



Lacewood Primary School

Knowledge and Skills Progression Plan for Music

Golden Threads

Under the 'Golden Threads' music learning is organised to provide coherence throughout the curriculum and support children in building knowledge and making learning stick. Within each topic, concepts or 'big ideas' are woven to allow children to make connections between their learning and in turn develop a curiosity and enthusiasm for music, as well as build an understanding and acceptance of the validity of all types of music, and an unbiased respect for the role that music may play in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and can grasp the responsibility of using their musical skills, knowledge and experiences to involve themselves in music in a range of different contexts.

Pitch
Duration
Dynamics
Tempo
Timbre
Texture
Structure
Notation

EYFS Music Knowledge and Understanding and Composite Questions for Exploration

Knowledge and Understanding Core Strands from the Curriculum

FS1	FS2
To sing, remember and understand the melodic shape of songs.	To engage in music making as part of a group.
Composite Questions/Lines of Enquiry	
<ul style="list-style-type: none"> What songs do I know? What songs would I like to know? Can I match a song to its tune? Can I clap the rhythm of a familiar song/rhyme? Can I recognise a familiar song/rhyme by hearing its rhythm? Can I keep a steady beat along with a familiar song/rhyme? Which songs have the same tune? 	<ul style="list-style-type: none"> Which songs do I enjoy singing with my friends? Why do I enjoy it? Which songs do I not like joining in with or listening to? Why do I not like it? What different sounds can I make? (with or without instruments)

Knowledge and Understanding Core Strands from the Curriculum

To create songs or improvise with a song they know.	To listen attentively to music art and talk about their feelings and responses.
Composite Questions/Lines of Enquiry	
<ul style="list-style-type: none"> Do you like the song? How does it make you feel? What can we change in this song? How can we change this song? What if we changed this word? What if we changed this sound? Can we turn this sound into a song? 	<ul style="list-style-type: none"> Do you like the song? How does it make you feel? Listen carefully. What can you hear? Describe the sound. What's the tempo of the sound? Is it a fast, medium or slow sound? What's the pitch of the sound? Is it a high, middle or low pitch? What's the dynamic of the sound? Is it a loud, medium or soft sound?

Knowledge and Understanding Core Strands from the Curriculum	
To play instruments with increasing control and to express feelings and ideas.	To sing in a group increasingly matching pitch and following the melody.
Composite Questions/Lines of Enquiry	Composite Questions/Lines of Enquiry
<ul style="list-style-type: none"> How would I describe this instrument? How many different sounds can I make from it? Can I make it louder/quieter, faster/slower? Can you show me how to use your instrument to make a sound? Does my instrument make a high pitched, moderate or low-pitched sound? Let's play our instruments together - Does yours make a different sound to mine? 	<ul style="list-style-type: none"> Are we all singing together? Do we all sound the same? How can we improve this song/performance?
Knowledge and Understanding Core Strands from the Curriculum	
To explore and learn how sounds can be made and changed.	To make music in a range of ways. (playing with sounds, following a beat etc.)
Composite Questions/Lines of Enquiry	Composite Questions/Lines of Enquiry
<ul style="list-style-type: none"> how does my mouth move when I make these sounds? Can I use my lips, your tongue or both at the same time.? How can I use my mouth to be like a musical instrument? What sounds can I make from this? Can I make different sounds? 	<ul style="list-style-type: none"> What different sounds/music can I make with this? How many different sounds can I make with this? What can I find to make a crash/clap/bang/shaking etc. sound? (Including my body) What can I use to keep a steady beat to this music/song? What could I use to represent a sound effect for this story/event from a story?
Knowledge and Understanding Core Strands from the Curriculum	
To create sounds, in response to music and stories.	To create and develop a sequence sounds in response to stories.
Composite Questions/Lines of Enquiry	Composite Questions/Lines of Enquiry
<ul style="list-style-type: none"> What sounds would be good to represent how this character was feeling? What sounds do you think you would have heard as this happened? How can I use these instruments to perform along with this song/story? 	<ul style="list-style-type: none"> Do you like the piece of music? How does it make you feel? Do you think the music matches the characters? What sounds would be good to represent this part of the story/this event/this character?
End Point FS1	End Point FS2
<p>I can make sounds in lots of different ways.</p> <p>I can make sounds with a range of simple instruments.</p> <p>I know and can sing at least 8 simple songs/rhymes by heart.</p> <p>I can identify a familiar song/rhyme by hearing the rhythm.</p> <p>I can clap along to a steady beat, slowing down or speeding up by following the lead.</p> <p>I recognise some familiar tunes.</p> <p>I can create my own tunes and music.</p> <p>I can create simple sounds and music in response to stories.</p> <p>I can make sounds in different ways using one sound maker/instrument</p> <p>I can perform music in response to stories as part of a group.</p> <p>I know how to play an instrument louder, quieter, faster or slower</p>	<p>I can sing along with a song with my peers.</p> <p>I can identify familiar songs from their melody.</p> <p>I can respond to a familiar song or piece of music with actions and gestures.</p> <p>I can explore and make music in response to stories and events.</p> <p>I know that tempo is how fast or slow music is.</p> <p>I can decide if music is slow, fast or medium tempo.</p> <p>I can identify if music is loud or soft.</p> <p>I can show or describe how a piece of music makes me feel.</p> <p>I know that the beat remains steady in a piece of music.</p> <p>I can clap, move or play along to the beat of a piece of music.</p> <p>I can make sounds or music in different ways.</p> <p>I know how to create a simple sound effect with sound makers/instruments.</p>
End Point - ELG	
<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key Stage 1 National Curriculum Expectations

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.
- Use technology to support learning where appropriate

Pupils should be taught:

- Sing and play musically with increasing confidence and control.
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- 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.
- Use technology to support learning where appropriate.

**Key Stage 1
Progression of Disciplinary Knowledge**

**Key Stage 2
Progression of Disciplinary Knowledge**

Listening Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recognising and understanding the difference between pulse and rhythm.					
	Understanding that different types of sounds are called timbres	Recognising timbre changes in music they listen to.	Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.	Recognising, naming and explaining the effect of the interrelated dimensions of music.		
	Recognising basic tempo, dynamic and pitch changes (faster/slower,	Listening to and recognising instrumentation		Identifying gradual dynamic and tempo changes within a piece of music.		Representing changes in pitch, dynamics and texture using graphic notation, justifying their

	louder/quieter and higher/lower).					choices with reference to musical vocabulary.
				Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.		
	Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.	Beginning to use musical vocabulary to describe music.	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).
	Describing the differences between two pieces of music.	Recognising structural features in music they listen to.	Recognising and explaining the changes within a piece of music using musical vocabulary.	Using musical vocabulary to discuss the purpose of a piece of music.	Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.	Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
					Comparing, discussing and evaluating music using detailed musical vocabulary.	
	Expressing a basic opinion about music (like/dislike).					
	Listening to and repeating short, simple rhythmic patterns.	Listening to and repeating a short, simple melody by ear.				
	Listening and responding to other performers by playing as part of a group.					
		Identifying melodies that move in steps.				
		Suggesting improvements to their own and others' work	Beginning to use musical vocabulary (related to the inter-	Using musical vocabulary (related to the inter-related dimensions of	Developing confidence in using detailed musical vocabulary	Confidently using detailed musical vocabulary (related to the inter-

			related dimensions of music) when discussing improvements to their own and others' work.	music) when discussing improvements to their own and others' work.	(related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	related dimensions of music) to discuss and evaluate their own and others work.
			Beginning to show an awareness of metre.			
				Recognising the use and development of motifs in music.		
						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.
						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 affects the way a piece of music sounds.

Key Stage 1 Progression of Disciplinary Knowledge			Key Stage 2 Progression of Disciplinary Knowledge			
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Composing Skills	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).	Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style.	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.	Improvising coherently and creatively within a given style, incorporating given features.

	Combining instrumental and vocal sounds within a given structure.	Successfully combining and layering several instrumental and vocal patterns within a given structure	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	Creating a piece of music with at least four different layers and a clear structure.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
	Creating simple melodies using a few notes.	Creating simple melodies from five or more notes		Developing melodies using rhythmic variation, transposition, inversion, and looping.		Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
	Choosing dynamics, tempo and timbre for a piece of music.	Choosing appropriate dynamics, tempo and timbre for a piece of music.			Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
	Creating a simple graphic score to represent a composition.	Using letter name and graphic notation to represent the details of their composition.	Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.	Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. .	Using staff notation to record rhythms and melodies	Recording own composition using appropriate forms of notation and/or technology and incorporating.
	Beginning to make improvements to their work as suggested by the teacher	Beginning to suggest improvements to their own work	Suggesting and implementing improvements to their own work, using musical vocabulary.	Suggesting improvements to others' work, using musical vocabulary	Suggesting and demonstrating improvements to own and others' work.	Constructively critique their own and others' work, using musical vocabulary
	Key Stage 1 Progression of Disciplinary Knowledge			Key Stage 2 Progression of Disciplinary Knowledge		

Performing Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Using their voices expressively to speak and chant.	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
	Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.	Singing short songs from memory, with melodic and rhythmic accuracy.	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Singing and playing in time with peers with accuracy and awareness of their part in the group performance		
	Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.					
	Copying back short rhythmic and melodic phrases on percussion instruments.	Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.		Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add music interest	
	Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	Performing expressively using dynamics and timbre to alter sounds as appropriate.	Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology		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.	Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.
	Performing from graphic notation.	Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.			Performing with accuracy and fluency from graphic and simple staff notation.	Performing with accuracy and fluency from graphic and staff notation and from their own notation.

				Playing syncopated rhythms with accuracy, control and fluency		
					Playing a simple chord progression with accuracy and fluency.	
						Performing a solo or taking a leadership role within a performance.
						Performing by following a conductor's cues and directions.
Key Stage 1 N/A			Key Stage 2 Progression of Disciplinary Knowledge			
History of Music Links with Listening strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	N/A	N/A	Understanding that music from different times has different features. (Also part of the Listening strand)	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand)	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. (Also part of the Listening strand)
Progression of Substantive Knowledge						
Pitch	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.	To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice.	To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.	To know that the Sol-fa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.

			<p>To understand that a pentatonic melody uses only the five notes C D E G A.</p> <p>Pentatonic Melodies and composition Chinese New Year</p>	<p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its pitch.</p>
Duration	<p>To know that rhythm means a pattern of long and short notes.</p>	<p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p>	<p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif can be adapted by changing the notes, the rhythm or order of notes.</p>	<p>To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>To know that a quaver is worth half a beat.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p>
Dynamics	<p>To know that dynamics means how loud or soft a sound is.</p> <p>To understand that sounds can be adapted to change</p>	<p>To know that dynamics can change the effect a sound has on the audience.</p>	<p>To know that the word 'crescendo' means a sound getting gradually louder.</p>	<p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music</p>	<p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its dynamics.</p>

	<p>their mood, e.g. through dynamics.</p> <p>To know that dynamics can change how someone listening feels about music</p>					
Tempo	<p>To know that the 'pulse' is the steady beat that goes through music.</p> <p>To understand that pulse is the regular beat that goes through music.</p> <p>To know that tempo is the speed of the music.</p> <p>To understand that tempo can be used to represent mood or help tell a story</p>	<p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p>		<p>To know that playing in time means all performers playing together at the same speed.</p>	<p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>
Timbre	<p>To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.</p> <p>To know that my voice can create different timbres to help tell a story.</p>	<p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To understand an instrument can be matched to an animal noise based on its timbre.</p>	<p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p>	<p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p>	<p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways</p>	<p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</p>
Texture	<p>To know that music has layers called 'texture'.</p>	<p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p>	<p>To know that many types of music from around the world consist of more than one layer of sound; for example, a 'tala' and 'rag' in traditional Indian music.</p>	<p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p>	<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that poly-rhythms means many rhythms played at once.</p>	<p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p>

				To understand that harmony means playing two notes at the same time, which usually sound good together.		To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
Structure	To know that a piece of music can have more than one section, e.g. a verse and a chorus.	To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, e.g. traditional Chinese music is based on the five-note pentatonic scale.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.
Notation	To understand that music can be represented by pictures or symbols.	To know that 'notation' means writing music down so that someone else can play it. I know that a graphic score can show a picture of the structure and / or texture of music.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that 'performance directions' are words added to music notation to tell the performers how to play	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are

						represented in music by Roman numerals
Other Knowledge related to the themes studied	<p>To know that sounds can help tell a story</p> <p>To know that an instrument or rhythm pattern can represent a character in a story</p> <p>To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936</p> <p>To know that following a leader when we perform helps everyone play together accurately</p> <p>To know that your voice can be used as a musical instrument</p> <p>To know that body percussion means making sounds with your body not your voice e.g. clapping or slapping knees.</p>	<p>To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</p> <p>To know that stringed instruments, like violins, make a sound when their strings vibrate.</p> <p>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</p> <p>To understand that 'melody' means a tune</p> <p>To understand 'accompaniment' can mean playing instruments along with a song</p> <p>To know that a 'soundscape' is a landscape created using only sounds.</p> <p>To know that a composer is someone who creates music and writes it down.</p> <p>To understand that a motif is a 'sound idea' that can be repeated through a piece of music.</p>	<p>To know that a ballad tells a story through song</p> <p>To know that lyrics are the words of a song</p> <p>To know that an ensemble is a group of musicians who perform together</p> <p>To know that to perform well, it is important to listen to the other members of your ensemble.</p> <p>To understand that 'syncopation' means a rhythm that is played off the natural beat.</p> <p>To know that Ragtime is piano music that uses syncopation and a fast tempo.</p> <p>To know that jazz is a type of music that originated in African-American communities of the USA about 120 years ago.</p>	<p>To know that a 'loop' in music is a repeated melody or rhythm.</p> <p>To know that rock and roll music use blues chord structures, with a fast tempo and strong vocals.</p> <p>To know that when you sing without an accompaniment it is called 'A Capella'.</p> <p>To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</p> <p>To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is the beats that fall in between these.</p> <p>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</p>	<p>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</p> <p>To understand that a chord is the layering of several pitches played at the same time</p> <p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p> <p>To know that the 'Click' song is a traditional song sung in the Xhosa language and is believed to bring luck at weddings.</p> <p>To know that a vocal composition is a piece of music created using only voices.</p> <p>To know that dance music is usually produced using electronic percussion sounds and recordings of the music are played by DJ's in clubs or at festivals.</p>	<p>To know that 'pack up your troubles in your old kit bags' and 'We'll meet again' are examples of songs popular during WW2.</p> <p>To know that the conductor beats time to help the performers work well together.</p> <p>To understand that improvisation means making music 'on the spot'.</p> <p>To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972.</p> <p>To know that a film soundtrack includes the background music and any songs in a film.</p> <p>To know that 'The young Person's Guide to the orchestra' was written in 1945 by Benjamin Britten.</p>

		<p>To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.</p> <p>To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc. that together make a piece of music.</p> <p>To know that 'Tintagel' is an example of a symphonic poem written by Arthur Bax in 1917.</p>	<p>To know that 'scat singing' is using made-up words to create the sound of an instrument playing.</p> <p>To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</p> <p>To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.</p> <p>To know that a 'ra' is the tune in traditional Indian music and is often played on a stringed instrument called a 'sitar'.</p> <p>To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.</p>		<p>To know that remix is music that has been changed, usually so it is suitable for dancing to.</p> <p>To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.</p> <p>To know that choreography means the organisation of steps or moves in dance.</p> <p>To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.</p>	
<p>Theme / Vocabulary:</p>	<p>Y1 Autumn 1 All About Me Musical focus: Pulse and Rhythm</p> <p>Vocabulary Pulse Rhythm</p>	<p>Y2 Autumn 1 Animals Musical focus: African call and response song</p> <p>Vocabulary Timbre</p>	<p>Y3 Autumn 1 Ballads Musical focus: Composition</p> <p>Vocabulary Ballad Ensemble</p>	<p>Y4 Autumn 1 Musical focus: Rock and Roll</p> <p>Vocabulary Rock and Roll Hand Jive Tempo</p>	<p>Y5 Autumn 1 Egypt Musical focus: Composition - Notation</p> <p>Vocabulary Ensemble Unison</p>	<p>Y6 Autumn 1 –Musical focus: Songs of World War 2</p> <p>Vocabulary Phrase/phrasing Melody/Counter melody Harmony</p>

<p>Autumn 2 Fairytales Musical focus: Timbre and rhythmic patterns</p> <p>Vocabulary Timbre Syllables Timpani Strings Oboe French Horn Flute Clarinet Bassoon</p> <p>Spring 1 Superheroes Musical focus: Pitch and Tempo</p> <p>Vocabulary High pitched Low pitch Perform/Performance Pitch Tempo</p>	<p>Dynamics Tempo Rhythm Call and response Structure</p> <p>Autumn 2 Western Stories Musical Focus: Orchestral instruments</p> <p>Vocabulary Orchestra - Instruments Strings/Woodwind/Brass Percussion Sound effect</p> <p>Spring 1 Musical focus: Musical Me</p> <p>Vocabulary Rhythm Pulse Beat Melody Notation Timbre Dynamics</p> <p>Spring 2 Space Musical focus: Dynamics, timbre, tempo and motif</p>	<p>Compose</p> <p>Autumn 2 Mountains Musical focus: Creating compositions</p> <p>Vocabulary Repeated pattern Notation Rhythm Influence Compose</p> <p>Spring 1 Vikings Musical focus: Developing singing technique</p> <p>Vocabulary Composition Melody Notation Tempo Minim Crotchet Quaver</p> <p>Spring 2 Chinese New Year Musical Focus: Pentatonic melodies and composition</p> <p>Vocabulary Crescendo Tempo Duration Dynamics Timbre Pentatonic scale</p>	<p>Dynamics Style Notation 1950'S</p> <p>Autumn 2 Rainforests Musical focus: Body and tuned percussion</p> <p>Vocabulary Structure Texture Contrast Loop Melody</p> <p>Spring 1 Romans Musical focus: Adapting and transposing motifs</p> <p>Vocabulary Crotchet Dotted minim Flats Key/Key signature Loop Lyrics Minim Motif Ostinato Quavers</p>	<p>Structure Features Repetition</p> <p>Autumn 2 – Musical focus: Blues</p> <p>Vocabulary Chord 12-bar blues Scale – (Blues, ascending, descending) Bent notes Improvisation</p> <p>Spring 1 – Musical focus: South and West Africa</p> <p>Vocabulary A capella Call and response Poly-rhythms Master drummer Syncopation Metronome</p> <p>Spring 2 Musical focus: – Holi Festival – Composition</p> <p>Vocabulary Synesthesia Dynamics Graphic score Vocal Composition Holi</p> <p>Summer 1 Musical focus: Looping and Remixing</p> <p>Vocabulary Accuracy</p>	<p>Solfa Graphic score Contrast</p> <p>Autumn 2 – Musical focus: Fingal's Cave</p> <p>Vocabulary audio/video depicting texture pitch dynamics conductor improvisation notation graphic score composition practising group work ensemble</p> <p>Spring 1 Musical focus: Advanced Rhythms</p> <p>Vocabulary kodaly rhythm TA, TITI, TWO, SH syllables</p>
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	<p>Spring 2 Under The Sea Musical focus: Musical Vocabulary</p> <p><u>Vocabulary</u> Timbre Structure Texture Rhythm Graphic Score</p> <p>Summer 1 Animals Musical focus: Dynamics and Tempo</p> <p><u>Vocabulary</u> Fast Slow Quiet Dynamics Tempo Musical composition</p> <p>Summer 2 By the Sea Music focus: Vocal and Body Sounds</p> <p><u>Vocabulary</u> Body percussion Dynamics Graphic score Instruments Sounds</p>	<p><u>Vocabulary</u> Soundscape Timbre Dynamics Tempo Motif</p> <p>Summer 1 On this island Music focus: British songs and sounds</p> <p><u>Vocabulary</u> Composition Duration Inspiration Structure Texture</p> <p>Summer 2 Myths and Legends Musical Focus: Composition</p> <p><u>Vocabulary</u> Composition Graphic score Stave notation Compose Melody</p>	<p>Summer 1 Musical focus: - Jazz</p> <p><u>Vocabulary</u> Jazz Improvisation Off-beat Ragtime Swing music</p> <p>Summer 2 India Musical focus: Traditional instruments and improvisation</p> <p><u>Vocabulary</u> Bollywood Rag Tabla Tala Drone Sitar Tanpura</p>	<p>Riff Semibreve Sharps Transpose</p> <p>Spring 2 Hanami Festival Musical focus: Haiku music and performance</p> <p><u>Vocabulary</u> Hanami Haiku Syllables Melody Glissando Pizzicato Composer</p>	<p>Backbeat Body percussion Fragment Layers Loop Looped rhythm Melody Melody line Notation Ostinato Remix Rhythm Riff Structure</p> <p>Summer 2 Musical focus: Musical Theatre</p> <p><u>Vocabulary</u> Backdrop Book musical Character song Choreographer Composer Comic opera Costumes Designer Dialogue Director Duet Ensemble Hip-hop musical Jukebox musical Librettist Libretto Lyricist Musical director Musical theatre Opera Operetta Performers Props</p>	<p>crotchets quavers notation pulse chant melody unison rhythmic elements music critic compose beat practise</p> <p>Spring 2 Musical focus: Film Music</p> <p><u>Vocabulary</u> Musical Soundtrack Emotion Imagery Major Minor Orchestral Instruments Graphic Score Higher and Lower Film Music Accelerando Crescendo Composition Performance Improvise</p>
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				<p>Rock musical Scene Solo Tempo Timbre Transitions</p> <p>Summer 1 South America Musical focus: Samba and carnival sounds and instruments</p> <p><u>Vocabulary</u> Agogo Bateria Caixa Carnival Chocalho Composition Crescendo Cowbell Dynamics Ensemble Features Ganza Influenced Metronome Off-beat Percussion Pulse Repique Rhythm Rhythmic break Samba</p>	<p>Rock musical Scene Solo Tempo Timbre Transitions</p> <p>Summer 1 Musical focus: Pop Art</p> <p><u>Vocabulary</u> 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</p>
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				<p>Samba breaks Structure Surdo Syncopated rhythms Tamborim Texture Unison Untuned percussion</p> <p>Summer 2 Rivers Musical focus: Changes in pitch, tempo and dynamics</p> <p><u>Vocabulary</u> Ostinato Layer A Capella Harmony Texture</p>		<p>Variations Vocal line Woodwind</p> <p>Summer 2 Musical Focus: Composing and Performing a Leavers' Song</p> <p><u>Vocabulary</u> allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody mood musical features notation piano poetic structure repetitive</p>
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						rhyme ritardando tempo sequence stave notation upbeat verse