

Comberton Primary School Music Curriculum

Our Vision

Our role at Comberton is to spark curiosity, creating a world of opportunity, awe and wonder for our children and staff. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern day Britain.

Subject Intent

Music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us.

Children should:

- Enjoy a wide range of musical activities and experience the joy and power of music
- Develop effective singing technique and express themselves through singing
- Acquire proficiency in playing a range of different instruments with appropriate technique
- Develop the ability to read and use musical notation
- Enjoy listening to, knowing about, understanding and evaluating a wide range of music of different styles
- Understand and explore how music is created and produced
- Engage in the creation of their own music
- Take part in live performances as both audience and performers
- Feel that they are musical and develop a life-long love of music

Curriculum Overviews

EYFS

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

At the End of EYFS

Listening	Composing	Performing	Inter-related dimensions
<p>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>	<p>Playing untuned percussion ‘in time’ with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p>	<p>Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p>	<p>To understand what ‘high’ and ‘low’ notes are.</p> <p>To recognise that different sounds can be long or short.</p> <p>To understand that instruments can be played loudly or quietly.</p> <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 different instruments can sound like a particular character.</p> <p>To know that music often has more than one instrument being played at a time.</p> <p>To recognise the chorus in a familiar song.</p> <p>To know that signals can tell us when to start or stop playing.</p>

Essential Vocabulary:

music, dance, move, sound, drum, instrument, voice, loud, quiet, high, low, fast, slow, song, band, orchestra

National Curriculum Overview

Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes▪ play tuned and untuned instruments musically▪ listen with concentration and understanding to a range of high-quality live and recorded music▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression▪ improvise and compose music for a range of purposes using the inter-related dimensions of music▪ listen with attention to detail and recall sounds with increasing aural memory▪ use and understand staff and other musical notations▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians▪ develop an understanding of the history of music.

At Comberton Primary School, we use Kapow Primary's music scheme of work. This enables pupils to meet the end of key stage attainment targets in the national curriculum. This is taught in a sequential manner, with key concepts revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning.

Our curriculum takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The interrelated dimensions of music



The scheme of work has a clear progression of skills and knowledge within these strands across each year group. Attainment targets and progression of skills have been carefully mapped out to ensure they are securely met by the end of each key stage.

Through Kapow Primary's music scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.

The instrumental scheme lessons in Y4 complement the Kapow Primary scheme of work and allow lower KS2 pupils to develop their expertise in using a tuned instrument over the course of a year as recommended in the model music curriculum.

The Kapow Primary scheme follows a spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks as well as doing simple tasks better. They also develop their knowledge and understanding of the history of music, music from many different cultures, a range of musical notations (including Western staff) and the interrelated dimensions of music.

Lessons incorporate a range of teaching strategies, including independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are varied and make cross-curricular links with other areas of learning.

Unit Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Pulse and rhythm	Dynamics, timbre, tempo and motifs	Performing skills, Beatles	FAME cornet	Blues	Renaissance Baroque Classical
Autumn 2	Tempo	Musical me	Composition	FAME cornet	South and West Africa	Romantic Twentieth century
Spring 1	Musical vocabulary	Orchestral instruments	Singing technique	FAME cornet	Looping and remixing	Songs of World War Two
Spring 2	Timbre and rhythmic patterns	British songs and sounds	Pentatonic melodies	FAME cornet	Composition notation	Film music
Summer 1	Pitch and tempo	West African call and response	Jazz	FAME cornet	Colour composition	Theme and variations
Summer 2	Vocal and body sounds	Myths and legends	Indian instruments and improvisation	FAME cornet	Musical Theatre	Revision and consolidation

Concept/Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and 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>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, 1960s pop, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and 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 and 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.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p>

	Understanding that different instruments make different sounds and grouping them accordingly.						
Composing	<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Creating a piece of music with a clear structure.</p> <p>Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Suggesting improvements to others' work, using musical vocabulary.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>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>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.</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.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p>

<p>Performing</p>	<p>Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (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>Performing from graphic notation.</p>	<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</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>Performing with accuracy and fluency from graphic and simple staff notation.</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 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>Inter-related dimensions of music</p>	<p>To understand what 'high' and 'low' notes are.</p> <p>To recognise that different sounds can be long or short.</p> <p>To understand that instruments can be played loudly or quietly.</p>	<p>To understand that pitch means how high or low a note sounds.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that rhythm means a pattern of long and</p>	<p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p> <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>	<p>To know that 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 know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<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</p>	<p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p>

	<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 different instruments can sound like a particular character.</p> <p>To know that music often has more than one instrument being played at a time.</p> <p>To recognise the chorus in a familiar song.</p> <p>To know that signals can tell us when to start or stop playing.</p>	<p>short notes.</p> <p>To know that dynamics means how loud or soft a sound is.</p> <p>To understand that sounds can be adapted to change their mood, e.g. through dynamics.</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 know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.</p> <p>To know that my voice can create different timbres to help tell a story.</p> <p>To know that music has layers called 'texture'.</p> <p>To know that a piece of music can have more than one section, e.g. a verse and a chorus.</p>	<p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>To know that dynamics can change the effect a sound has on the audience.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</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 know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>To understand that structure means the organisation of</p>	<p>To understand that a pentatonic melody uses only five notes.</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 the word 'crescendo' means a sound getting gradually louder.</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 many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</p> <p>To know that music from different places often has different structural features, e.g. traditional Chinese music is based on the five-note pentatonic scale.</p>	<p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that playing in time means all performers playing together at the same speed.</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To understand that harmony means playing two or more notes at the same time, which usually sound good together.</p> <p>To know that deciding the structure of music when composing can help us create interesting music with contrasting</p>	<p>varies in its pitch, e.g. 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 '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 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 understand that a slow tempo can be used to make music sound sad.</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 a melody can be adapted by changing its pitch.</p> <p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>To 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 melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways, e.g. warm or cold, rich or bright.</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that a counter-melody is different to harmony because it uses a</p>
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		To understand that music can be represented by pictures or symbols.	<p>sounds within music, e.g. a chorus and verse pattern in a song.</p> <p>To know that 'notation' means writing music down so that someone else can play it.</p> <p>I know that a graphic score can show a picture of the structure and / or texture of music.</p>	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	<p>sections.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>	<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that poly-rhythms means many rhythms played at once.</p> <p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that simple pictures can be used to represent the structure (organisation) of music.</p>	<p>different rhythm as well as complementary notes.</p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</p> <p>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'.</p>
Essential vocabulary	<p>music</p> <p>dance</p> <p>move</p> <p>sound</p> <p>drum</p> <p>instrument</p> <p>voice</p> <p>loud</p> <p>quiet</p> <p>high</p> <p>low</p> <p>fast</p> <p>slow</p> <p>song</p> <p>band</p>	<p>pulse</p> <p>rhythm</p> <p>in time</p> <p>dynamics</p> <p>tempo</p> <p>chant</p> <p>round</p> <p>pitch</p> <p>timbre</p> <p>compose</p> <p>percussion</p> <p>vocal</p> <p>graphic score</p>	<p>call and response</p> <p>structure</p> <p>notation</p> <p>strings</p> <p>woodwind</p> <p>brass</p> <p>sound effects</p> <p>composition</p> <p>composer</p> <p>melody</p> <p>motif</p> <p>soundscape</p> <p>texture</p> <p>layers</p>	<p>Beatles</p> <p>pop</p> <p>solo</p> <p>ensemble</p> <p>lyrics</p> <p>transpose</p> <p>major</p> <p>minor</p> <p>duration</p> <p>minim</p> <p>crotchet</p> <p>quaver</p> <p>pentatonic</p> <p>crescendo</p> <p>jazz</p>	<p>cornet</p> <p>trumpet</p> <p>mouthpiece</p> <p>valve</p> <p>bell</p> <p>semibreve</p> <p>semiquaver</p> <p>rest</p> <p>stave</p> <p>clef</p> <p>ostinato</p> <p>forte</p> <p>piano</p> <p>diminuendo</p> <p>appraising</p>	<p>motif</p> <p>unison</p> <p>dotted minim</p> <p>bar</p> <p>sharp</p> <p>flat</p> <p>blues</p> <p>chord</p> <p>scale</p> <p>ascending</p> <p>descending</p> <p>bent note</p> <p>a capella</p> <p>polyrhythm</p> <p>metronome</p>	<p>unison</p> <p>canon</p> <p>critic</p> <p>notate</p> <p>manuscript</p> <p>classical</p> <p>Renaissance</p> <p>Baroque</p> <p>Classical</p> <p>Romantic</p> <p>conductor</p> <p>depict</p> <p>expression</p> <p>diaphragm</p> <p>countermelody</p>

	orchestra		verse chorus instrumental	scat swing off-beat improvising sitar tabla tambura harmonium raga drone tala Bollywood	contrast transition glissando staccato in tune bass syncopation break harmony	solo duet synaesthesia layering loop remix fragment backbeat EDM choreography character song score	chromatic modulate tremolo theme variations phrase arrangement accompaniment
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At the End of EYFS

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- 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.

At the End of Year One

Listening	Composing	Performing	Inter-related dimensions
<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p>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>Creating a simple graphic score to represent a composition.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (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>Performing from graphic notation.</p>	<p>To understand that pitch means how high or low a note sounds.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that rhythm means a pattern of long and short notes.</p> <p>To know that dynamics means how loud or soft a sound is.</p> <p>To understand that sounds can be adapted to change their mood, eg through dynamics.</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 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 music has layers called 'texture'.</p> <p>To know that a piece of music can have more than one section, eg a verse and a chorus.</p> <p>To understand that music can be represented by pictures or symbols.</p>

Essential Vocabulary:

pulse, rhythm, in time, dynamics, tempo, chant, round, pitch, timbre, compose, percussion, vocal, graphic, score

At the End of Year Two

Listening	Composing	Performing	Inter-related dimensions
<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>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p>	<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>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 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 dynamics can change the effect a sound has on the audience.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</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 know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p> <p>To know that 'notation' means writing music down so that someone else can play it.</p> <p>I know that a graphic score can show a picture of the structure and / or texture of music.</p>

Essential Vocabulary:

call and response, structure, notation, orchestra, strings, woodwind, brass, sound effects, composition, composer, melody, motif, soundscape, texture, layers, verse, chorus, instrumental

At the End of Year Three

Listening	Composing	Performing	Inter-related dimensions
<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, 1960s pop, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>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 being able to identify these symbols using musical terminology.</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 five notes.</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 the word 'crescendo' means a sound getting gradually louder.</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 many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</p> <p>To know that music from different places often has different structural features, e.g. traditional Chinese music is based on the five-note pentatonic scale.</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>

Essential Vocabulary:

Beatles, pop, solo, ensemble, lyrics, transpose, major, minor, duration, minim, crotchet, quaver, pentatonic, crescendo, jazz, scat, swing, off-beat, improvising, sitar, tabla, tambura, harmonium, raga, drone, tala, Bollywood

At the End of Year Four			
Listening	Composing	Performing	Inter-related dimensions
<p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Beginning to improvise musically within a given style.</p> <p>Creating a piece of music with a clear structure.</p> <p>Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Suggesting improvements to others' work, using musical vocabulary.</p>	<p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that playing in time means all performers playing together at the same speed.</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To understand that harmony means playing two or more notes at the same time, which usually sound good together.</p> <p>To know that deciding the structure of music when composing can help us create interesting music with contrasting</p>

			<p>sections.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>
<p>Essential Vocabulary: cornet, trumpet, mouthpiece, valve, bell, semibreve, semiquaver, rest, stave, clef, ostinato, forte, piano, diminuendo, appraising, contrast, transition, glissando, staccato, in tune, bass, syncopation, break, harmony</p>			

At the End of Year Five			
Listening	Composing	Performing	Inter-related dimensions
<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix).</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>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>	<p>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.</p>	<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, i.e. the pitch may slide up or down.</p> <p>To understand that varying effects can be created using only your voice, for example by</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>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>changing the pitch, dynamic or tempo of the sounds made.</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 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 understand that a slow tempo can be used to make music sound sad.</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 understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that poly-rhythms means many rhythms played at once.</p> <p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that simple pictures can be used to represent the structure (organisation) of music.</p>
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Essential Vocabulary:
 motif, unison, dotted, minim, bar, sharp, flat, blues, chord, scale, ascending, descending, bent note, a capella, polyrhythm, metronome, solo, duet, synaesthesia, layering, loop, remix, fragment, backbeat, EDM, choreography, character song, score

At the End of Year Six

Listening	Composing	Performing	Inter-related dimensions
<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 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 and 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.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</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.</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.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</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 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>To understand that 'major' key signatures sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures can suggest sadness and tension.</p> <p>To know that a melody can be adapted by changing its pitch.</p> <p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>To 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 melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways, e.g. warm or cold, rich or bright.</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</p>

			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'.
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Essential Vocabulary:

unison, canon, Kodaly method, critic, notate, manuscript, classical, Renaissance, Baroque, Classical Romantic, conductor, depict, expression, diaphragm, countermelody, chromatic, modulate, tremolo, theme, variations, phrase, arrangement, accompaniment