

LISTENING SKILLS

EYFS 1	EYFS 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listening and responding to a variety of music and songs.</p> <p>Listening to sounds and understand that different objects can create a variety of sounds.</p>	<p>Responding to music through movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognise instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>Discussing musical eras in context, identifying how they were influenced, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way features of a song can complement one another to create a coherent overall effect.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>

COMPOSING SKILLS							
EYFS 1	EYFS 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Experimenting with creating sound with the body, voices, objects, and untuned instruments.</p> <p>Understanding through creating loud and quiet, and slow and fast sounds.</p>	<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p>	<p>Composing a piece of music in a given style with voices and instruments.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p> <p>Suggesting improvements to others work, using musical vocabulary.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p>	<p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p>

PERFORMING SKILLS							
EYFS 1	EYFS 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Using their voices to join in with well-known songs from memory</p> <p>Moving to music with instruction to perform actions</p>	<p>Using their voices to join in with well-known songs from memory</p> <p>Remembering and maintaining their role within a group performance</p> <p>Moving to music with instruction to perform actions</p> <p>Participating in performances to a small audience</p> <p>Stopping and starting playing at the right time</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p>	<p>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.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>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.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p> <p>Using staff notation to record rhythms and melodies.</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>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.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>

HISTORY OF MUSIC KNOWLEDGE							
EYFS 1	EYFS 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Understanding that music from different times has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	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.
INTERRELATED DIMENSIONS OF MUSIC SKILLS							
EYFS 1	EYFS 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pitch: To understand that what 'high' and 'low' notes are.	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.	Pitch: 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.	Pitch: 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 understand that a pentatonic melody uses only the five notes C D E G A	Pitch: To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	Pitch: 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, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing	Pitch: To know that the Solfa 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. To know that a melody can be adapted by changing its pitch.

						the pitch, dynamic or tempo of the sounds made.	
	Duration: To recognise that different sounds can be long or short.	Duration: To know that rhythm means a pattern of long and short notes.	Duration: To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	Duration: To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.	Duration: To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can be a repeated rhythm.	Duration: To know that 'poly-rhythms' means many different rhythms played at once. 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.	Duration: To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat.
	Dynamics: To understand that instruments can be played loudly or softly.	Dynamics: To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.	Dynamics: To know that dynamics can change the effect a sound has on the audience.	Dynamics: To know that the word 'crescendo' means a sound getting gradually louder.	Dynamics: To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	Dynamics: 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.	Dynamics: To know that a melody can be adapted by changing its dynamics.
	Tempo: To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	Tempo: To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.	Tempo: To understand that the tempo of a musical phrase can be changed to achieve a different effect.	Tempo:	Tempo: To know that playing in time means all performers playing together at the same speed.	Tempo: To understand that a slow tempo can be used to make music sound sad. To understand that varying effects can be created using only your voice, for example by changing	Tempo: To know that a melody can be adapted by changing its dynamics, pitch or tempo.

						the pitch, dynamic or tempo of the sounds made.	
	Timbre: To understand that different instruments can sound like a particular character.	Timbre: To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.	Timbre: To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.	Timbre: To understand that the timbre of instruments played affect the mood and style of a piece of music.	Timbre: To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.	Timbre: To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	Timbre: To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright
	Texture: To know that music often has more than one instrument being played at a time.	Texture: To know that music has layers called 'texture'	Texture: To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	Texture: To know that many types of music from around the world consist of more than one layer of sound	Texture: To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.	Texture: To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.	Texture: To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
	Structure: To recognise the chorus in a familiar song.	Structure: To know that a piece of music can have more than one section, eg a verse and a chorus.	Structure: To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	Structure: To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese	Structure: To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated	Structure: To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that a 12-bar is a sequence of 12 bars of music, made	Structure: 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

				music is based on the five-note pentatonic scale.	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	up of three different chords.	'variations' are when this melody has been changed in some way.
	Notation: To know that signals can tell us when to start or stop playing.	Notation: To understand that music can be represented by pictures or symbols.	Notation: To know that 'notation' means writing music down so that someone else can play it To know that a graphic score can show a picture of the structure and / or texture of music.	Notation: To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play	Notation: To know that 'performance directions' are words added to music notation to tell the performers how to play.	Notation: 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.	Notation: 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.

KEY MUSICAL KNOWLEDGE							
EYFS 1	EYFS 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know that there are special songs we can sing to celebrate events.</p> <p>To know that signals can tell us when to start or stop playing.</p> <p>To understand that performing means playing a finished piece of music for an audience.</p>	<p>To know that there are special songs we can sing to celebrate events.</p> <p>To know that moving to music can be part of a celebration.</p> <p>To recognise that different sounds can be long or short</p> <p>To recognise music that is 'fast' or 'slow'</p> <p>To understand what 'high' and 'low' notes are.</p>	<p>To know that rhythm means a pattern of long and short notes.</p> <p>To know that pulse is the regular beat that goes through music.</p> <p>To understand that the pulse of music can get faster or slower</p> <p>To know that a piece of music can have more than one section, eg a versed and a chorus.</p> <p>To know that an instrument or rhythm pattern can represent a character in a story</p>	<p>To understand that 'melody' means a tune.</p> <p>To know that 'notation' means writing music down so that someone else can play it.</p> <p>To understand that 'accompaniment' can mean playing instruments along with a song.</p> <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>	<p>To know that a ballad tells a story through song.</p> <p>To know that lyrics are the words of a song.</p> <p>To know that in a ballad, a 'stanza' is a verse.</p> <p>To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</p>	<p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p>	<p>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 a 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>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</p> <p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>A 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as</p>

<p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>To know that signals can tell us when to start or stop playing.</p> <p>To understand that performing means playing a finished piece of music for an audience.</p>	<p>To know that my voice can create different timbres to help tell a story.</p> <p>To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</p> <p>To know that dynamics can change how someone listening feels about music.</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, eg clapping or slapping knees</p> <p>To understand that music can be represented by pictures or symbols.</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 'duration' means how long a note, phrase or whole piece of music lasts.</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 musical instruments can be used to create 'real life' sound effects.</p> <p>To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</p> <p>To know that stringed instruments, like violins, make a sound when their strings vibrate.</p> <p>To know that a brass instrument is played by vibrating your lips</p>	<p>To understand that a pentatonic melody uses only the five notes C D E G A.</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 the African-American communities of the USA about 120 years ago.</p> <p>To know that 'scat singing' is using made-up words to create the sound of an instrument playing.</p> <p>To know the key features of South African Gumboot music.</p> <p>To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.</p>	<p>To know the history and key features of salsa music.</p> <p>To understand how to play pitches and rhythms from staff notation without prompts.</p> <p>To be able to play tuned percussion with the correct technique.</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 songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language</p> <p>To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that poly-rhythms means many rhythms played at once.</p> <p>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>well as complementary notes.</p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p> <p>To understand that all types of music notation show note duration.</p>
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			<p>against the mouthpiece.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p>	<p>To know the key features of Calypso music.</p> <p>To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.</p> <p>To be able to play tuned percussion with the correct technique.</p>			
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YEAR 1

Autumn – All About Me

This unit includes lots of activities for collaboration. Through listening to a range of different music and playing games, children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.

Unit Outcomes

- Pupils who are secure will be able to:
- Clap the rhythm of their name.
- Clap in time to music.
- Sing the overall shape of a melody.
- Play in time to music.
- Copy and create rhythms based on word patterns.
- Play on the pulse.

Key Vocabulary

body percussion,
chant,
clap,
copy,
drum,
instrument,
in time,
shaker,
percussion instrument,
perform,
play,
pulse,
rhythm,
sing,
syllables

Key Knowledge

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

Key Skills

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

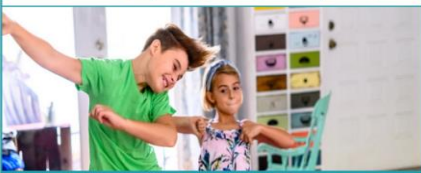
Key Assessments

- L1 EXS:** Clapping the rhythm of their name; the ability to clap in time to the music; the ability to sing the overall shape of the melody. Knowing what the pulse is.
- L1 GDS:** Clapping the rhythm of their name in time when it was their turn; the ability to sing the melody accurately; the ability to clap and sing at the same time.
- L2 EXS:** Clapping the rhythm of their name; the ability to clap in time to the music; the ability to sing the overall shape of the melody; the ability to play in time to the music.
- L2 GDS:** Clapping the rhythm of their name in time when it was their turn; the ability to sing the melody accurately; the ability to play and sing at the same time; the ability to respond to tempo changes ('Wrapping up' activity).
- L3 EXS:** Playing the rhythm of their own and others' names; the ability to play in time to the music.
- L3 GDS:** Holding the pulse or rhythm independently when working in pairs. Playing the rhythm of their own name and their friend's name.
- L4 EXS:** Copying rhythms; the ability to create rhythms based on word patterns. Playing in time to the music.
- L4 GDS:** Making up rhythms without a verbal stimulus (ie: not based on words).
- L5 EXS:** Copying rhythms and play on the pulse.
- L5 GDS:** Making up rhythms without a verbal stimulus (ie: not based on words).

Year 1: Pulse and rhythm

Musical style: Pop music

Listening to and performing pop songs about friendship.



Pop music usually has a strong pulse which means it is easy to dance 'in time' with the music. It often has a simple melody that is easy to sing along to.

Vocabulary

In time Clapping, dancing, singing or marching at the same speed as the music.

Instruments

Untuned percussion



Pulse The heartbeat of the music. Sometimes called the 'beat'.



We can clap along in time, we can move our bodies in time, we can march in time to the beat of the music.

Rhythm A pattern of long and short sounds.



Body percussion You can use your body as an instrument to play in time with the music too.



Music Resources/Sound Tracks

Lesson/s	Artist/Composer	Song	Period/Tradition/Style
2 & 5	Randy Newman	You've Got a Friend in Me	Popular music
3	Justin Timberlake	Can't Stop the Feeling	Popular music
4	Pharrell Williams	Happy	Popular music
4 & 5	The Rembrandts	I'll be There For You	Popular music
5	Bruno Mars	Count on me	Popular music

	5	Phillip Glasser, Dom DeLuise	A Duo	Musical theatre
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YEAR 1

Spring – Fairytales

Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.

Unit Outcomes	Key Vocabulary	Key Knowledge	Key Skills	Key Assessments
<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Chant the well-known phrase, “I’ll huff...” • Make changes to their voices to represent a character. • Choose a suitable sound to represent a specific point in a story. • Play a rhythmic pattern along with their spoken words. • Identify and hold up the correct sign to correspond to some music. • Play/chant along with the elements of a story with prompting from the teacher. 	<p>bassoon, beat, body percussion, chant, clarinet, compose, flute, French horn, oboe, orchestra, patterns, performance, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, timbre, timpani,</p>	<p>Key Knowledge</p> <ul style="list-style-type: none"> • To know that an instrument or rhythm pattern can represent a character in a story. • To know that my voice can create different timbres to help tell a story. • To know that Sergei Prokofiev wrote ‘Peter and the Wolf’ for children in 1936 	<p>Key Skills</p> <ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes. • Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement). • Describing the differences between two pieces of music. • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Choosing dynamics, tempo and timbre for a piece of music. • Using their voices expressively to speak and chant. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. 	<p>Key Assessments</p> <p>L1 EXS: Chanting “I’ll huff...” and by making changes to their voice to represent a character. Joining in with repeated phrases and patterns.</p> <p>L1 GDS: Confidently demonstrating changes they’ve made to their voice for different characters.</p> <p>L2 EXS: Using one instrument to create different sounds. Choosing a suitable sound to represent a point in the story. Responding to hand signals.</p> <p>L2 GDS: Explaining why they chose a particular sound to represent that part of the story.</p> <p>L3 EXS: Playing their rhythmic pattern along with their spoken words and collaboratively come up with phrases for part of a story.</p> <p>L3 GDS: Playing more complex rhythms whilst keeping their spoken phrase in their head.</p> <p>L4 EXS: Identifying and holding up the correct sign to correspond to the music. Listening with concentration to a piece of music.</p> <p>L4 GDS: Recalling the instruments used for each character.</p> <p>L5 EXS: Playing/chanting along with the elements with prompting from the teacher. Using their voice expressively to join in with repeated phrases.</p> <p>L5 GDS: Taking part with greater independence in all elements of the final composition. Clapping/playing untuned percussion to the rhythm of the story.</p>

Year 1: Timbre and rhythmic patterns (Fairytales)

Musical style: Classic music

We are listening to a classical ‘symphonic fairytale’ called ‘Peter and the Wolf’ composed by Prokofiev in 1936.



A symphony is a piece of music which has been composed to be played by a full orchestra. Symphonies are usually quite long pieces which are divided into parts.

Vocabulary

Timbre The quality of sound e.g. smooth, scratchy, twinkly.

Pulse The heartbeat of the music. Sometimes called the ‘beat’.



We can clap along in time, we can move our bodies in time, we can march in time to the beat of the music.

Instruments

Different instruments have different ‘timbres’. In ‘Peter and the Wolf’, the animals are represented by instruments with different timbres.



Music Resources/Sound Tracks

Lesson/s	Artist/Composer	Song	Period/Tradition/Style
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	4	Sergei Prokofiev	Peter and the Wolf	Classical
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YEAR 1				
Summer – By the sea				
Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.				
Unit Outcomes	Key Vocabulary	Key Knowledge	Key Skills	Key Assessments
<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Create movements that match the music, explaining why they are moving in that way. • Identify descriptive sounds within the music. • Recreate and then adapt descriptive sounds heard using their voice or body. <ul style="list-style-type: none"> • Make appropriate instrument choices to represent a descriptive sound. • Control instruments and voices to make both quiet and loud sounds. • Follow simple instructions during a group performance. • Create their own graphic score and play from it. • Make more than one sound on their instrument and with their voice. 	<p>body percussion, brass, graphic score conductor, dynamics, fast, inspire, instruments, layer, loud, mood, percussion, performance, pitch, quiet, represent, slow, sounds, speed, strings, vocal sounds, volume, woodwind</p>	<ul style="list-style-type: none"> • To know that dynamics can change how someone listening feels about music. • To know that your voice can be used as a musical instrument. • To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. • To understand that music can be represented by pictures or symbols. 	<ul style="list-style-type: none"> • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes. • Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement). • Describing the differences between two pieces of music. • Expressing a basic opinion about music (like/dislike) • Listening and responding to other performers by playing as part of a group. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Choosing dynamics, tempo and timbre for a piece of music. <ul style="list-style-type: none"> • Creating a simple graphic score to represent a composition. • Using their voices expressively to speak and chant. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. <ul style="list-style-type: none"> • Performing from graphic notation. 	<p>L1 EXS: Able to move and create sounds without prompting. Using clues to change their movement appropriately.</p> <p>L1 GDS: Able to explain how we used tempo in the story and how pulse and tempo are linked.</p> <p>~</p> <p>L2 EXS: Being able to choose instruments with appropriate timbre to represent the sparkling fishes and responding to dynamic changes without prompting.</p> <p>L2 GDS: Able to explain how we used timbre and dynamics in the piece. Can make suggestions for how we could have added tempo to our piece</p> <p>~</p> <p>L3 EXS: Able to create pitches and rhythms without prompting.</p> <p>L3 GDS: Able to explain how we used pitch and rhythm in the piece.</p> <p>~</p> <p>L4 EXS: Able to perform a layer of the music within the overall piece.</p> <p>L4 GDS: Being able to explain how we used texture in our coral reef music and why it is important to have a structure to our piece of music.</p> <p>~</p> <p>L5 EXS: Able to define all the musical terms from this unit.</p> <p>L5 GDS: Ability to independently explain how each musical term can be used for effect</p>
			Music Resources/Sound Tracks	



Vocabulary

Pitch How high or low a sound is.

Timbre The 'quality' of sound e.g. smooth, scratchy, twinkly.

Vocal sounds Sounds made with your vocal chords, such as talking, singing, humming and shushing.

Instruments

Percussion instruments Instruments which are played by shaking, tapping or scraping with your hand or a beater.

Musicians often use instruments, vocal sounds and body percussion to represent something else.



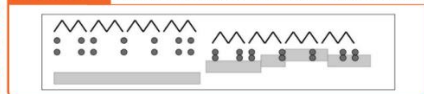
Dynamics The volume of the music (loud or quiet).



Tempo The speed of the music (fast or slow).



Graphic score Pictures, symbols, lines or shapes to represent sound.



Untuned percussion Percussion instruments you **cannot** play a tune on.



Tuned percussion Percussion instruments you can play tunes on.



OL – KNOWLEDGE AND SKILLS PROGRESSION IN MUSIC



Lesson/s	Artist/Composer	Song	Period/Tradition/Style
1 & 2	Benjamin Britten	Storm Interlude (from opera Peter Grimes)	Modern classical
2	Ronald Binge	Sailing By Light	Classical
2	U Che Che Kule	Relaxing Music with African drums	Percussion
3	Unknown	Traditional Ghanaian Children's song	Traditional Ghanaian

YEAR 2

Autumn – Musical Me

In this unit, children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody

Unit Outcomes

- Pupils who are secure will be able to:
- Clap the rhythm of their name.
 - Sing the melody accurately while playing their instrument in time.
 - Show a range of emotions using their voices.
 - Describe the dynamics and timbre of their pieces.
 - Play a known melody from letter notation in the right order, if not with the right rhythms.
 - Play a new melody from letter notation in the right order, if not in time.
 - Invent a melody, write it down and play it back.
 - Select instruments with different timbres.
 - Compose and perform a piece using different dynamic levels.

Key Vocabulary

beat,
composer,
composition,
dynamics,
emotion,
imitate, in
time, letter,
melody,
notation,
notes, pattern,
performance,
pulse,
represent,
rhythm,
sound effects,
timbre, tune,
volume

Key Knowledge

- To understand that 'melody' means a tune.
- To know that 'notation' means writing music down so that someone else can play it.
- To understand that 'accompaniment' can mean playing instruments along with a song.
- To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.

Key Skills

- Recognising timbre changes and structural features in music they listen to.
- Beginning to use musical vocabulary to describe music.
- Identifying melodies that move in steps.
- Listening to and repeating a short, simple melody by ear.
- Suggesting improvements to their own and others' work.
- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Successfully combining and layering several instrumental and vocal patterns within a given structure.
- Creating simple melodies from five or more notes.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using letter name and graphic notation to represent the details of their composition.
- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.
- Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

Key Assessments

- L1 EXS:** Clapping the rhythm of their name. Singing the melody accurately while playing their instrument in time. Taking part in a class performance, singing and playing the pulse at the same time.
- L1 GDS:** An ability to play the pulse reliably at the same time as singing. Making and justifying informed choices when selecting instrumental sound effects.
- L2 EXS:** Showing a range of emotions in their voices. Describing the dynamics and timbre. Using their instrument to play the rhythm of a song without singing and to keep the pulse when they are performing.
- L2 GDS:** Consistently copying back a rhythm (pattern) at the correct dynamic (volume). Leading the pulse-playing to the group. Making appropriate suggestions for matching instruments to emotions. Changing the dynamics and timbre in my performance to alter the emotion of the song.
- L3 EXS:** Playing a known melody from letter notation in the right order if not with the right rhythms.
- L3 GDS:** Accurately playing a known melody with the right rhythm from letter notation and a new melody from letter notation.
- L4 EXS:** Knowing that writing a melody is called 'letter notation'. Playing a new melody from letter notation in the right order if not 'in-time.' Inventing a melody, writing it down using letter names, and playing it back.
- L4 GDS:** Accurately playing a new melody from letter notation. Writing a 'musical' melody with a regular phrase structure and playing it back.
- L5 EXS:** The ability to select instruments with different timbres, and the ability to compose and perform a piece using different dynamic levels.
- L5 GDS:** The ability to compose and perform a piece with a clear structure, and the use of multiple dynamic levels and combinations of different timbres.

Musical style: Folk

Folk songs are often passed on by generations simply by people singing them. In fact, we don't actually know who wrote most folk songs.

Vocabulary

Composition An original piece of music that has been created.

Pulse The heartbeat of the music. Sometimes called the 'beat'.

Melody Patterns of different pitches (high and low notes).

Timbre The quality of sound e.g. smooth, scratchy, twinkly.

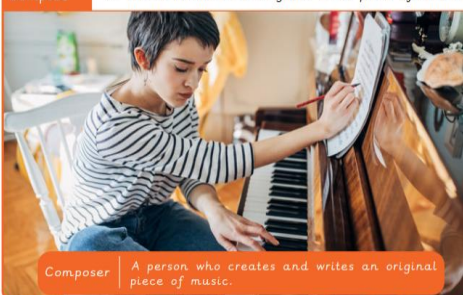
Dynamics The volume of the music (loud or quiet).

Rhythm Patterns of long and short sounds.

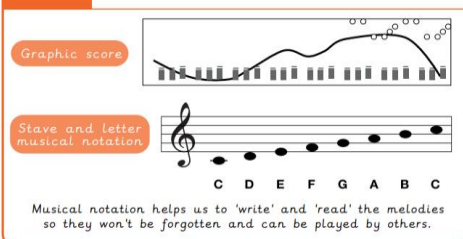
Instruments



Compose To create or write an original (new) piece of music.



Notation How the music is written down.



Music Resources/Sound Tracks			
Lesson/s	Artist/Composer	Song	Period/Tradition/Style
1	Unknown	Once a Man Fell in a Well	Traditional song

YEAR 2

Music Resources/Sound Tracks			
Lesson/s	Artist/Composer	Song	Period/Tradition/Style

Spring – Where We Live

This unit includes creating sounds to represent three contrasting landscapes of our Plymouth area: seaside, countryside, and city.

Unit Outcomes

- Pupils who are secure will be able to:
- Sing, play and follow instructions to perform as a group.
 - Describe music using simple musical vocabulary.
 - Explore multiple ways of making the same sound.
 - Represent the same sound in different ways.
 - Describe how they have adapted a sound using musical vocabulary.
 - Contribute musically to a final performance.
 - Create a piece that clearly represents a particular environment.
 - Extend a piece of music so that it represents three distinct environments.

Key Vocabulary

accurately, body percussion, compose, composition, duration, dynamics, folk song, inspired, inspiration, inter-related dimensions of music, layered effect, lyrics, performing, pitch, representing, soundscape, structure, tempo, texture, timbre, voice percussion

Key Knowledge

- To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.
- To know that ‘duration’ means how long a note, phrase or whole piece of music lasts.
- To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.

Key Skills

- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Successfully combining and layering several instrumental and vocal patterns within a given structure.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

Key Assessments

- L1 EXS:** Singing, playing and following instructions as well as describing the music in the wrapping up activity. Creating a musical soundscape.
- L1 GDS:** Directing the performance, naming the interrelated dimensions of music and using these to describe what they. Using musical vocabulary to talk about the music they hear.
- L2 EXS:** Singing confidently and accurately and finding multiple ways of making the same sound. Creating a musical soundscape.
- L2 GDS:** Singing accurately and confidently as well as finding different but still appropriate ways of representing the same sound.
- L3 EXS:** Representing the same sound in different ways, describing how they adapt it using musical vocabulary. Singing a song accurately.
- L3 GDS:** Considering and using the terminology of the interrelated dimensions of music to change the sound of their piece. Finding multiple ways of making the same sound.
- L4 EXS:** Working as part of a group, contributing musically to the final performance and creating a piece that clearly represents a particular environment. Adding structure to a piece of music.
- L4 GDS:** Composing and performing a piece with a clear structure, layering multiple different sounds. Using musical vocabulary to talk about the music they hear.
- L5 EXS:** Working as part of a group, contributing musically to the final performance and creating a piece that was obviously about three distinct environments. Performing my piece confidently and accurately.
- L5 GDS:** The ability to compose and perform a piece with a clear structure, layering multiple different sounds.

Musical style: British folk music

Folk songs are often passed on by generations simply by people singing them. In fact, we don't actually know who wrote most folk songs.

Vocabulary

Inspiration Something that gives you an idea about what to create.

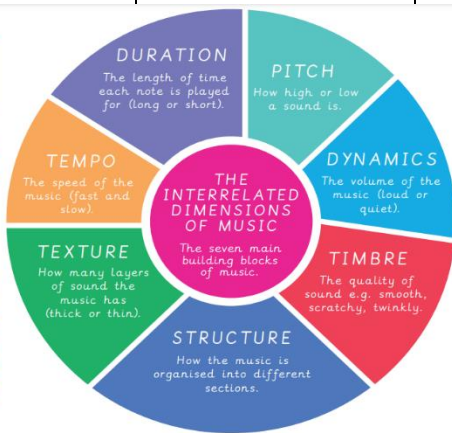


Motif A short melody that is repeated over and over again.

Soundscape A piece of music that describes a landscape.

Instruments

Vocal sounds Sounds made with your vocal chords, such as talking, singing, humming and shushing.



Body percussion When you hit, tap, or scrape your body to make a sound, as you would do with a percussion instrument, e.g. slapping your leg, tapping your foot.



Music Resources/Sound Tracks

Lesson/s	Artist/Composer	Song	Period/Tradition/Style
1	Composer - unknown, performer - Grace Bertolini	My Bonnie Lies Over the Ocean	Folk (Traditional Scottish)
1	Arnold Bax	Tintagel	Modern Classical
2	Vaughan Williams	The Lark Ascending	Classical
3	Eric Coates	London Suite	Modern classical

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YEAR 2

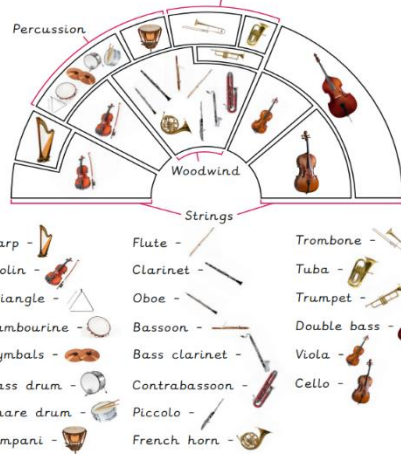
Summer – Traditional Stories

Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.

Unit Outcomes	Key Vocabulary	Key Knowledge	Key Skills	Key Assessments
<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Make plausible descriptions of the music. • Identify a few instruments and the sounds of different sections of the orchestra. • Explain what is happening in the music using language relating to emotion. • Create a piece of music with some appropriate tempo, dynamic and timbre changes. • Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. • Perform confidently using appropriate instrumental sounds. 	<p>actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind</p>	<ul style="list-style-type: none"> • To know that musical instruments can be used to create ‘real life’ sound effects. • To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. • To know that stringed instruments, like violins, make a sound when their strings vibrate. • To know that a brass instrument is played by vibrating your lips against the mouthpiece. • To know some tuned instruments have lower range of pitches and some have a higher range of pitches. 	<ul style="list-style-type: none"> • Recognising timbre changes and structural features in music they listen to. • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Suggesting improvements to their own and others’ work. • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Performing expressively using dynamics and timbre to alter sounds as appropriate. 	<p>L1 EXS: Knowing that the orchestra is a group of musicians who play instruments together. Making plausible descriptions of the music and identifying a few instruments. Beginning to identify specific musical instruments they can hear when listening to a piece of music.</p> <p>L1 GDS: Making good descriptions of the music and justifying these with reasoning, whilst identifying specific instruments and making a good attempt at ordering them according to pitch. Knowing that each section has a number of different instruments.</p> <p>~</p> <p>L2 EXS: Explaining what is happening in the music using language relating to emotion as well as identifying sounds of different sections of the orchestra. Explaining how music is used to support the story.</p> <p>L2 GDS: Using musical and instrumental vocabulary consistently to describe changes in the music as well as recognising different orchestral instruments.</p> <p>~</p> <p>L3 EXS: Creating a piece of music with some appropriate tempo, dynamic and timbre changes.</p> <p>L3 GDS: Creating a piece of music which carefully matches the story with insightful use of tempo to represent characters; dynamics to represent emotions and timbre changes to represent actions.</p> <p>~</p> <p>L4 EXS: Suggesting appropriate musical timbres for each of the characters and tempo changes for the actions and helping to write a script for a story.</p> <p>L4 GDS: Identifying the emotions of the characters and matching them to dynamics and suggesting suitable musical sounds to go with my script.</p> <p>~</p> <p>L5 EXS: Performing confidently using appropriate instrumental sounds and doing this as part of a group.</p> <p>L5 GDS: Adding musical details to their performance using additional vocal sounds and adding the right music to my story at the right time.</p>

Vocabulary

Strings	Instruments that are played by plucking or bowing strings.
Woodwind	Instruments that make sound by blowing air through a reed or small mouthpiece.
Brass	Instruments that are made of metal and the sound is made by blowing air through a cup-shaped mouthpiece.
Percussion	Instruments which are played by shaking, tapping or scraping with your hand or a beater.
Dynamics	The volume of the music (loud or quiet).
Sound effects	A sound created to represent something in a film, television programme or a play.
Tempo	The speed of the music (fast or slow).
Timbre	The quality of sound e.g. smooth, scratchy, twinkly.
Vocals	Using your voice in a piece of music.



KNOWLEDGE AND SKILLS PROGRESSION IN MUSIC



Music Resources/Sound Tracks

Lesson/s	Artist/Composer	Song	Period/Tradition/Style
1	Eric Coates	The Three Bears - A Phantasy A	Classical
1	Doug Harville	Humoresque Duet for Oboe and Clarinet	Modern classical
1	J.S.Bach	Sleeper's Awake (Wachet auf)	Baroque
1	Rainer Boschog	Sonata for Horn solo	Modern classical
1	Charles Fernandez	Frolic for Tuba	Modern classical
1	Zilzen	Zidjian Performance	Percussion
2	Robert Lopez	Do You Want to Build a Snowman-Frozen	Musical theatre

YEAR 3

Autumn – South Africa Instrumental

Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills.

Key Learning Objectives	Key Vocabulary	Key Success Criteria	Key Assessments
<ul style="list-style-type: none"> •To identify the basic key features of staff notation •To recognise and play minims by ear and from staff notation, moving up and down by step. <ul style="list-style-type: none"> •To recognise and play semibreves by ear and from staff notation. •To recognise and play crotchets and crotchet rests by ear and from staff notation. •To compose rhythmic patterns for a gumboot dance 	<p>Music notation Staff notation Tuned percussion Staff / stave Treble clef Lines Spaces Crotchet Beater Grip Bouncing Ostinato Harmonic ostinato South Africa Traditional Gumboot dance Rhythm Body percussion Minim Semibreve Crotchet Rest Ostinato Compose Dynamics</p>	<ul style="list-style-type: none"> • I know which direction to read staff notation • I can explain what the lines and spaces on staff notation are for • I can identify a time signature, a treble clef and a repeat mark in written music • I can play tuned percussion with the correct technique <ul style="list-style-type: none"> • I can read staff notation from left to right • I know that a minim is worth two beats • I know that when the notes go up the staff, the pitch gets higher <ul style="list-style-type: none"> • I know that a semibreve is worth four beats • I know that when the notes go down the staff, the pitch gets lower • I know that the notes next to each other on my instrument are shown next to each other on the staff <ul style="list-style-type: none"> • I can play a harmonic ostinato on my instrument. • I know that a crotchet is worth one beat • I know that a crotchet rest is one beat of silence • I can play a rhythmic ostinato using body percussion <ul style="list-style-type: none"> • I can create an eight-beat rhythmic pattern • I can confidently perform my rhythmic pattern 	<p>L1 EXS: Can correctly label all the staff notation features on the quiz sheet and can share their ideas about South African music.</p> <p>L1 GDS: Ability to add four-beat rhythm patterns to the bars on the quiz sheet. Ability to make connections between features from South African music to other music they have heard.</p> <p>~</p> <p>L2 EXS: Ability to play both Sheet music: Put on your gumboots! (tuned percussion part 1) and Sheet music: Put on your gumboots! (tuned percussion part 2) patterns accurately and in time.</p> <p>L2 GDS: Ability to perform the ostinato correctly along with the track without direction.</p> <p>~</p> <p>L3 EXS: Ability to play both patterns accurately and in time.</p> <p>L3 GDS: Ability to perform both ostinati correctly along with the track without direction. Ability to play the bass line parts correctly.</p> <p>~</p> <p>L4 EXS: Ability to play the rhythmic pattern and sing the tune accurately and in time.</p> <p>L4 GDS: Ability to perform the rhythmic pattern and sing the melody simultaneously.</p> <p>~</p> <p>L5 EXS: Ability to create and perform an eight beat rhythm pattern.</p> <p>L5 GDS: Ability to create and perform more than one eight beat rhythm pattern.</p>

Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.

Unit Outcomes

Pupils who are secure will be able to:

- Identify the key features of a ballad.
 - Perform a ballad using actions.
- Sing in time and in tune with a song and incorporate actions.
- Retell a summary of an animation's story.
- Write a verse with rhyming words which tell part of a story.
- Perform their lyrics fluently and with actions

Key Vocabulary

ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume

Key Knowledge

- To know that a ballad tells a story through song.
- To know that lyrics are the words of a song.
- To know that in a ballad, a 'stanza' is a verse.

Key Skills

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- 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 a piece of music in a given style with voices and instruments.
- 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.

Key Assessments

- L1 EXS:** Identifying the key features of a ballad and performing one using actions. Learning the lyrics of a song and using actions to help remember it.
- L1 GDS:** Explaining how the features of a ballad convey a message and performing a ballad with appropriate feeling.
- L2 EXS:** Remembering the lyrics and tune of a new song. Singing in time and in tune with the song as well as incorporating actions. Performing the song with actions.
- L2 GDS:** Singing with expression, conveying the meaning of the song as well as adding appropriate actions to help tell the story. Understanding what a ballad is and singing in that style.
- L3 EXS:** Retelling a summary of the story of the animation and understanding a key feature of a ballad.
- L3 GDS:** Writing descriptive sentences in rhyming pairs and understanding how a ballad should sound.
- L4 EXS:** Writing a verse with rhyming words which tell part of a story.
- L4 GDS:** Writing a rhyming verse with a clear storyline running through it. Contributing to lyrics written by the class.
- L5 EXS:** Performing the lyrics fluently and with actions. Accurately performing my lyrics with confidence.
- L5 GDS:** Performing solo nonsense sections and using expression when reading their lyrics.

Year 3: Ballads

Musical style: Ballads

Ballads are songs which tell a story. They can be in many styles, such as pop and musical theatre and were used in ancient times to carry news and legends across countries.



Story mountain

Ballads tell a story and usually have a similar structure to stories.



OPENING - Describes the setting, introduces the characters.

BUILD UP - Excitement and tension grows, gives emotion.

CLIMAX - Major dilemma.

RESOLUTION - Characters find a route through their difficulties.

ENDING - Happily ever after.

Vocabulary

Ballad A song which tells a story - similar to a poem.

Compose To create an original piece of music.

Stanza A short section of text, sometimes known as a verse in a song or poem.

Solo Performing alone.

Ensemble A small group of musicians who perform together.

Expression Making your thoughts or feelings known when reading, singing or performing.

Lyrics The words in a song.

Chorus Repeated section of music with the same tune and lyrics.

Nonsense words Words which have no meaning and are often used for filling time in songs - e.g. 'la', 'do', 'oooh'.

Music Resources/Sound Tracks

Lesson/s	Artist/Composer	Song	Period/Tradition/Style
1 & 2	David Bowie	Space Oddity	Popular music
1	The Righteous Brothers	Unchained Melody	Popular music
1	Bryan Adams	Everything I Do	Popular music
1	Performed by Samantha Barks	On my Own (from Les Misérables)	Musical theatre
1	Whitney Houston	I Will Always Love You	Popular music
4 & 5	Sam Smith	Writing on The Wall	Popular music
4 & 5	Rihanna	Diamonds	Popular music
4 & 5	Leona Lewis	Run	Popular music
4 & 5	The Scorpions	Winds of Change	Popular music
4 & 5	Adele	Hello	Popular music
5	Eiffel 65	Blue (Da Ba Dee)	Popular music

YEAR 3

Spring – Caribbean Instrumental

Learning about the history and features of Calypso music, performing a calypso style song with voices and tuned percussion in multiple parts and playing from staff notation.

Key Learning Objectives

- To understand the main features of Calypso music
- To improvise a vocal part in the style of a Calypso
- To understand how and why percussion instruments can be used in Calypso music
- To recognise and perform quavers from staff notation
- To improvise in a Calypso style using a pentatonic scale

Key Vocabulary

Calypso
Kaiso
Steel Pan
Quaver
Crotchet
Minim
Semibreve
Pentatonic Scale

Key Success Criteria

- I can name the key features of Calypso music
 - I can perform a Calypso song
- I can create appropriate lyrics for a Calypso song
- I can perform my lyrics at the correct time in the song
 - I can sing a Calypso song
- I can say why percussion instruments were important in Trinidad
 - I can play a percussion part in a Calypso style
 - I can describe how percussion Calypso music sounds
 - I can recognise a quaver in staff notation
 - I can tell you how long a quaver lasts
 - I can play quavers on tuned percussion
 - I can play a pentatonic scale
- I can make a tune from the notes of a pentatonic scale
- I can improvise along to a Calypso backing track

Key Assessments

- L1 EXS:** Ability to name some of the key features of Calypso music. Ability to sing the song accurately by the end of the lesson.
- L1 GDS:** Ability to justify their answers with greater depth. Ability to sing the song accurately immediately
- ~
- L2 EXS:** Ability to sing the song accurately, and perform their news headline correctly in the appropriate gap.
- L2 GDS:** Ability to sing the song precisely, and to perform a news headline in rhythm.
- ~
- L3 EXS:** Explaining in simple terms why percussion instruments were important in Trinidad. Ability to play the Sheet music: What's the story? (tuned percussion part 1).
- ~
- L3 GDS:** Explaining in more detail why percussion instruments were important in Trinidad. Ability to play the Sheet music: What's the story? (bass line).
- ~
- L4 EXS:** Ability to recognise pairs of quavers on a musical score, and ability to play these in context.
- L4 GDS:** Ability to recognise pairs of quavers on a musical score, and ability to play these accurately and reliably in context. May be able to sing at the same time as playing the quaver rhythms.
- ~
- L5 EXS:** Ability to create a pentatonic improvisation using mainly one beat notes
- L5 GDS:** Ability to create an extended pentatonic improvisation using different rhythms.

YEAR 3

Spring – Chinese New Year & Dragons

Using the story of Chinese New Year as a stimulus, pupils: revise key musical terminology, play and create pentatonic melodies, compose a piece of music in a group using layered melodies and finally perform their finished pieces.

Unit Outcomes

- Pupils who are secure will be able to:
- Match their movements to the music, explaining why they chose these movements.
- Accurately notate and play a pentatonic melody.
- Play their part in a composition confidently.
- Work as a group to perform a piece of music.

Key Vocabulary

accuracy, crescendo, control, composition, duration, dynamics, 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, timbre, tempo, untuned percussion

Key Knowledge

- To know that the word ‘crescendo’ means a sound getting gradually louder.
- To know that some traditional music around the world is based on five notes called a ‘pentatonic’ scale.
- To understand that a pentatonic melody uses only the five notes C D E G A.

Key Skills

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understanding that music from different parts of the world, and different times, has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work.
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions.
- Suggesting and implementing improvements to their own work, using musical vocabulary.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.

Key Assessments

- L1 EXS:** Matching their movements to the music, and describing why they made their movement choices.
- L1 GDS:** Using musical terminology to justify their movement choices including: crescendo (gradually getting louder), tempo (speed), duration (length), dynamics (volume), timbre (sound).
- L2 EXS:** Accurately playing a pentatonic melody (five-note). Playing melodies using the five notes of the pentatonic scale.
- L2 GDS:** Playing several pentatonic melodies accurately, fluently, and with technical control and expression.
- L3 EXS:** Accurately notating and playing a pentatonic melody.
- L3 GDS:** Notating and playing a pentatonic melody accurately, fluently, and with technical control and expression. Playing someone else’s melody at sight with minimal hesitation.
- L4 EXS:** Playing their part in the composition confidently. Understanding what layered melodies are.
- L4 GDS:** Playing their piece accurately, fluently, and with technical control and expression. Performing using untuned percussion.
- L5 EXS:** Working as a group to perform a piece of music. Evaluating my own work and the work of their peers.
- L5 GDS:** Taking a lead role in a group to perform a piece of music.

Year 3: Pentatonic melodies and composition (Chinese New Year)

Musical style: Folk music from China



Traditional folk music of China. As with most folk music, we often do not know who wrote these songs and they have been passed onto generations by people singing them.

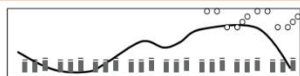
Vocabulary

Crescendo When the music gets gradually louder.

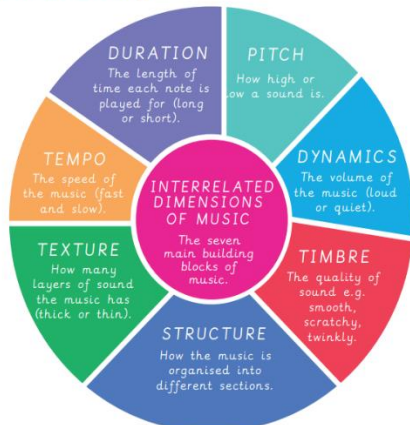
Pentatonic A scale made up of five notes.

Notation The way that music is written so that others can play it.

Graphic score



Staff and letter notation



Tips for improving your performance - FACE

Fluency Reducing hesitation.

Accuracy Getting the melody right.

Control Instrumental technique.

Music Resources/Sound Tracks			
Lesson/s	Artist/Composer	Song	Period/Tradition/Style
1	Unknown (Traditional Chinese song)	Jasmine Flower	Traditional Chinese

YEAR 3			
<p align="center"><u>Summer – Tudor Instrumental</u></p> <p align="center">Learning about the history and features of Tudor music and instruments, performing Greensleeves song with voices and tuned percussion and playing from staff notation.</p>			
<p>Key Learning Objectives</p> <ul style="list-style-type: none"> •To understand the features of Tudor music and its influences. •To understand the historical context of Greensleeves •To develop performance fluidity •To recognise notes from notation and perform them 	<p>Key Vocabulary</p>	<p>Key Success Criteria</p> <ul style="list-style-type: none"> • 	<p>Key Assessments</p> <p>L1 EXS: Ability to name some of the key features of Tudor music. Ability to sing the song accurately by the end of the lesson.</p> <p>L1 GDS: Ability to justify their answers with greater depth. Ability to sing the song accurately immediately</p> <p align="center">~</p> <p>L2 EXS: Ability to sing the song accurately, and perform their news headline correctly in the appropriate gap.</p> <p>L2 GDS: Ability to sing the song precisely, and to perform a news headline in rhythm.</p> <p align="center">~</p> <p>L3 EXS: Explaining in simple terms why percussion instruments were important in Trinidad. Ability to play the Sheet music: What's the story? (tuned percussion part 1).</p> <p align="center">.</p> <p>L3 GDS: Explaining in more detail why percussion instruments were important in Trinidad. Ability to play the Sheet music: What's the story? (bass line).</p> <p align="center">~</p> <p>L4 EXS: Ability to recognise pairs of quavers on a musical score, and ability to play these in context.</p> <p>L4 GDS: Ability to recognise pairs of quavers on a musical score, and ability to play these accurately and reliably in context. May be able to sing at the same time as playing the quaver rhythms.</p> <p align="center">~</p>



			<p>L5 EXS: Ability to create a pentatonic improvisation using mainly one beat notes</p> <p>L5 GDS: Ability to create an extended pentatonic improvisation using different rhythms.</p>
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YEAR 3

Summer – Jazz

The children will be learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.

Key Outcomes	Key Vocabulary	Key Knowledge	Key Skills	Key Assessments
<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Explain what ragtime music is. • Play on the ‘off beat’ and sing a syncopated rhythm. • Play a call and then improvise a response. • Improvise or compose a scat singing performance with sounds and words. • Play a swung rhythm using a tuned percussion instrument. 	<p>call and response, Dixieland, improvisation, jazz, off-beat, motif, pitch, ragtime, rhythm, scat singing, straight quaver, strung quaver, swung rhythm, swing music, syncopated rhythm, syncopation, tune,</p>	<ul style="list-style-type: none"> • To understand that ‘syncopation’ means a rhythm that is played off the natural beat. • To know that Ragtime is piano music that uses syncopation and a fast tempo. • To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. • To know that ‘scat singing’ is using made-up words to create the sound of an instrument playing 	<ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, has different features. • 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 a piece of music in a given style with voices and instruments. • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology 	<p>L1 EXS: Explaining what ragtime is, playing on the offbeat and singing a syncopated rhythm. Clapping a short syncopated rhythm.</p> <p>L1 GDS: Clapping and singing a syncopated rhythm to emphasise the offbeat, tapping their feet to keep in time. Playing on the beat and understand what it is.</p> <p>L2 EXS: Knowing what call and response is. Playing a call and then improvising a response. Playing a tune.</p> <p>L2 GDS: Composing and playing a call and response performance in time with the music as well as being adventurous with their response composition. Improvise a new response to the call.</p> <p>L3 EXS: Knowing what scat singing is. Improvising or composing a scat singing performance with sounds and words. Singing in a jazz style.</p> <p>L3 GDS: Composing a call and response with a clear rhythm and creating a range of vocal sounds to imitate instruments.</p> <p>L4 EXS: Composing and playing a jazz motif fluently, using swung quavers. Knowing the instrumentation of a swing band. Knowing the features of swing music.</p> <p>L4 GDS: Composing and playing a jazz motif with a swung rhythm, adapting as a necessary and possibly adding some scat singing as they play.</p> <p>L5 EXS: Playing a swung rhythm using a tuned percussion instrument.</p> <p>L5 GDS: Confidently playing a swung rhythm of a familiar tune, adapting as necessary.</p>

Musical style: Jazz



FAMOUS JAZZ MUSICIANS



Instruments



Vocabulary

1890-1920	Ragtime	Early jazz piano music which uses syncopation and off-beats.
1917	Dixieland	A type of jazz music using a large band with call and response and improvisation.
1926	Scat	A type of jazz singing where the vocalist makes up sounds and rhythms to mimic the sound of instruments.
Motif		A short pattern of pitches used repeatedly.
Swung rhythm		A pair of quavers which are not played equally.
Syncopation		Playing or emphasising the off beat.
Tempo		The speed or pace of the music. It can change throughout a piece of music.
Rhythm		A pattern of long and short sounds (and silences) within a piece of music.
Off-beat		The beats in between the ones you would naturally clap on.
Call and response		When the leader sings or plays a part, and everyone sings or plays a response back.
Improvising		Making up music as it is played or performed.

Music Resources/Sound Tracks

Lesson/s	Artist/Composer	Song	Period/Tradition/Style
1	Scott Joplin	Maple Leaf Rag	Ragtime
1	Scott Joplin	The Entertainer	Ragtime
1	Terry Gilkyson	The Bare Necessities	Musical theatre
2	David W. Guion	Turkey in the Straw	Modern classical
2	The New Orleans Jazz Band	When the Saints Go Marching in	Traditional gospel
3	Ella Fitzgerald	Scat Singing	Jazz
3	Hugh Laurie & Stephen Fry	Minnie the Moocher	Jazz
3	Cab Calloway	Minnie the Moocher	Jazz
4	Oscar Peterson	Jazz-Blues Lick	Jazz
4	Benny Goodman	Sing Sing Sing	Jazz
5	Mozart	Twinkle Twinkle Little Star	Classical

Autumn – Romans

Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.

Key Outcomes

Pupils who are secure will be able to:

- Learn a new song, singing in time and in tune while following the lyrics.
- Identify motifs aurally and play a repeated pattern on a tuned instrument.
- Create and performing a motif, notating it with reasonable accuracy.
- Transpose their motif, using sharp or flat notes where necessary and change the rhythm.
- Combine different versions of a musical motif and perform as a group using musical notation

Key Vocabulary

backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups

Key Knowledge

- To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).
- To know that 'transposing' a melody means changing its key, making it higher or lower pitched.
- To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.

Key Skills

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Identifying common features between different genres, styles and traditions 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.
- 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.
- Suggesting improvements to others work, using musical vocabulary.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- 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.
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

Key Assessments

- L1 EXS:** Learning a new song, singing in time and in tune while following the lyrics. Following or remembering the lyrics and following the tune.
- L1 GDS:** Quickly picking up the tune and remembering the lyrics as well as using musical vocabulary to describe both the music of the song and the features of the performance that need improving.
- L2 EXS:** Identifying motifs aurally and playing a repeated pattern on a tuned instrument. Explaining what a motif is. Hearing and recognising a motif in a piece of music
- L2 GDS:** Identifying and articulating the development of motifs as well as their ability to play the motifs accurately by sight. Playing a motif on a tuned instrument.
- L3 EXS:** Creating and performing a motif, notating it with reasonable accuracy. Using graphic notation to record my motif.
- L3 GDS:** Writing their motif down using staff notation and, if they have one, playing their motif on their own instrument. Recognising standard rhythmic notation.
- L4 EXS:** Transposing (changing the key of) their motif, using sharp or flat notes where necessary and changing the rhythm.
- L4 GDS:** Reversing the rhythm in their motif as well as transposing it using sharp and flat notes. Adapting their motif (by changing notes, the rhythm or reversing the order).
- L5 EXS:** Combining different versions of a musical motif and performing as part of a group using musical notation.
- L5 GDS:** Combining different versions of a musical motif, identifying what would work well. They should also take the lead, ensuring that the group stays in time with each other.

Musical style: Motifs

Using Roman mosaics to explore musical motifs.



Vocabulary

Motif	A short repeated pattern of notes.
Ostinato	A repeating musical pattern.
Riff	A short repeated phrase in pop music and jazz.
Rhythm	A pattern of long and short sounds (and silences) within a piece of music.
Backing track	A recorded musical accompaniment.
Transpose	Move a whole tune or piece of music up or down in key by starting it on a different note.

Sharp notes



Notes that sound a semitone higher than notes that appear on the lines and spaces of a musical staff.

Flat notes



Notes that sound a semitone lower than notes that appear on the lines and spaces of a musical staff.

Notation

The way that music is written so that others can play it.

Graphic score

A way of writing music down using pictures or symbols, rather than standard music notation.



Letter notation

Writing the notes in a melody using letters.



Rhythmic notation

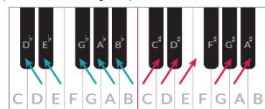
A way of writing musical notes so that the duration of each note is clear.



Did you know? The sharp and flat keys are the black keys on a piano and the top row of keys on a glockenspiel.

Sharp keys

A sharp indicates a higher pitch in the music.



Flat keys

A flat indicates a lower pitch in the music.

Music Resources/Sound Tracks

Lesson/s	Artist/Composer	Song	Period/Tradition/Style

	2 & 4 2	Beethoven John Barry	5th Symphony in C Minor Main theme from James Bond	Classical music Film soundtrack
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YEAR 4

Spring – South America Instrumental

Learning about the history and features of Latin America music, performing a salsa style song and playing from staff notation; performing a mini carnival using a range of performance techniques including song, dance, tuned and untuned musical instruments.

Key Learning Objectives

- To learn, perform and combine key rhythms used in salsa music
- To understand the history and key features of latin music
- To identify the pitch of notes from staff notation, and play them accurately.
- To compose and notate a salsa-inspired melody
- To confidently perform a piece of salsa music using voices, instruments, and dancing

Key Vocabulary

- Latin music - an 'umbrella' term for music from or inspired by the music of French, Spanish or Portuguese speaking countries within Central and South America.
- Salsa - a style of music based on Afro-Cuban music, funk and disco, which was developed by the Spanish immigrant communities of New York.
 - Son Cubano - an Afro-Cuban musical style.
 - Rumba - a Cuban dance.
- Cha-cha-cha - a ballroom dance which developed out of Cuban Danzón.
- Samba - a Brazilian dance.
- Tango - an Argentinian dance.
- Pitch — how high or low a note is.
- Scale — a set of musical notes arranged in order.
- Melody — musical pitches arranged into a pattern to make a tune.
- Rhythm — a pattern of long and short notes.

Key Success Criteria

- I can perform a salsa rhythm
- I can perform my rhythm when other rhythms are layered around it
- I can perform my rhythm along to a salsa backing track
- I can say where latin music comes from
 - I can name some latin music styles
 - I can describe some key features of latin music
- I can fill in the missing note names on a piece of staff notation
- I can use staff notation to find the correct notes on my instrument
- I can play a melody accurately from staff notation
- I can add pitches to a salsa rhythm
- I can write pitches in staff notation
- I can perform the salsa melody I have written
- I can confidently sing the vocal part of Vamos, let's go!
- I can confidently play the instrumental part of Vamos, let's go!
- I can say how to improve my performance

Key Assessments

- L1 EXS:** Ability to play the clave rhythm accurately.
- L1 GDS:** Ability to play the guiro rhythm accurately.
- ~
- L2 EXS:** Ability to answer the questions on the Knowledge catcher (see unit page) with appropriate support.
- L2 GDS:** Ability to answer the questions on the Knowledge catcher (see unit page) independently.
- ~
- L3 EXS:** Ability to add letter names to the tuned percussion part 1 and play the part.
- L3 GDS:** Ability to add letter names to the tuned percussion part 2 independently, and play the part.
- ~
- L4 EXS:** Ability to add pitches to notated rhythms and perform them accurately.
- L4 GDS:** Ability to create own more complex rhythms and perform them accurately.
- ~
- L5 EXS:** Ability to sing and/or play the song confidently.
- L5 GDS:** Ability to sing and play the song confidently and accurately.











KS2 Instrumental lessons: South America

Vocabulary

Latin music	Music from the Spanish, French and Portuguese speaking countries of South and Central America.
Salsa	A style of music based on Afro-Cuban music, funk and disco, which was developed by the Spanish immigrant communities of New York.
Rumba and Cha-chacha	Cuban dance styles.
Reggaeton	A music style from Puerto Rico that combines latin music with pop music.
Samba	An Afro-Brazilian dance.
Tango	An Argentine dance.
Percussion	Instruments that are played by being hit or shaken, like a drum or claves.

Key facts



A salsa rhythm				
Note name	Symbol	Number of beats	Visual representation	
Quaver		half 1/2		
Crotchet		one 1		
Minim		two 2		
Dotted minim		three 3		
Semibreve		four 4		



Music Resources/Sound Tracks

Lesson/s	Artist/Composer	Song	Period/Tradition/Style
1	Music Education Solutions	Vamos, let's go!	Salsa
1	Music Education Solutions	What's the story?	Calypso
1	Music Education Solutions	Put on your gumboots	

2	Anonymous	Gamelan ensemble	! In the style of traditional South African gumboot dance music
2,3,4&5	Music Education Solutions	Blue Sky	Traditional Indonesian (gamelan) In the style of traditional Indonesian gamelan

YEAR 4

Summer – Guitars

Key Outcomes •	Key Vocabulary •	Key Success Criteria •	Key Assessments L1 EXS: L1 GDS: ~ L2 EXS: L2 GDS: ~ L3 EXS: L3 GDS: ~ L4 EXS: L4 GDS: ~ L5 EXS: L5 GDS:

YEAR 5

Autumn – Musical Theatre

Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.

Key Outcomes

Pupils who are secure will be able to:

- Explain what musical theatre is and be able to recall at least three features of this kind of music.
- Categorise songs as action songs or character songs.
- Select appropriate existing music for their scene to tell the story of a journey.
- Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.

Key Vocabulary

action song, 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, rock musical, scene, solo, tempo, timbre, transitions

Key Knowledge

- To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.
- To know that choreography means the organisation of steps or moves in a dance.
- To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.

Key Skills

- 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 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.
- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.

Key Assessments

- L1 EXS:** Explaining what musical theatre is and how it's made as well as ordering the different types of musical in chronological order.
- L1 GDS:** Recalling other examples of musical theatre from previous learning or their own experience and picking out the similarities and differences between the different types of musicals.
- L2 EXS:** Categorising songs as action songs or character songs and justifying their decisions.
- L2 GDS:** Drawing on their own experience to name songs from musical theatre and classifying them as either character or action songs or explaining why they may be both or neither.
- L3 EXS:** Selecting appropriate existing music for their scene to tell the story of a journey and working effectively as part of a group.
- L3 GDS:** Composing relevant music for their scene which helps to tell the story of a journey.
- L4 EXS:** Performing in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.
- L4 GDS:** Suggesting improvements and guiding other people in the group to ensure that everyone performs in time and in tune.
- L5 EXS:** Performing in time with the rest of the group, in tune and with a clear voice with smooth transitions between elements.
- L5 GDS:** Performing with expression and confidence, conveying the meaning and emotion of the character or event.

Year 5: Musical theatre



Musical theatre combines music, songs, spoken dialogue and dance. Musical theatre can also be known as

Vocabulary

Composer	Writes the music.
Librettist	Writes the story.
Lyricist	Writes the song lyrics.
Director	In charge of the dramatic performance.
Musical Director	In charge of the musical performance.

Music Resources/Sound Tracks

	Lesson/s	Artist/Composer	Song	Period/Tradition/Style
	1	Performed by Anthony Warlow	I am a Pirate King - The Pirates of Penzance	Musical theatre
	1&2	Performed by Brandon O'Neill	Luck be a Lady (from Guys and Dolls)	Musical theatre
	1	ABBA	Dancing Queen	Popular music
	2	Performed by Nicholas Bethencourt	Where is Love?	Musical theatre
	2	Aileen Quinn, Ann Reinking	I Think I'm Gonna Like It Here (from Annie)	Musical theatre
	2	Performed by Samantha Barks	On My Own (from Les Misérables)	Musical theatre
	2	Performed by Judy Garland	Follow The Yellow Brick Road (Wizard..Oz)	Musical theatre
	3	Rusted Root	Send Me On My Way	Popular music
	3	The Proclaimers	I'm Gonna Be (500 Miles)	Popular music
	3	Tony Christie	(Is This The Way To) Amarillo	Popular music
	3	Elton John	Rocket Man	Popular music
	3	Miley Cyrus	The Climb	Popular music

YEAR 5

Spring – Guitars



ELBURTON PRIMARY SCHOOL – KNOWLEDGE AND SKILLS PROGRESSION IN MUSIC



Key Outcomes •	Key Vocabulary •	Key Success Criteria •	Key Assessments L1 EXS: L1 GDS: ~ L2 EXS: L2 GDS: ~ L3 EXS: L3 GDS: ~ L4 EXS: L4 GDS: ~ L5 EXS: L5 GDS:
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YEAR 5

Summer – Journey to Africa

Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe.

Key Outcomes

Pupils who are secure will be able to:

- Sing using the correct pronunciation and with increasing confidence.
- Play a chord with two notes, remaining in time.
- Maintain their part in a performance with accuracy.
 - Play the more complicated rhythms in time and with rests.
- Create an eight beat break and play this in the correct place.

Key Vocabulary

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

Key Knowledge

- To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.
- To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.
- To understand that major chords create a bright, happy sound.
- To know that poly-rhythms means many rhythms played at once.

Key Skills

- 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.
- Improvising coherently within a given style.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Using staff notation to record rhythms and melodies.

Key Assessments

- L1 EXS:** Pupils singing using the correct pronunciation and with increasing confidence. Holding the tune of their part within a group performance.
- L1 GDS:** Being able to hold the tune when unaccompanied. Using expression within their singing.
- L2 EXS:** Playing a chord with two notes in time. Playing the progression with accuracy.
- L2 GDS:** Accurately playing a two or three note chord progression in time with the ensemble.
- L3 EXS:** Maintaining their part in the performance with accuracy. Staying in time with the other performers.
- L3 GDS:** Performing their part, including all the elements they have worked on. Offering suggestions for improvement.
- L4 EXS:** Playing in time the more complicated rhythms with rests. Joining back in if I lose my place
- L4 GDS:** Picking up their beat if they get out of sync – this would indicate they can easily find the first beat of the bar which is a more advanced skill. Counting the rests (silences) accurately
- L5 EXS:** Having created an eight beat break which they play in the correct place.
- L5 GDS:** Having created a break which is eight beats long and accurately played in time.

Year 5: South and West Africa

Dance is an important part of music in South and West Africa



Vocabulary

Chord Two or more notes that are played at the same time and work in harmony.

Chord progression A group of chords played in a particular order.

Major chords A chord made up of three notes. Major chords are often described as happy chords.

Minor chords A chord made up of three notes. Minor chords are often described as sad chords.

Break When some instruments stop playing and others change the rhythm.

Call and response A musical technique that is similar to a conversation. One phrase of music acts as the 'call' and is 'answered' by a different phrase.

A capella Singing without any musical accompaniment.

Soloist A musician or singer who performs on their own, known as performing a solo.

Duo Two musicians or singers who perform together, known as performing a duet.

Ostinato

A repeated pattern or phrase.

Polyrhythms

Many rhythms played at once.

Syncopation

Playing on the off-beat.

Rest

The silences in music.

Metronome

A device that can be set to create a steady sound (beat) to help musicians play rhythms accurately.



Tips for improving your performance - FACE

- Fluency** - Being able to play without hesitancy.
- Accuracy** - Getting the melody and the words correct.
- Control** - Controlling the sound and music being created or sung.
- Expression** - Giving a personal response to the music.

Instruments

Percussion instruments Instruments which are played by shaking, tapping or scraping with your hand or a beater.



Music Resources/Sound Tracks

Lesson/s	Artist/Composer	Song	Period/Tradition/Style
1	Miriam Makeba	Click Song (Qongqothwane)	Popular music
1,2,3	Ndebele folk song	Shosholoza	Traditional Nguni
1	Drakensberg Boys Choir	Shosholoza	Traditional Nguni
4	Bwazan	This is us	Percussion

YEAR 6			
<u>Autumn – Guitars</u>			
Key Outcomes •	Key Vocabulary •	Key Success Criteria •	Key Assessments L1 EXS: L1 GDS: ~ L2 EXS: L2 GDS: ~ L3 EXS: L3 GDS: ~ L4 EXS: L4 GDS: ~ L5 EXS: L5 GDS:

YEAR 6

Spring – World War 2

Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts

Key Outcomes

Pupils who are secure will be able to:

- Use musical and comparative language in discussion.
- Answer questions accurately.
- Follow the melody line.
- Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.
- Sing the correct words at the correct time.
- Recall the counter-melody line.

Key Vocabulary

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

Key Knowledge

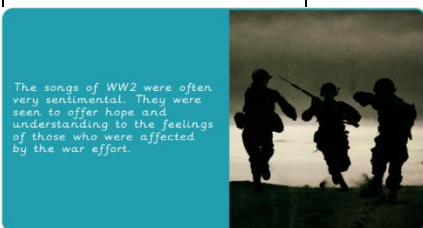
- To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.
- To know that the Solfa syllables represent the pitches in an octave.
- A 'counter-subject' or 'counter-melody' provides contrast to the main melody.
- To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

Key Skills

- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- 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.
- 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 a conductor's cues and directions.

Key Assessments

- L1 EXS:** The use of musical and comparative language in discussion.
- L1 GDS:** The ability to talk about more complex words on Extension activity: Song cards (rubato/ cantabile).
- ~
- L2 EXS:** Answering questions accurately and following the melody line.
- L2 GDS:** Singing with confidence and the ability to copy back phrasing and breathing.
- ~
- L3 EXS:** Following the scores with a good sense of timing, reflecting the timing of the song they are singing.
- L3 GDS:** The ability to notate (colour) without support, and knowing the note names.
- ~
- L4 EXS:** Singing the correct words at the correct time.
- L4 GDS:** Not being put-off by the melody, and singing the counter-melody strongly and accurately.
- ~
- L5 EXS:** Following the scores with a good sense of timing, reflecting the timing of the song they are singing. Recalling the counter-melody line.
- L5 GDS:** The ability to notate without support, and knowing the note names.

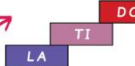


The songs of WW2 were often very sentimental. They were seen to offer hope and understanding to the feelings of those who were affected by the war effort.

Solfa ladder pitches

The pitches continue to climb, using the ' symbol to show they are an octave* higher.

*Octave = Eight notes



Vocabulary

Expression Playing or singing with a personal response to the music.

Dynamics The volume of the notes. This often changes throughout a piece of music.

Diaphragm

A dome shaped muscle, which we use to control our breath when singing.



Melody The combination of pitch and rhythm which forms a tune.

Melody line The notes that make a melody.

Counter melody A melody that can be sung to complement the existing melody. It uses harmony to make it sound good, but is different to harmony because it uses a different rhythm.

Music Resources/Sound Tracks

Lesson/s	Artist/Composer	Song	Period/Tradition/Style
1	Composed and lyrics by Felix Powell,	Pack Up Your Troubles	Popular music

	1	Composed by Hughie Charles, lyrics by Hughie Charles and Ross Parker,	We'll Meet Again	Popular music
	2 & 4	Composed by Walter Kent, and lyrics by Nat Burton	The White Cliffs of Dover	Popular music
	3	Julie Andrews	"Do-Re-Mi" - The Sound of Music	Musical theatre

YEAR 6

Summer –Leavers’ Song

Children spend the topic developing their own leavers’ assembly/song personal to their experiences as a class.

Key Outcomes	Key Vocabulary	Key Knowledge	Key Skills	Key Assessments
<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Identify and evaluate the musical features of a song. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. Fit an existing melody over a four-chord backing track. Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. Record melodies using letter notation. Perform the leavers’ song with confidence. 	<p>Allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, upbeat, verse</p>	<ul style="list-style-type: none"> To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals. 	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. 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. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others’ work, using musical vocabulary. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. 	<p>EXS:</p> <ul style="list-style-type: none"> Contributing relevant and suitable ideas to their group chorus and turning these into lyrics. Suggesting how lines three and four could rhyme. Contributing ideas to their group verse and suggesting and suggesting how lines one and four and five and eight could rhyme. Using their poetry writing skills to turn these into lyrics. Fitting an existing melody over a four-chord backing track. Performing their improvisation/melody to the class. "Creating a melody that fits both the lyrics and the four chord backing track of the chorus using tuned percussion instruments. Recording their melodies using letter notation. Creating a melody that fits both the lyrics and the four-chord backing track. Performing the leavers’ song with confidence. <p>GDS:</p> <ul style="list-style-type: none"> Taking a lead in their group to produce a chorus with all lines rhyming, eg: lines one and three as well as lines two and four. Taking a lead in their group to produce a verse with alternate lines rhyming. Working as part of a group to sequence and structure lyrics into a verse.

Musical style: Pop music



Exploring pop songs about new beginnings. Pop music is short for 'popular music' and this style of music generally has a simple, memorable melody.

Vocabulary

Lyrics The words of a song.

Chord progression A group of chords played in a particular order.

Melody The combination of pitch and rhythm which forms a tune.

Dynamics The volume of the music.

- Crescendo** - Gradually increasing volume.
- Diminuendo** - Gradually reducing volume.
- Forte** - To play loudly or strongly.
- Piano** - To play quietly or gently.

Verse - chorus structure A structure common in pop music, with two repeating sections: the verse and the chorus. The verse usually has different lyrics on each repetition.

			<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • "Showing their musical creativity by combining two or more melodies or improvisations over a four-chord backing track. • Using their own instrument to compose a melody. Amending their melody to improve it, varying the dynamics and using more than one instrument. Notating their melody using staff notation. • Using their own instrument to compose a melody. Notating their melody using staff notation. Performing the leavers' song confidently and in tune. Rehearsing to improve my performance.
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