



**Grange Primary Academy**

The best in everyone™

Part of United Learning

# Music

## End of Year

# Expectations

Updated October 2023

# Overview: Whole School

*Main Resource: Kapow (Online)*

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Unit 1</b>	Exploring Sound	Pulse and Rhythm (All About Me)	West African Call and Response Song (Animals)	Instrumental Scheme: South Africa	Body and Tuned Percussion (Rainforests)	Composition Notation (Ancient Egypt)	Baroque
<b>Unit 2</b>	Celebration Music; Diwali, Hannukah, Kwanzaa, Christmas	Musical Vocabulary (Under the Sea)	Orchestral Instruments (Traditional Stories)	Developing Singing Technique (The Vikings)	Changes in Pitch, Tempo and Dynamics (Rivers)	Blues	Dynamics, Pitch and Texture (Fingal's Cave)
<b>Unit 3</b>	Music and Movement	Timbre and Rhythmic Patterns (Fairy Tales)	Musical Me	Instrumental Scheme: Caribbean	Samba and Carnival Sounds and Instruments	South and West African Music	Theme and Variations (Pop Art)
<b>Unit 4</b>	Musical Stories	Pitch and Tempo (Superheroes)	Myths and Legends	Pentatonic Melodies and Composition (Chinese New Year)	Adapting and Transposing Motifs (Romans)	Composition to represent the festival of Colour (Holi)	Composing and Performing a Leavers' Song
<b>Unit 5</b>	Transport						
<b>Unit 6</b>	Big Band						

# Music National Curriculum Expectations

Teaching music effectively through the National Curriculum is the interpretation of the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

	Hearing and Listening	Vocalising and Singing	Moving and Dancing	Exploring and Playing
Nursery	<ul style="list-style-type: none"> <li>• Matches music to pictures/visual resources.</li> <li>• Can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker.</li> <li>• Describes the sound of instruments e.g. scratchy sound, soft sound.</li> <li>• Creates visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates his or her own songs, often with a real sense of structure, e.g. a beginning and an end.</li> <li>• Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</li> <li>• Merges elements of familiar songs with improvised singing.</li> <li>• Creates sounds in vocal sound games.</li> <li>• Changes some or all of the words of a song.</li> <li>• Has strong preferences for songs he or she likes to sing and/or listen to.</li> </ul>	<ul style="list-style-type: none"> <li>• Claps or taps to the pulse of the music he or she is listening to.</li> <li>• Claps or taps to the pulse of the song he or she is singing.</li> <li>• Physically interprets the sound of instruments, e.g. tiptoes to the sound of a xylophone.</li> <li>• Physically imitates the actions of musicians, e.g. pretends to play the trumpet, piano, guitar.</li> </ul>	<ul style="list-style-type: none"> <li>• Adds sound effects to stories using instruments.</li> <li>• Leads or is led by other children in their music making, i.e. being a conductor.</li> <li>• Listens and responds to others in pair/group music making.</li> <li>• Operates equipment such as CD players, MP3 players, handheld devices, keyboards.</li> <li>• Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo).</li> <li>• Shows control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Listening to and following a beat using body percussion and instruments.</li> <li>• *Considering whether a piece of music has a fast, moderate or slow tempo.</li> <li>• Listening to sounds and matching them to the object or instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and repeating simple lyrics.</li> <li>• Exploring lyrics by suggesting appropriate actions.</li> <li>• Exploring the story behind the lyrics or music.</li> <li>• Experimenting with body percussion and vocal sounds to respond to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</li> </ul>	<ul style="list-style-type: none"> <li>• Playing untuned percussion 'in time' with a piece of music.</li> <li>• Selecting classroom objects to use as instruments.</li> <li>• Selecting appropriate instruments to represent action and mood.</li> <li>• Experimenting with playing instruments in different ways</li> </ul>

	<ul style="list-style-type: none"> <li>• Listening to sounds and identifying high and low pitch.</li> <li>• Listening to and repeating a simple rhythm.</li> <li>• Understanding that different instruments make different sounds and grouping them accordingly.</li> </ul>			
<b>EYFS ELG</b>	<b>Children at the expected level of development will: Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b>			
	<b><u>Performing (incl Singing)</u></b>	<b><u>Composing (incl Improvising)</u></b> <i>Create sounds and music using the interrelated dimensions of Music</i>	<b><u>Listening, Appraising and Responding</u></b> <i>Listen to a range of high-quality live and recorded music Listen with attention to detail and recall sounds with increasing aural memory</i>	
Year 1	<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 (play 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>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>Creating simple melodies using a few notes.</p> <p>*Choosing dynamics, tempo and timbre for a piece of music.</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>	
Year 2	<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</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>*Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they *listen to.</p> <p>Listening to and recognising 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>	

	and playing short melodic patterns from letter notation.	Beginning to suggest improvements to their own work.	
<b>NC KS1</b>	<b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</b>	<b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b>	<b>Listen with concentration and understanding to a range of high-quality live and recorded music.</b>
Year 3	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 being able to identify these symbols using musical terminology	Composing a piece of music in a given style with voices and instruments Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). *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	*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Understanding that music from different parts of the world 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-related dimensions of music) when discussing improvements to their own and others' work
Year 4	*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.	Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. *Creating a piece of music with at least four different layers and a clear structure. *Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. *Suggesting improvements to others' work, using musical vocabulary.	Recognising the use and development of motifs in music. *Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary 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. *Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.

Year 5	<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>Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style.</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>*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>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>
Year 6	<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 with others 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>	<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>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</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>	<p>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.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>*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.</p> <p>*Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</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>
NC KS2	<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b></p>	<p><b>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</b></p> <p><b>Use and understand stave and other notation.</b></p>	<p><b>Listen with attention to detail and recall sounds with increasing aural memory.</b></p> <p><b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p> <p><b>Develop an understanding of the history of music.</b></p>

	<b>Use and understand stave and other notation.</b>		
<b>NC KS3</b>	<b>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</b>	<b>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</b> <b>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</b> <b>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</b>	<b>Listen with increasing discrimination to a wide range of music from great composers and musicians.</b> <b>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</b>

(\* also form part of the subject progression learning through the inter-related dimensions of Music)

# Music Subject Progression

Subject progression in music is based on the developing knowledge of the nine interrelated dimensions of music. All musical learning is built around the interrelated dimensions of music. This focuses on developing children’s skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It also involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	To understand that what ‘high’ and ‘low’ notes are.	To understand that pitch means how high or low a note sounds.	<p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</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 understand that ‘melody’ means a tune.</p> <p>To know how woodwind, stringed and brass instruments are played (in different ways) to make a sound.</p>	<p>To know that the group of pitches in a song is called its ‘key’ and that a key decides whether a song sounds happy or sad.</p> <p>To know that some traditional music around the world is based on five-notes called a ‘pentatonic’ scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p>	To know that ‘transposing’ a melody means changing its key, making it higher or lower pitched.	<p>To understand that a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that a ‘bent note’ is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its pitch.</p> <p>To know that ground bass is a repeating melody played on a bass instrument in Baroque music.</p>



Duration	To recognise that different sounds can be long or short.	To know that dynamics means how loud or soft a sound is.	<p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p>	<p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm</p> <p>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</p> <p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p>	<p>To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>To understand that all types of music notation show note duration.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>To know that a quaver is worth half a beat.</p>
Dynamics	To understand that instruments can be played loudly or softly.	<p>To know that dynamics means how loud or soft a sound is.</p> <p>To understand that sounds can be adapted to change</p>	To know that dynamics can change the effect a sound has on the audience.	To know that the word 'crescendo' means a sound getting gradually louder.	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo	To know that a melody can be adapted by changing its dynamics.

		their mood, eg through dynamics.				of the sounds made.	
Tempo	<p>To recognise music that is 'fast' or 'slow'.</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 the 'pulse' is the steady beat that goes through music.</p> <p>To know that tempo is the speed of the music.</p> <p>To understand that tempo can be used to represent mood or help tell a story.</p> <p>To understand that the pulse of music can get faster or slower.</p>	<p>To understand that the tempo of a musical phrase can be changed to achieve a different effect</p>		<p>To know that playing in time means all performers playing together at the same speed.</p> <p>To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</p>	<p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>To understand that a slow tempo can be used to make music sound sad.</p>	<p>To know that the conductor beats time to help the performers work well together.</p>
Timbre	<p>To know that different instruments can sound like a particular character.</p>	<p>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</p> <p>To know that my voice can create different timbres to help tell a story.</p>	<p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To understand an instrument can be matched to an animal noise based on its timbre.</p>	<p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p>	<p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p>	<p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of</p>	<p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p>

						the Xhosa language.	
Texture	To know that music often has more than one instrument being played at a time.	To know that music has layers called 'texture'.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.  To understand that 'accompaniment' can mean playing instruments along with a song.	To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.	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.  To know that when you sing without accompaniment it is called 'A Cappella'.	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.	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 music in which very similar parts are introduced one by one to overlap is called a canon.  To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon.  To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.  To know that a 'counter-subject' or 'counter-melody'

							provides contrast to the main melody.
Structure	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, eg a verse and a chorus.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.  I know that a graphic score can show a picture of the structure of music.	To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.  An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.  To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that a chord progression is a sequence of chords that repeats throughout a song.  To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.  To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one.
Notation	To know that signals can tell us when to start or stop playing.	To understand that music can be represented by pictures or symbols.	To know that 'notation' means writing music down so that someone else can play it  I know that a graphic score can show a picture of the structure and /	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.  To understand the key features of	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music.  To understand that in written staff notation,	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'.

			or texture of music.	staff notation, including clefs, key signatures, time signatures, minims, semibreves, crotchets, rests and how pitch is shown.		notes can go on or between lines, and that the lines show the pitch of the note.	To know that chord progressions are represented in music by Roman numerals
--	--	--	----------------------	--	--	--	--

# Overview: Nursery

<b>Continuous Provision</b>	<b>Adult-Led Provision</b>
<ul style="list-style-type: none"><li>• Instruments linked with Phase 1 of Letters and Sounds (phonological awareness) for children to explore and describe sounds.</li><li>• Pairs of instruments to explore – imitate sounds, identify hidden sound.</li><li>• Nursery Rhyme Suitcase - taught Nursery Rhymes available in a song book and images on the wall for children to select their favourite.</li><li>• Use of interactive music programs on the interactive whiteboard.</li><li>• Children given the opportunity to add sounds to familiar stories and tales.</li><li>• Outdoor stage – instruments provided to support the children’s performances. Musical instrument wall.</li></ul>	<ul style="list-style-type: none"><li>• Songs are used to signal and structure changes, e.g. getting coats, lining up, tidying up.</li><li>• Nursery Rhymes are taught following a fortnightly progression, and then added to the continuous provision.</li><li>• Number songs and rhymes are used to support Mathematical Development.</li><li>• Adults model how to play instruments in different ways, altering speed and volume.</li><li>• Children perform favourite songs to others, with adults modelling being a good audience member, moving to the pulse and encouraging children to talk about why they like the song.</li><li>• Singing is a natural part of the school day, encouraging children to learn alternative words to familiar tunes and joining in and enjoying singing activities.</li></ul>

# Overview: Reception

## Continuous Provision

- Children can play the piano, extended to playing familiar Nursery Rhymes and tunes. Scaffolding is
- Musical instruments are available in the classroom Music area as part of continuous provision.
- Nursery rhymes are taught weekly, with children given access to a class Nursery Rhyme book to support independent application.
- Nursery rhyme week as part of the curriculum.
- CD player for children to self-select their own music to listen to.
- Content from adult-led provision is included in the enhanced provision to give children the opportunity to apply and extend their learning.
- Phonological awareness activities are embedded into daily routines.
- Stage and musical instruments outside.

# Reception-Adult Led Provision

	Subject Progression		EYFS Framework 2021 Expectations	
<p><b>Autumn 1</b> Exploring Sound</p>	<p>Match a sound to an object or instrument.</p> <p>Begin to understand and recognise sounds that last for different lengths of time, i.e. long and short.</p> <p>Begin to understand that there are sounds that are loud/ soft and there is also silence.</p> <p>Recognise the difference between high and low sounds and demonstrate this through movement.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Experiment with body percussion and vocal sounds to respond to music.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p><b>Future Learning: Under the Sea</b></p> <p><i>Make movements that are appropriate to the pulse and tempo of a piece of music, choose instruments with appropriate timbre to represent sparkling fishes, respond to dynamic changes in a piece of music, create pitches and rhythms, perform a layer of the music within an overall piece, using accurate musical vocabulary.</i></p>



<p><b>Autumn 2</b>  <b>Celebration Music; Diwali, Hannukah, Kwanzaa, Christmas</b></p>	<p>Move with a sense of pulse and can change movement to match music</p> <p>Move to the sound of instruments.</p> <p>Match a sound to an object or instrument.</p> <p>Listen to and repeat simple rhythms</p> <p>Select appropriate instruments to represent action and mood</p> <p>Stop and start playing at the right time</p> <p>Perform to a small audience</p> <p>Remember and maintain their role within a group performance</p> <p>Remember and sing entire songs.</p> <p>Select classroom objects to use as instruments</p> <p>Use their voices to join in with well known songs from memory</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p>	<p><b>Future Learning: Under the Sea</b></p> <p><i>Make movements that are appropriate to the pulse and tempo of a piece of music, choose instruments with appropriate timbre to represent sparkling fishes, respond to dynamic changes in a piece of music, create pitches and rhythms, perform a layer of the music within an overall piece, using accurate musical vocabulary.</i></p>
--	--	---	---	---

<p><b>Spring 1</b> Music and Movement</p>	<p>Remember and sing entire songs.</p> <p>Use their voices to join in with well known songs from memory</p> <p>Begin to understand that music can be fast, moderate or slow.</p> <p>Begin to understand and recognise sounds that last for different lengths of time, i.e. long and short.</p> <p>Move with a sense of pulse and can change movement to match music.</p> <p>Stop and start playing at the right time.</p> <p>Remember and maintain their role within a group performance.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Experiment with body percussion and vocal sounds to respond to music.</p> <p>Is able to talk about the pulse of a piece of music being like its heartbeat</p>	<p><b>Future Learning: All About Me</b> <i>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.</i></p>

<p><b>Spring 2</b> Musical Stories</p>	<p>Alter movement to reflect the dynamics in a piece of music.</p> <p>Begin to understand and be able to recognise that there are different types of sound, e.g. shakers, drums, chimes etc and group them accordingly.</p> <p>Tap rhythms to accompany words, e.g. syllables of words</p> <p>Remember and maintain their role within a group performance</p> <p>Begin to understand that music can be fast, moderate or slow.</p> <p>Begin to understand and recognise sounds that last for different lengths of time, i.e. long and short.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Experiment with playing instruments in different ways Create their own songs, or improvise a song around one they know Create music on a theme, selecting appropriate instruments to represent action and mood</p> <p>Associate genres of music with characters and stories. Think abstractly about music and express it physically or verbally, e.g. 'This music sounds like floating on a boat.' Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p><b>Future Learning: Fairytales</b></p> <p><i>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.</i></p>
--	--	---	--	--

<p><b>Summer 1</b> Transport</p>	<p>To recognise that voices and instruments can imitate sounds from the world around us (e.g. vehicles)</p> <p>To know that the beat is the steady pulse of a song.</p> <p>To recognise music that is 'fast' or 'slow'</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Listening to and following a beat using body percussion and instruments. Listening to and repeating simple lyrics.</p> <p>Exploring lyrics by suggesting appropriate actions. Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways *Considering whether a piece of music has a fast, moderate or slow tempo. Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p>	<p><b>Future Learning: Fairytales</b> <i>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.</i></p>
<p><b>Summer 2</b> Big Band</p>	<p>Begin to recognise that there are different combinations of sound, e.g. 1 instrument, 2 instruments, 5 instruments. Select classroom objects to use as instruments Match a sound to an object or instrument. Play instruments to match the structure of a piece, e.g. stopping when the music does Remember and maintain their role within a group performance Stop and start playing at the right time Perform to a small audience.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Play instruments with increasing control to express their feelings and ideas. Play untuned percussion in time with a piece of music</p> <p>Experiment with playing instruments in different ways</p> <p>Create their own songs, or improvise a song around one they know Respond to what they have heard, expressing their thoughts and feelings.</p>	<p><b>Future Learning: Fairytales:</b> <i>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.</i></p>

# Overview: Year 1

## Listening Progression – 20<sup>th</sup> Century Music

		Subject Progression		National Curriculum Expectations	
<p><b>Prior Learning: Music and Movement</b></p> <p><i>Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.</i></p>	<p><b>Unit 1</b></p> <p>All About Me</p> <p>Pulse and Rhythm</p>	<p><b>To know that the ‘pulse’ is the steady beat that goes through music.</b></p> <p><b>To know that rhythm means a pattern of long and short notes.</b></p> <p><b>To understand that the pulse of music can get faster or slower.</b></p>	Performing	<p>Use their voice 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>Combining instrumental and vocal sounds within a given structure.</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listen and respond to other performers when playing as part of a group.</p> <p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Describing the character, mood, or ‘story’ of the music they listen to (verbally or through movement).</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p><b>Future Learning: Timbre and Rhythmic Patterns: Fairytale</b></p> <p><i>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.</i></p>
	<p><b>Key Vocabulary:</b></p> <p>Rhythm</p> <p>Pulse</p>		Composing		

<p><b>Prior Learning: Exploring Sound/ Celebrations</b> Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p>	<p><b>Unit 2</b> Under the Sea</p> <p>Musical Vocabulary</p>	<p><b>To understand that pitch means how high or low a note sounds.</b></p> <p><b>To know that ‘timbre’ means the quality of a sound, e.g. that different instruments would sound different playing a note of the same pitch.</b></p> <p><b>To know that music has layers called ‘texture’.</b></p> <p><b>To know that a piece of music can have more than one section, e.g a verse and a chorus.</b></p> <p>To know that dynamics means how loud or soft a sound is.</p>	Performing	Copying back short rhythmic and melodic phrases on percussion instruments.	<p><b>Future Learning: Myths and Legends</b> Create rhythms and arrange them in a particular order or structure, identify the structure of a piece of music and write it down, describe whether a musical texture is thick or thin, explore ways of writing down different textural layers, follow a given structure for a composition, write a structure score accurately, compose music with several layers, perform their composition accurately, following the structure score.</p>
	<p><b>Key Vocabulary:</b> pulse dynamics tempo celest timbre pitch rhythm structure texture graphic score</p>		Composing	<p>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. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music.</p>	
			Listening	<p>Listening and responding to other performers by playing as part of a group. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. 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.</p>	

<p><b>Prior Learning: Musical Stories/ Transport/ Big Band/ All About Me</b>  <i>Recognising that music can tell a story with sounds, and that voices and instruments can imitate sounds around us. Clapping and playing rhythms and pulse.</i></p>	<p><b>Unit 3</b>  <b>Fairy Tales</b></p>	<p><b>To know that an instrument or rhythm pattern can represent a character in a story.</b></p> <p>To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.</p> <p><b>To know that my voice can create different timbres to help tell a story.</b></p> <p><b>To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</b></p>	<p>Performing</p> <p>Using their voices expressively to speak and chant.  Copying back short rhythmic and melodic phrases on percussion instruments.</p>	<p><b>Future Learning: Traditional Stories</b>  <i>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.</i></p>
	<p><b>Timbre and Rhythmic Patterns</b></p>		<p><b>Composing</b></p> <p>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.</p>	
<p><b>Key Vocabulary:</b>  timbre  pulse  rhythm  syllables  strings  timpani  oboe  clarinet  bassoon  french horn  flute</p>				

<p><b>Prior Learning: Musical Stories</b></p> <p><i>Understanding that a piece of music can help tell a story with sounds, understanding what high and low notes are.</i></p>	<p><b>Unit 4</b></p> <p>Superheroes</p>	<p><b>To understand that tempo can be used to represent mood or help tell a story.</b></p> <p>To know that the ‘pulse’ is the steady beat that goes through music and the tempo is the speed of the music.</p> <p><b>To understand that ‘tuned’ instruments play more than one pitch of notes.</b></p> <p><b>To know that following a leader when we perform helps everyone play together accurately.</b></p> <p>To know that dynamics means how loud or soft a sound is.</p>	Performing	Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	<p><b>Future Learning: Myths and Legends</b></p> <p><i>Create rhythms and arrange them in a particular order or structure, identify the structure of a piece of music and write it down, describe whether a musical texture is thick or thin, explore ways of writing down different textural layers, follow a given structure for a composition,, write a structure score accurately, compose music with several layers, perform their composition accurately, following the structure score.</i></p>
	<p>Pitch and Tempo</p>		<p><b>Key Vocabulary:</b></p> <p>accelerando high pitched low pitch perform performance pitch pitch pattern tempo</p>	Composing	
			Listening	<p>Recognising basic tempo, dynamic and pitch changes.</p> <p>Describing the character, mood, or ‘story’ of music they listen to (verbally or 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 and responding to other performers by playing as part of a group.</p>	



# Overview: Year 2

## Listening Progression – Introduction to music from different periods - Baroque/ Classical/ Romantic/ 20<sup>th</sup> Century

		Subject Progression		National Curriculum Expectations	
<p><b>Prior Learning: All About Me</b></p> <p><i>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.</i></p>	<p><b>Unit 1</b></p> <p>Animals</p> <p><i>West African Call and Response</i></p>	<p><b>To know that dynamics can change the effect a sound has on the audience.</b></p> <p><b>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</b></p> <p><b>To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.</b></p> <p><b>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</b></p> <p><b>To understand that an instrument can be matched to an animal noise based on its timbre.</b></p>	Performing	Use their voices expressively when singing including the use of dynamics. Perform expressively using dynamics and timbre to alter sounds as appropriate.	<p><b>Future Learning: Musical Me</b></p> <p><i>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 new melody from letter notation in the right order, if not with the right rhythms, down and play it back, select instruments with different timbres, compose and perform a piece using different dynamic levels.</i></p>
	<p><b>Key Vocabulary:</b></p> <p>timbre dynamics tempo call and response rhythm structure</p>		Composing	Successfully combine instrumental and vocal patterns within a given structure. Select and create longer sequences of appropriate sounds using instruments and voices to represent a given idea or character. Choose appropriate dynamics, tempo and timbre for a piece of music.	
			Listening	Suggest improvements to their own and others' work.	

<p style="text-align: center;"><b>Prior Learning: Fairytales</b></p> <p>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.</p>	<p style="text-align: center;"><b>Unit 2</b> Traditional Stories <i>Orchestral Instruments</i></p>	<p>To know that dynamics can change the effect a sound has on the audience.</p> <p><b>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</b></p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p><b>To know that musical instruments can be used to create 'real life' sound effects.</b></p> <p>To understand an instrument can be matched to an animal noise based on its timbre.</p> <p><b>To know how woodwind, stringed and brass instruments are played (in different ways) to make a sound.</b></p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Performing expressively using dynamics and timbre to alter sounds as appropriate. 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.</p> <p>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. Using letter name and graphic notation to represent the details of their composition.</p> <p>Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.</p>	<p style="text-align: center;"><b>Future Learning: Musical Me</b></p> <p><i>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 by 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.</i></p>
	<p style="text-align: center;"><b>Key Vocabulary:</b> timbre dynamics tempo call and response rhythm structure</p>				

<p><b>Prior Learning: All About Me</b></p> <p><i>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.</i></p>	<p><b>Unit 3</b> Musical Me</p>	<p><b>To understand that ‘melody’ means a tune.</b></p> <p><b>To know that ‘notation’ means writing music down so that someone else can play it.</b></p> <p><b>To understand that ‘accompaniment’ can mean playing instruments along with a song.</b></p> <p><b>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</b></p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p>	<p><b>Performing</b></p> <p>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.</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><b>Future Learning: The Vikings</b></p> <p><i>Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance.</i></p>
	<p><b>Key Vocabulary:</b></p> <p>rhythm pulse dynamics timbre beat melody notation</p>		<p><b>Composing</b></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><b>Prior Learning: Musical Vocabulary: Under the Sea</b></p> <p><i>Make movements that are appropriate to the pulse and tempo of a piece of music, choose instruments with appropriate timbre to represent sparkling fishes, respond to dynamic changes in a piece of music, create pitches and rhythms, perform a layer of the music within an overall piece, using accurate musical vocabulary.</i></p>	<p><b>Unit 4</b></p> <p>Myths and Legends</p>	<p><b>Key Vocabulary:</b></p> <p>beat</p> <p>compose</p> <p>composition</p> <p>dynamics</p> <p>graphic score</p> <p>legend</p> <p>melody</p> <p>myth</p> <p>notation</p> <p>pitch</p> <p>rhythm</p> <p>stave</p> <p>notation</p> <p>structure</p> <p>tempo</p> <p>texture</p> <p>timbre</p>	<p><b>To know that a graphic score can show a picture of the structure of music.</b></p> <p><b>To know that a graphic score can show a picture of the layers, or ‘texture’, of a piece of music.</b></p> <p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p><b>To know that ‘Tintagel’ is an example of a ‘symphonic poem’ written by Arthur Bax in 1917.</b></p>	<p>Performing</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	<p><b>Future Learning: Rainforests</b></p> <p><i>Identify the structure of a piece of music.</i></p> <p><i>Have an idea as to when there is one layer in a piece of music and when there are two.</i></p> <p><i>Play a sequence in the correct order in time with their partner.</i></p> <p><i>Have two contrasting rhythms being played together.</i></p> <p><i>Have two different melodies being played together.</i></p> <p><i>Have a complete piece of music with four different layers with an appropriate structure.</i></p>
	<p>Composing</p> <p>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.</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>Listening</p> <p>Recognising timbre changes in music they listen to. Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music.</p> <p>Suggesting improvements to their own and others’ work.</p>	

# Overview: Year 3

## Listening Progression – Music from different periods – Renaissance to 20<sup>th</sup> Century

		Subject Progression		National Curriculum Expectations		
<b>Future Learning: Musical Me</b> <i>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,</i>	<b>Unit 1</b> <b>South Africa</b>  <b>Whole Class</b> <b>Instrumental Lessons</b>	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p> <p>To know that many types of music from around the world consist of more than one layer of sound</p> <p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p><b>To understand the key features of staff notation, including clefs, key signatures, time signatures, minims, semibreves, crotchets, rests and how pitch is shown.</b></p> <p><b>To know the correct technique for playing tuned percussion instruments.</b></p> <p><b>To know the key features of South African Gumboot music.</b></p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>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</p> <p>Compose 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. *Suggesting and implementing improvements to their own work, using musical vocabulary</p> <p>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Understanding that music from different parts of the world has different features. Beginning to show an awareness of metre.</p>	<b>Future Learning: South and West Africa</b> <i>Children learn traditional South and West African songs, play the accompanying chords using tuned percussion and learn to play the djembe.</i> <b>Instrumental Scheme Caribbean</b> <i>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.</i>	
	<b>Key Vocabulary:</b> Crotchet Minim Semibreve Staff Bar line Ostinato Rest Dynamics					

<p><b>Prior Learning: African Call and Response</b></p> <p><i>Use tempo, dynamics and timbre in their piece, play in time with their group, use instruments appropriately, successfully sing back the melody line in time and at the correct pitch, play either a call and/or response role in time with another pupil, perform their composition.</i></p>	<p><b>Unit 2</b></p> <p>Developing Singing Technique - Vikings</p>	<p><b>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.</b></p> <p><b>To know that different notes have different durations, and that crotchets are worth one whole beat.</b></p> <p><b>To understand that ‘reading’ music means using how the written note symbols look and their position to know what notes to play.</b></p> <p><b>To know that written music tells you how long to play a note for.</b></p>	<p>Performing</p> <p>Composing</p> <p>Listening</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 identifying these symbols using musical terminology.</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.</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Understanding that music from different parts of the world, and different times, has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work.</p>	<p><b>Future Learning: Rivers</b></p> <p><i>Sing in tune and in harmony with others, with developing breath control, explain how a piece of music makes them feel with some use of musical terminology, perform a vocal ostinato in time, listen to other members of their group as they perform, create an ostinato and represent it on paper so that they can remember it, create and perform a piece with a variety of ostinatos.</i></p>
	<p><b>Key Vocabulary:</b></p> <p>composition melody notation tempo minim crotchet quaver coordinated disciplined</p>				

<p><b>Prior Learning: South Africa Instrumental Scheme:</b> Whole-class instrumental lessons on tuned percussion. This unit develops pupils' rhythmic, singing and notation skills.</p>	<p><b>Unit 3</b> Instrumental Scheme - Caribbean</p>	<p><b>To know the key features of Caribbean Music.</b></p> <p><b>To understand how to read and play quavers from staff notation and pitches from staff notation with letter name prompts.</b></p> <p><b>To know how to play tuned percussion with the correct technique.</b></p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Play and perform in solo and ensemble contexts, using their voices (and playing musical instruments) with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Use and understand staff (and other) notations</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b>Future Learning: Samba and Carnival Sounds</b></p> <p><i>Clap on the off beat (the end of each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).</i></p> <p><i>Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence, accurately playing their break.</i></p>
	<p><b>Key Vocabulary:</b> Calypso Kaiso Steel pan Quaver Crotchet Minim Semibreve Pentatonic Scale</p>	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p> <p>To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p> <p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.</p>			

<p><b>Prior Learning: Myths and Legends</b></p> <p>Create rhythms and arrange them in a particular order or structure, identify the structure of a piece of music and write it down, describe whether a musical texture is thick or thin, explore ways of writing down different textural layers, follow a given structure for a composition., write a structure score accurately, compose music with several layers, perform their composition accurately, following the structure score.</p>	<p><b>Unit 4</b></p> <p>Chinese New Year</p>	<p><b>To know that the word ‘crescendo’ means a sound getting gradually louder.</b></p> <p><b>To know that some traditional music around the world is based on five notes called a ‘pentatonic’ scale.</b></p> <p><b>To understand that a pentatonic melody uses only the five notes C D E G A.</b></p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>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.</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. Suggesting and implementing improvements to their own work, using musical vocabulary.</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, and different times, 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-dimensions of music) when discussing improvements to their own and others’ work.</p>	<p><b>Future Learning: Composition Notation (Ancient Egypt)</b></p> <p>Sing in time and in tune with other people and the backing track, remember the lyrics to a song, identify the structure of a piece of music and match this to non-standard notation, improvise their own piece of music, play a melody with reasonable accuracy, perform with confidence and in time with others, compose and play a melody using stave notation, contribute meaningfully to the group performance and composition.</p>
	<p><b>Key Vocabulary:</b></p> <p>tempo</p> <p>crescendo</p> <p>dynamics</p> <p>timbre</p> <p>duration</p>				



# Overview: Year 4

## Listening Progression – Music from different periods Early to 20<sup>th</sup> Century

		Subject Progression		National Curriculum Expectations		
<p><b>Prior Learning: Myths and Legends</b></p> <p>Create rhythms and arrange them in a particular order or structure, identify the structure of a piece of music and write it down, describe whether a musical texture is thick or thin, explore ways of writing down different textural layers, follow a given structure for a composition., write a structure score accurately, compose music with several layers, perform their composition accurately, following the structure score.</p>	<p><b>Unit 1</b></p> <p>Rainforests</p>	<p><b>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</b></p> <p><b>To know that combining different instruments and different rhythms when we compose can create layers of sound we call ‘texture’.</b></p> <p><b>To know that a ‘loop’ in music is a repeated melody or rhythm.</b></p> <p><b>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</b></p> <p>To know that grouping instruments according to their timbre can create contrasting ‘textures’ in music.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</p>	<p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Using musical vocabulary when discussing improvements to their own and others’ work. Composing a coherent piece of music in a given style with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music. Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Suggesting improvements to others work, using musical vocabulary.</p>	<p><b>Prior Learning: Composition to represent the festival of colour (Theme: Holi festival)</b></p> <p>Create a graphic score and describe how this matches the general structure of a piece of music, create a vocal composition in response to a picture and justify their choices using musical terms, create a vocal composition in response to a colour record their compositions in written form, work as a group to perform a piece of music.</p>	
	<p><b>Key Vocabulary:</b></p> <p>pitter patter raindrop clapping clicking body percussion tempo rhythm boom snap structure texture contrast higher lower compose loop melody pitch inspiration keyboard</p>					

<p><b>Prior Learning: The Vikings</b></p> <p><i>Move and sing as a team, following the lyrics on the screen, recognise minims, crotchets and quavers often by ear and reliably by sight, perform rhythms accurately from notation and layer them to create a composition, add appropriate sound effects to their performances using untuned percussion, join in with the performances confidently, and reasonably in time and tune, make suggestions for improving their performance</i></p>	<p><b>Unit 2</b></p> <p><b>Rivers</b></p> <p>Changes in Pitch, Tempo and Dynamics</p>	<p><b>To know that when you sing without accompaniment it is called ‘A Cappella’.</b></p> <p>To know that playing in time means all performers playing together at the same speed.</p> <p><b>To know that harmony means playing two notes at the same time that usually sound good together.</b></p> <p><b>To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</b></p> <p><b>To know that ‘performance directions’ are words added to musical notation to tell the performers how to play.</b></p>	<p>Performing</p> <p>Composing</p> <p>Listening</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>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>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music. 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 when discussing improvements to their own and others’ work.</p>	<p><b>Future Learning: Adapting and Transposing Motifs (Romans)</b></p> <p><i>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.</i></p>
	<p><b>Key Vocabulary</b></p> <p>a cappella breathing dynamics harmony listen texture tempo ostinato percussion layer</p>				

<p><b>Prior Learning: Instrumental Scheme Caribbean</b></p> <p><i>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.</i></p>	<p><b>Unit 3</b></p> <p>South America</p> <p>Samba and Carnival sounds and instruments</p>	<p><b>To know that Samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</b></p> <p><b>To understand that the ‘on beat’ is the pulse of a piece of music, and the ‘off beat’ is beats that fall in between these.</b></p> <p><b>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</b></p>	<p>Performing</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing syncopated rhythms with accuracy, control and fluency.</p>	<p><b>Future Learning: Samba and Carnival Sounds</b></p> <p><i>Clap on the off beat (the end of each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence; accurately playing their break.</i></p>
		<p>Composing</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>Using musical vocabulary to discuss the purpose of a piece of music.</p>	<p>Listening</p> <p>Beginning to improvise musically within a given style. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others’ work, using musical vocabulary.</p>	
		<p><b>Key Vocabulary:</b></p>		
<p>agogo</p> <p>bateria</p> <p>caixa</p> <p>carnival</p> <p>chocalho</p> <p>composition</p> <p>crescendo</p> <p>cowbell</p> <p>dynamics</p> <p>ensemble</p>	<p>features</p> <p>ganza</p> <p>influenced</p> <p>metronome</p> <p>off-beat</p> <p>percussion</p> <p>pulse</p> <p>repique</p> <p>rhythm</p> <p>rhythmic break</p>	<p>Samba</p> <p>Samba breaks</p> <p>structure</p> <p>surdo</p> <p>syncopated rhythms</p> <p>tamborim</p> <p>texture</p> <p>unison</p> <p>untuned percussion</p>		

**Prior Learning: Rivers**

*Sing in tune and in harmony with others, with developing breath control, explain how a piece of music makes them feel with some use of musical terminology, perform a vocal ostinato in time, listen to other members of their group as they perform, create an ostinato and represent it on paper so that they can remember it, create and perform a piece with a variety of ostinatos.*

**Unit 4**  
**Adapting and Transposing Motifs (Romans)**

**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.**

To know that playing ‘in time’ requires playing the notes for the correct duration as well as at the correct speed.

Performing

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.

Composing

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.

Listening

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.

**Key Vocabulary**

**Future Learning: Theme and Variations (Theme: Pop Art)**

Perform rhythms confidently either on their own or in a group, identify the sounds of different instruments and discuss what they sound like, recall the names of several instruments according to their orchestra sections, name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse, draw the rhythms accurately and show a difference between each of their variations.

		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	
--	--	---	--	--	--

# Overview: Year 5

## Listening Progression – Music from different periods

		Subject Progression		National Curriculum Expectations	
<p><b>Prior Learning: Adapting and Transposing Motifs (Romans)</b></p> <p><i>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.</i></p>	<p><b>Unit 1</b></p> <p>Composition Notation (Ancient Egypt)</p>	<p><b>To know that simple pictures can be used to represent the structure (organisation) of music.</b></p> <p><b>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</b></p> <p><b>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</b></p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>	Performing	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.	<p><b>Future Learning: Composition to represent the festival of colour (Theme: Holi festival)</b></p> <p><i>Create a graphic score and describe how this matches the general structure of a piece of music, create a vocal composition in response to a picture and justify their choices using musical terms, create a vocal composition in response to a colour record their compositions in written form, work as a group to perform a piece of music.</i></p>
	<p><b>Key Vocabulary:</b></p> <p>features notation repeating unison composition structure repetition melody tempo compose ensemble minor key</p>		Composing	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Using staff notation to record rhythms and melodies. 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.	
			Listening	Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to 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.	

<p><b>Prior Learning: Ancient Egypt</b></p> <p><i>Sing in time and in tune with other people and the backing track, remember the lyrics to a song, identify the structure of a piece of music and match this to non-standard notation, improvise their own piece of music, play a melody with reasonable accuracy, perform with confidence and in time with others, compose and play a melody using staff notation, contribute meaningfully to the group performance and composition</i></p>	<p><b>Unit 2</b></p> <p><b>Blues</b></p>	<p><b>To understand that a chord is the layering of several pitches played at the same time.</b></p> <p><b>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</b></p> <p><b>To know that ‘blues’ music aims to share feelings and blues songs tend to be about sadness or worry.</b></p> <p><b>To know that a ‘bent note’ is a note that varies in its pitch, e.g. the pitch may slide up or down.</b></p> <p>To understand that a chord is the layering of several pitches played at the same time.</p>	<p>Performing</p> <p>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.</p>	<p><b>Future Learning: South and West Africa</b></p> <p><i>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 more complicated rhythms in time and with rests.</i></p>
	<p><b>Key Vocabulary</b></p> <p>Blues chord</p> <p>12-bar Blues bar scale</p> <p>Blues scale</p> <p>bent notes</p> <p>ascending scale</p> <p>descending scale</p> <p>improvisation</p>		<p>Composing</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>Listening</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. Improvising coherently within a given style.</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><b>Prior Learning: Blues</b></p> <p><i>Sing in tune, using vocal expression to convey meaning.</i></p> <p><i>Explain what a chord is and play the chord of C sixteen times.</i></p> <p><i>Play the twelve bar blues correctly.</i></p> <p><i>Play the notes of the Blues scale in the correct order, ascending and descending.</i></p> <p><i>Play a selection of Blues scale notes out of order in their own improvisation.</i></p>	<p><b>Unit 3</b></p> <p>South and West Africa</p>	<p><b>Key Vocabulary</b></p> <p>a cappella</p> <p>call and response</p> <p>dynamics</p> <p>performance</p> <p>chord</p> <p>improvisation</p> <p>ostinato</p> <p>break</p> <p>poly-rhythms</p> <p>master drummer</p> <p>syncopation</p> <p>metronome</p>	<p><b>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</b></p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p><b>To understand that major chords create a bright, happy sound.</b></p> <p><b>To know that poly-rhythms means many rhythms played at once.</b></p>	<p>Performing</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><b>Future Learning: Baroque</b></p> <p><i>Take part in a vocal improvisation task based on Baroque recitative.</i></p> <p><i>Play several parts of a canon using staff notation, with or without letter names.</i></p> <p><i>Compose a ground bass melodic ostinato.</i></p> <p><i>Notate a ground bass pattern using staff notation.</i></p> <p><i>Learn a fugue part by reading staff notation, with or without note names.</i></p> <p><i>Name some well-known Baroque composers and describe what musical features they were known for.</i></p>
	<p>Composing</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>Using staff notation to record rhythms and melodies.</p>			<p>Listening</p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using 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><b>Prior Learning: Rainforests</b></p> <p><i>Identify the structure of a piece of music.</i></p> <p><i>Have an idea as to when there is one layer in a piece of music and when there are two, play a sequence in the correct order in time with their partner.</i></p> <p><i>Have two contrasting rhythms and melodies being played together.</i></p> <p><i>Have a complete piece of music with four different layers with an appropriate structure.</i></p>	<p><b>Unit 4</b></p> <p><b>Composition to Represent the Festival of Colour (Holi)</b></p>	<p><b>Key Vocabulary</b></p> <p>synesthesia</p> <p>dynamics</p> <p>Holi</p> <p>graphic score</p> <p>vocal composition</p> <p>performance</p>	<p><b>To know that a vocal composition is a piece of music created only using voices.</b></p> <p><b>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.</b></p> <p><b>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</b></p> <p><b>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.</b></p>	<p>Performing</p> <p>Composing</p> <p>Listening</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>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work.</p>	<p><b>Future Learning:</b></p> <p><b>Composing and performing a Leavers' song</b></p> <p><i>Identify and evaluate the musical features of a song.</i></p> <p><i>Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</i></p> <p><i>Fit an existing melody over a four-chord backing track.</i></p> <p><i>Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</i></p> <p><i>Record melodies using letter notation.</i></p> <p><i>Perform the leavers' song with confidence.</i></p>
---	---	--	--	---	--	--

# Overview: Year 6

## Listening Progression – Music from different periods

		Subject Progression		National Curriculum Expectations	
<p><b>Prior Learning: South and West Africa</b>  <i>Play a chord with two notes, remaining in time.            Maintain their part in a performance with accuracy.            Play more complicated rhythms in time and with rests.</i></p>	<p><b>Unit 1</b>            Baroque</p>	<p><b>To know that music in which very similar parts are introduced one by one to overlap is called a canon.</b></p> <p><b>To know that a canon is a musical structure or ‘form’ in which an opening melody is imitated by one or more parts coming in one by one.</b></p> <p><b>To know that a ‘polyphonic’ texture means lots of individual melodies layered together, like a canon.</b></p> <p><b>To know that a ‘counter-subject’ or ‘counter-melody’ provides contrast to the main melody.</b></p> <p><b>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</b></p> <p><b>To know that ground bass is a repeating melody played on a bass instrument in Baroque music.</b></p>	Performing	<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 with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing a solo or taking a leadership role within a performance (some children).</p>	<p><b>Future Learning:</b>  <b>Dynamics, pitch and texture (Theme: Coast – Fingal’s Cave by Mendelssohn)</b>  <i>Engage in discussion about the sounds of an orchestral piece, have a selection of varied vocabulary in response to what they hear, change dynamics and pitch, differentiating between the two, take the role of conductor or follow a conductor to show changes in pitch, dynamics and texture, change texture within their group improvisation and talk about its effect, create a graphic score to represent sounds.</i></p>
	<p><b>Key Vocabulary:</b>            Baroque            bass clef            canon            fugue            ground bass            opera            oratorio            polyphonic            recitative</p>		Composing	<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>Constructively critique their own and others’ work, using musical vocabulary.</p>	
			Listening	<p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>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.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p>	

				<p>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. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>	
<p><b>Prior Learning: Baroque</b></p> <p>Take part in a vocal improvisation task based on Baroque recitative.</p> <p>Play several parts of a canon using staff notation, with or without letter names.</p> <p>Compose a ground bass melodic ostinato.</p> <p>Notate a ground bass pattern using staff notation.</p> <p>Name some well-known Baroque composers and describe what musical features they were known for.</p>	<p><b>Unit 2</b></p> <p><b>Fingal's Cave</b></p> <p>Dynamics, Pitch and Texture</p>	<p><b>To know that the conductor beats time to help the performers work well together.</b></p> <p><b>To understand that improvisation means making up music 'on the spot.'</b></p> <p><b>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</b></p> <p><b>To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</b></p>	<p>Performing</p> <p>Composing</p> <p>Listening</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> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology.</p> <p>Constructively critiquing their own and others' work, using musical vocabulary.</p> <p>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.</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Using musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to</p>	<p><b>Future Learning: KS3:</b></p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that they perform and to which they listen, and its history. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p>

				discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features.	
--	--	--	--	--	--

<p><b>Prior Learning: Adapting and Transposing Motifs (Romans)</b></p> <p><i>Learn a new song, singing in time and in tune while following the lyrics.</i></p> <p><i>Identify motifs aurally and play a repeated pattern on a tuned instrument.</i></p> <p><i>Create and performing a motif, notating it with reasonable accuracy.</i></p> <p><i>Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</i></p> <p><i>Combine different versions of a musical motif and perform as a group using musical nota</i></p>	<p style="text-align: center;"><b>Unit 3</b> Theme and Variations (Pop Art)</p>	<p><b>To know that a ‘theme’ is a main melody in a piece of music.</b></p> <p><b>To know that ‘variations’ in music are when a main melody is changed in some way throughout the piece.</b></p> <p><b>To understand that representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly.</b></p> <p><b>To know that ‘The Young Person’s Guide to the Orchestra’ was written in 1945 by Benjamin Britten.</b></p> <p>To know that a quaver is worth half a beat.</p> <p>To understand that all types of music notation show note duration.</p>	<p>Performing</p> <p>Composing</p> <p>Listening</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 with accuracy and fluency from graphic and staff notation and from their own notation.</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>Constructively critique their own and others’ work, using musical vocabulary.</p> <p>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</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</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 that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</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>	<p style="text-align: center;"><b>Future Learning: KS3</b></p> <p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p>
--	---	---	---	---	---

		Key Vocabulary	
		3/4 time 4/4 time accidentals body percussion diaphragm legato motif orchestra percussion phrases pitch pizzicato pulse quaver rhythm rhythmic elements	section semi-quaver staccato tempo theme TIKI-TIKI, TI-TIKI, TIKI-TI translate variations vocal line woodwind

<p><b>Prior Learning: Composition to represent the festival of colour (Theme: Holi festival)</b>  <i>Create a graphic score and describe how this matches the general structure of a piece of music.</i>  <i>Create a vocal composition in response to a picture and justify their choices using musical terms.</i></p> <p><i>Create a vocal composition in response to a colour.</i>  <i>Record their compositions in written form.</i>  <i>Work as a group to perform a piece of music.</i></p>	<p><b>Unit 4</b>  <b>Composing and Performing a Leavers Song</b></p>	<p><b>To know that a chord progression is a sequence of chords that repeats throughout a song.</b></p> <p><b>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</b></p> <p><b>To know that chord progressions are represented in music by Roman numerals.</b></p> <p><b>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'.</b></p>	<p>Performing</p> <p>Composing</p> <p>Listening</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> <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>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</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> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p>	<p><b>Future Learning: KS3</b></p> <p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p>
---	--	--	---	---	--

				Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.	
		<b>Key Vocabulary</b>			
		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		



# Progression in Talking about Music

*Questions/ activities from previous year groups to also be revisited as recall/ retrieval exercises*

	Example questions to ask	
Nursery and Reception	<p>What does the music sound like/ make you think of?</p> <p>What was the same/ different about these pieces of music?</p> <p>Describe the sound of the instruments.</p>	<p>Can you match the sound to the instrument?</p> <p>Are the sounds high/ low/ long/ short/ loud/ soft/ fast/ slow?</p> <p>Can you find the pulse of the music?</p>
Years 1 and 2	<p>What instruments can you hear?</p> <p>Can you find the pulse of the music?</p> <p>What is the tempo? Does it change through the piece?</p> <p>What are the dynamics in the music? Do they change?</p> <p>Did you like the piece? Why/why not?</p> <p>What does the music make you think of?</p>	<p>What is the same/ different about these pieces of music?</p> <p>What family of instruments does ____ belong to?</p> <p>What is the texture of the piece of music?</p> <p>What is the structure of the piece of music?</p> <p>Are there repeating motifs?</p>
Years 3 and 4	<p>Does the music move in steps or leaps?</p> <p>Are there repeating ostinatos during the piece?</p> <p>What style is the music? How do you know?</p> <p>What time period is the music from? How do you know?</p> <p>What is the timbre of the piece?</p> <p>What are the dynamics in the piece?</p> <p>What is the texture of the piece?</p>	<p>Describe the changes in tempo/ dynamics/ texture/ timbre throughout the piece.</p> <p>What effect does the dynamics/ tempo/ timbre/ texture have on the piece?</p> <p>What is the purpose of the piece of music?</p> <p>What could the purpose of this piece of music be?</p> <p>Who do you think would like this piece? Why?</p> <p>What do you notice that is the same/ different about the styles/ traditions/ genres of music?</p>
Years 5 and 6	<p>What are the stylistic features of this piece of music?</p> <p>How has the style/ tradition of this type of music developed over time?</p> <p>Compare these pieces of music and evaluate them using musical vocabulary.</p> <p>Describe and evaluate the features of the music.</p>	<p>How does the venue/ occasion/ purpose affect the way that the music sounds?</p> <p>How do features of a song complement each other to create a coherent overall effect?</p> <p>How have musical eras influenced each other?</p> <p>How did ____ (composer) impact the development of different musical styles?</p>