** - Know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. - Know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. - Know that playing in time means all performers playing together at the same speed. - To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. **Skills:** Listening and evaluating ● Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. ● Identifying common features between different genres, styles and traditions of music. ● Recognising, naming and explaining the effect of the interrelated dimensions of music. ● Using musical vocabulary to discuss the purpose of a piece of music. ● Using musical vocabulary when discussing improvements to their own and others' work. Creating sound ● Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. ● Singing and playing in time with peers with accuracy and awareness of their part in the group performance. ● Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. ● Explaining their preferences for a piece of music using musical vocabulary. **Key vocab:** bass line, beat, chorus, dynamics, flat notes, hand jive, in-time, in-tune, notation, originate, pitch, rhythm, rhythmic, patterns, rock and roll, sections, sequence,	**Haiku, music and performance - Kapow** **Knowledge:** - Know that a glissando in music means a sliding effect played on instruments or made by your voice. - Know that expressive language (like a poem) can be used as inspiration for composing music. - Understand that both instruments and voices can create audio effects that describe something you can see. - Know that grouping instruments according to their timbre can create contrasting 'textures' in music. **Skills:** Listening and evaluating ● Recognising, naming and explaining the effect of the interrelated dimensions of music. ● Using musical vocabulary to discuss the purpose of a piece of music. ● Using musical vocabulary when discussing improvements to their own and others' work. Composing and improvising ● Composing a coherent piece of music in a given style with voices, bodies and instruments. ● Beginning to improvise musically within a given style. ● Developing melodies using rhythmic variation, transposition, inversion and looping. ● Creating a piece of music with at least four different layers and a clear structure. Notation ● Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Performing ● Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Creating sound ● Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. **Key vocab:** col legno, composing, descriptive, duration, dynamics, effect, forte, glissando, haiku, inspiration, inter-related, dimensions of music, melody, piano, pitch, pizzicato, represent, silent, sliding pitch, sound, sound effects,	

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	style, sharp, notes, tempo, untuned percussion, verse, vocals, walking, bass line **Instruments:** Tuned percussion	staccato, structure, syllable, tempo, texture, timbre, verse, vocabulary **Instruments:** Tuned percussion, un-tuned percussion, voice	
Yr 5	**Samba and carnival sounds - Kapow (year 4 gap filling)** **Knowledge:** - Know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. - Understand that the 'on-beat' is the pulse of a piece of music, and the 'off-beat' falls in between these. - Understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. **Skills:** Listening and evaluating ● Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. ● Identifying common features between different genres, styles and traditions of music. ● Recognising, naming and explaining the effect of the interrelated dimensions of music. ● Using musical vocabulary to discuss the purpose of a piece of music. Composing and improvising ● Beginning to improvise musically within a given style. ● Creating a piece of music with at least four different layers and a clear structure. ● Suggesting improvements to others' work, using musical vocabulary. Creating sound ● Singing and playing in time with peers with accuracy and awareness of their part in the group performance. ● Playing syncopated rhythms with accuracy, control and fluency. **Key vocab:** Agogo, bateria, caixa, carnival, chocalho, composition, ,crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion,	**Blues - Kapow** **Knowledge:** - Understand that a chord is the layering of several pitches played at the same time. - Know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. - Know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. - Know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. - Understand that a chord is the layering of several pitches played at the same time. **Skills:** Listening and evaluating ● Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. ● Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. ● Comparing, discussing and evaluating music using detailed musical vocabulary. ● Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. ● Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. ● Using musical vocabulary to offer constructive and precise feedback on others' performances. Composing and improvising ● Improvising coherently within a given style. ● Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. ● Suggesting and demonstrating improvements to own and others' work. Creating sound ● Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	**Composition to represent festival of colour - Kapow** **Knowledge:** - Know that a vocal composition is a piece of music created only using voices. - Understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. - Understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. - Know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. **Skills:** Notation ● Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Listening and evaluating ● Comparing, discussing and evaluating music using detailed musical vocabulary. ● Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. Composing and improvising ● Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama). ● Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Creating sound ● Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest. Performing ● Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.

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	pulse, repique, rhythm, rhythmic break, samba, samba, breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion, names of common instruments. **Instruments:** Untuned percussion	● Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. ● Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Notation ● Using staff notation to record rhythms and melodies. **Key vocab:** 12-bar blues, ascending scale, backing track, bar, bent, notes, blues, blues scale, chord, convey, descending, scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation **Instruments:** Voice, tuned percussion	● Using musical vocabulary to offer constructive and precise feedback on others' performances. **Key vocab:** Dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds **Instruments:** Voice
	Composition notation - Kapow **Knowledge:** - Know that simple pictures can be used to represent the structure (organisation) of music. - Understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. - Understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. **Skills:** Notation ● Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. ● Using staff notation to record rhythms and melodies Listening and evaluating ● Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. ● Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. ● Suggesting and demonstrating improvements to own and others' work.	**South West Africa - Kapow** **Knowledge:** - Know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. - Know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. - Understand that major chords create a bright, happy sound. - Know that poly-rhythms means many rhythms played at once. **Skills:** Listening and evaluating ● Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. ● Comparing, discussing and evaluating music using detailed musical vocabulary. ● Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Composing and improvising ● Improvising coherently within a given style.	**Looping and remixing - Kapow** **Knowledge:** - Know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. - Know that a loop is a repeated rhythm or melody, and is another word for ostinato. - Know that remix is music that has been changed, usually so it is suitable for dancing to. **Skills:** Listening and evaluating ● Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. ● Comparing, discussing and evaluating music using detailed musical vocabulary. ● Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Composing and improvising ● Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). ● Improvising coherently within a given style.

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	Composing and improvising ● Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). ● Improvising coherently within a given style. Creating sound ● Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. ● Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Performing ● Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. **Key vocab:** Accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve,sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups **Instruments:** Voice	● Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Creating sound ● Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Performing ● Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Notation ● Using staff notation to record rhythms and melodies. **Key vocab:** a capella, break, call and response, chords, chord, progression, diction, djembe, duo, , dynamics, eight-beat, break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, ,tuned percussion, unaccompanied, vocals **Instruments:** Untuned percussion	● Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Creating sound ● Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Performing ● Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. ● Performing with accuracy and fluency from graphic and simple staff notation. **Key vocab:** Accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure **Instruments:** Body percussion, Chrome Music Lab
Yr 6	**Dynamics, pitch and texture - Kapow** **Knowledge:** - Know that the conductor beats time to help the performers work well together. - Understand that improvisation means making up music 'on the spot'. - Understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. - Know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright. **Skills:** Listening and evaluating ● Discussing musical eras in context, identifying how they have influenced each other, and	**Film Music - Kapow** **Knowledge:** - Know that a film soundtrack includes the background music and any songs in a film. - Understand that 'major' key signatures use note pitches that sound cheerful and upbeat. - Understand that 'minor' key signatures use note pitches that can suggest sadness and tension. - Know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. **Skills:** Listening and evaluating ● Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.	**Theme and Variation - Kapow** **Knowledge:** - Know that a 'theme' is a main melody in a piece of music. - Know that 'variations' in music are when a main melody is changed in some way throughout the piece. - Know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. - Understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. **Skills:** Composing and improvising ● Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.

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	discussing the impact of different composers on the development of musical styles. ● Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. ● Using musical vocabulary correctly when describing and evaluating the features of a piece of music. ● Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Composing and improvising ● Improvising coherently and creatively within a given style, incorporating given features. ● Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. ● Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Notation ● Recording own composition using appropriate forms of notation and/or technology. Performing ● Constructively critiquing their own and others' work, using musical vocabulary. ● Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. ● Performing a solo or taking a leadership role within a performance. ● Performing with accuracy and fluency from graphic and staff notation and from their own notation. ● Performing by following a conductor's cues and directions. **Key vocab:** Classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture **Instruments:** Voice, body percussion, tuned and untuned percussion	● Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. ● Identifying how features of a song can complement one another to create a coherent overall effect. ● Using musical vocabulary correctly when describing and evaluating the features of a piece of music. ● Evaluating how the venue, occasion and purpose affect the way a piece of music sounds. ● Confidently using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. Composing and improvising ● Improvising coherently and creatively within a given style, incorporating given features. Notation ● Recording compositions using an appropriate form of notation and/or technology. Performing ● Constructively critique their own and others' work, using musical vocabulary. ● Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. ● Performing with accuracy and fluency from graphic and staff notation and from their own notation. ● Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. ● Using musical vocabulary to offer constructive and precise feedback on others' performances. **Key vocab:** Accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval, major, melodic, military, minor, modulate, orchestral, pitch, polished, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, urgency **Instruments:** Voice, percussion, tuned percussion	● Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. ● Constructively critique their own and others' work, using musical vocabulary. Creating sounds ● Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing ● Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. ● Performing with accuracy and fluency from graphic and staff notation and from their own notation. **Key vocab:** 3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind **Instruments:** Voice, tuned percussion, untuned percussion
	Songs of WWII - Kapow	**Musical Theatre - Kapow (year 5 unit link to show)**	**End of Year Show**

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	Knowledge: - Know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. - Know that the Solfa syllables represent the pitches in an octave. - Know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. - Know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. **Skills:** Listening and evaluating ● Discussing musical eras in context, identifying how they have influenced each other and discussing the impact of different composers on the development of musical styles. ● Recognising and confidently discussing the stylistic features of music and relating them to other aspects of the Arts. ● Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. ● Identifying the way that features of a song can complement one another to create a coherent overall effect. ● Evaluating how the venue, occasion and purpose affect the way a piece of music sounds. Creating sound ● Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. ● Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing ● Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. ● Performing with accuracy and fluency from graphic and staff notation and from their own notation. ● Performing by following conductor's cues and directions. ● Using musical vocabulary to offer constructive and precise feedback on others' performances.	**Knowledge:** - Understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. - Know that choreography means the organisation of steps or moves in a dance. - Know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. **Skills:** Listening and evaluating ● Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. ● Comparing, discussing and evaluating music using detailed musical vocabulary. ● Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. ● Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. Composing and improvising ● Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). ● Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. ● Suggesting and demonstrating improvements to own and others' work. Creating sound ● Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Performing ● Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. ● Using musical vocabulary to offer constructive and precise feedback on others' performances. **Key vocab:** action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes,	**Knowledge:** - Understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. - Know that choreography means the organisation of steps or moves in a dance. - Know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. **Skills:** Listening and evaluating ● Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. ● Comparing, discussing and evaluating music using detailed musical vocabulary. ● Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. ● Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. Composing and improvising ● Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). ● Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. ● Suggesting and demonstrating improvements to own and others' work. Creating sound ● Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Performing ● Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. ● Using musical vocabulary to offer constructive and precise feedback on others' performances. **Key vocab:** action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes,

	Key vocab: Accuracy, backing track, compare, contrast, complement, control, counter-melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, morale, notate, octave, parts, performance techniques, phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo **Instrument:** Voice	designer, dialogue, director, duet, ensemble, hip-hop, musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions **Instrument** Voice, various instruments	designer, dialogue, director, duet, ensemble, hip-hop, musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions **Instrument** Voice, various instruments

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Strategies to Scaffold Learning in Music

Supporting learners who struggle with attention.

• Carefully consider the layout of the learning environment to engage all learners and maximise access to resources, bearing in mind that circles and grouped tables can be a barrier to attention on learning.
• Pre-expose learners to the content of the lesson, e.g., show them particular instruments and how they are played, share snippets of music and pre-teach musical elements and terminology.
• Consider potential unhelpful sources of distraction, such as overfrequent changes of task or unstructured group work.
• Give learners a particular role in the lesson to keep them engaged and promote active participation.
• Arrange movement breaks or short 'time out' breaks away from the learning environment when and if necessary.

Supporting learners who have sensory issues.

• Consider the size of the group and allow for the fact that learners may benefit from smaller groups or individual work.
• Music lessons can be challenging for learners with auditory sensitivity. Pre-exposure to music and/or instruments can help to prepare learners, as can the use of a neighbouring room, if space allows. Ear defenders can enable learners to partake in lessons with more confidence.
• Create opportunities for physical contact with instruments and/or sound sources if learners cannot hear sounds clearly. Percussion, stringed, wind and brass instruments all lend themselves well to this.
• Consider the lighting in the learning environment and if learners would benefit from reduced glare on interactive whiteboards and computer screens.

Supporting learners who struggle to access lessons because of literacy difficulties.

• Provide visual aids to enable learners to identify instruments and musical dimensions, such as pitch and tempo.
• Use strategies such as modelling, demonstrating and imitating to help learners understand musical concepts.
• Create a graphic score or pictorial representations of a composition to provide a form of non-verbal communication.

Supporting learners who struggle to retain vocabulary.

• Begin each lesson with a recap of key vocabulary learned to date.
• Provide visual word banks that are accessible throughout, as necessary. For support in identifying different instruments photographs of those learners playing the instruments, can help with retention. For support with the meanings of musical dimensions, pictorial word banks can be effective.
• Drip-feed key vocabulary throughout the school day, rather than limiting references to specific music lessons. Discussions around music listened to during assemblies or in other curriculum areas can help to embed this language.

Supporting learners who need additional time to develop conceptual understanding.

• Break down content into small steps and allow time for guided practice of each step to build up conceptual understanding.
• If resources allow, create a small group opportunity to enable learners to develop understanding with closer adult intervention.
• Maximise opportunities to model, demonstrate and imitate in to encourage active participation through a scaffolded experience.