

Curriculum Overview

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| Year | **Autumn 1 and 2** | | | | **Spring 1 and 2** | | | | **Summer 1 and 2** | | | |
|  | **Nursery 1** | **Nursery 2** | | **Reception** | **Nursery 1** | **Nursery 2** | | **Reception** | **Nursery 1** | **Nursery 2** | | **Reception** |
|  | ***EY Link –***  *-Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/ instruments.*  *-Sings/vocalises music or songs and mirrors or improvises actions.*  *-Creates sound effects and movements, e.g. creates the sound of a car, animals* | ***EY Link –***  *-Explores and learns how sounds and movements can be changed.*  *-Uses movement and sounds to express experiences, expertise, ideas and feelings.*  *-Listens to stories, songs & rhymes & asks for* | | ***EY Link –***  *-Explores and learns how sounds and movements can be changed.*  *-Uses movement and sounds to express experiences, expertise, ideas and feelings.* | ***EY Link –***  *-Joins in singing songs.* | ***EY Link –***  *-Experiments and creates movement in response to music, stories and ideas.*  *-Sings to self and makes up simple songs.* | | ***EY Link –***  *-Begin to build a collection of songs and actions.*  *-Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.* | ***EY Link –***  *-Beginning to describe sounds and music imaginatively, e.g. scary music.* | ***EY Link –***  *-Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home.*  *-Taps out simple repeated rhythms*  *-Develops an understanding of how to create and use sounds intentionally*  *-Anticipates key events & phrases in stories & rhymes* | | ***EY Link –***  *-Explore and engage in music making and dance, performing solo or in groups.*  *-Create collaboratively, sharing ideas, resources and skills.* |
|  | **Autumn 1:**  **Nursery Focus** - Listening and responding to familiar nursery rhymes and chants. Explore favourite rhymes and chants  **Reception Focus – Kapow:** transport  **Autumn 2:**  **Nursery Focus –** Open ended play opportunities to reflect their understanding of characters and events within rhyme. Building up the repertoire of rhymes and chants  **Reception Focus - Kapow**: celebration music | | | | **Spring 1:**  **Nursery Focus –** Exploring rhythm in music and dance- Dance like a…  **Reception Focus - Kapow**: Exploring sound  **Spring 2:**  **Nursery Focus –** Exploring how sounds can be made and changed animal sounds and instruments  **Reception Focus - Kapow**: Music and movement | | | | **Summer 1:**  **Nursery Focus –** Exploring Music- dance like a king/ queen. Likes/dislikes feeling in response to music  **Reception Focus - Kapow**: Musical stories  **Summer 2:**  **Nursery Focus –** Experiment with ways to change familiar songs.  **Reception Focus - Kapow**: Big band | | | |
| Theme | Empires and Rulers | | Exciting Earth | | Discoveries | | Fantasy Land | | Being Human | | Local History | |
| 1 | NC ref-  -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  **Focus- pitch and tempo (Theme: Superheroes)**  Skills:   * Recognising basic tempo, dynamic and pitch changes. * Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement). * Describing the differences between two pieces of music. * Expressing a basic opinion about music (like/dislike). * Listening and responding to other performers by playing as part of a group. * Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. * Creating simple melodies using a few notes. * Choosing dynamics, tempo and timbre for a piece of music. * Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.   Key knowledge:   * To understand that tempo can be used to represent mood or help tell a story. * To understand that ‘tuned’ instruments play more than one pitch of notes. * To know that following a leader when we perform helps everyone play together accurately.   Enhancement:  Key Vocabulary: accelerando, high pitched, low pitch, perform, performance, pitch, pitch pattern, tempo | | NC ref-  -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  **Focus- Pulse and rhythm (Theme: All about me)**  Skills:   * Recognising and understanding the difference between pulse and rhythm. * Describing the character, mood, or ‘story’ of the music they listen to (verbally or through movement). * Listening to and repeating short, simple rhythmic patterns. * Listening and responding to other performers by playing as part of a group. * Combining instrumental and vocal sounds within a given structure. * Using their voices expressively to speak and chant. * Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. * Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. * Copying back short rhythmic and melodic phrases on percussion instruments.   Key knowledge:   * To know that rhythm means a pattern of long and short notes. * To know that pulse is the regular beat that goes through music. * To understand that the pulse of music can get faster or slower. * To know that a piece of music can have more than one section, e.g. a verse and a chorus.   Enhancement:  Nativity performance    Key Vocabulary: rhythm, pulse | | NC ref-  -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  **Focus- Tempo (Theme: snail and mouse)**  Skills:   * Recognising basic tempo changes. * Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement). * Describing the differences between two pieces of music. * Listening to and repeating short, simple rhythmic patterns. * Listening and responding to other performers by playing as part of a group. * Combining instrumental and vocal sounds within a given structure. * Beginning to make improvements to their work as suggested by the teacher. * Using their voices expressively to speak and chant. * Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. * Responding to simple musical instructions such as tempo changes.   Key knowledge:   * That sound can help tell a story. * That an instrument or voice can be played at different speeds. * That pulse can be fast and slow.   Enhancement: Specialist music tuition  Key Vocabulary: beat, contrast, expressive, fast, singing voice, slow, speaking voice, warm up | | NC ref-  -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  **Focus- Timbre and rhythmic patterns (Theme: fairytales)**  Skills:   * Understanding that different types of sounds are called timbres. * Recognising basic tempo, dynamic and pitch changes. * Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement). * Describing the differences between two pieces of music. * Listening to and repeating short, simple rhythmic patterns. * Listening and responding to other performers by playing as part of a group. * Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. * Combining instrumental and vocal sounds within a given structure. * Choosing dynamics, tempo and timbre for a piece of music. * Using their voices expressively to speak and chant. * Copying back short rhythmic and melodic phrases on percussion instruments. * Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.   Key knowledge:   * To know that an instrument or rhythm pattern can represent a character in a story. * To know that my voice can create different timbres to help tell a story. * To know that Sergei Prokofiev wrote ‘Peter and the Wolf’ for children in 1936.   Enhancement: link to traditional tales  Key Vocabulary: timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, French horn, flute | | NC ref-  -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    **Focus- Vocal and body (Theme: by the sea)**  Skills:   * Understanding that different types of sounds are called timbres. * Recognising basic tempo, dynamic and pitch changes. * Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement). * Describing the differences between two pieces of music. * Expressing a basic opinion about music (like/dislike) * Listening and responding to other performers by playing as part of a group. * Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. * Combining instrumental and vocal sounds within a given structure. * Choosing dynamics, tempo and timbre for a piece of music. * Creating a simple graphic score to represent a composition. * Using their voices expressively to speak and chant. * Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. * Performing from graphic notation.   Key knowledge:   * To know that dynamics can change how someone listening feels about music. * To know that your voice can be used as a musical instrument. * To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. * To understand that music can be represented by pictures or symbols.   Enhancement:  Visit the beach  Key Vocabulary: body percussion, dynamics, graphic score, instruments, pitch, seaside, sounds, tempo, timbre | | NC ref-  - 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  **Focus- Musical vocabulary (Theme: Under the sea)**  Skills:   * Recognising and understanding the difference between pulse and rhythm. * Understanding that different types of sounds are called timbres. * Recognising basic tempo, dynamic and pitch changes. * Describing the character, mood, or ‘story’ of music they listen to (verbally or through movement). * Describing the differences between two pieces of music. * Listening and responding to other performers by playing as part of a group. * Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. * Combining instrumental and vocal sounds within a given structure. * Creating simple melodies using a few notes. * Choosing dynamics, tempo and timbre for a piece of music. * Copying back short rhythmic and melodic phrases on percussion instruments. * Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.   Key knowledge:   * To understand that pitch means how high or low a note sounds. * 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. * To know that music has layers called ‘texture’.   Enhancement: Visit the beach  Drumming  Key Vocabulary: pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic score | |
| 2 | NC ref-  - 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  **Focus: Orchestral instruments (Theme: Traditional Western Stories)**  Skills:   * Recognising timbre changes and structural features in music they listen to. * Listening to and recognising instrumentation. * Beginning to use musical vocabulary to describe music. * Suggesting improvements to their own and others’ work. * Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. * Choosing appropriate dynamics, tempo and timbre for a piece of music. * Performing expressively using dynamics and timbre to alter sounds as appropriate.   Key knowledge:   * To know that musical instruments can be used to create ‘real life’ sound effects. * To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. * To know that stringed instruments, like violins, make a sound when their strings vibrate. * To know that a brass instrument is played by vibrating your lips against the mouthpiece. * To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.   Enhancement:  Stephen joseph to visit  Music therapy  Key Vocabulary: orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo | | NC ref-  -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  **Focus: African call and response song (Theme: Animals)**  Skills:   * 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. * 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. * Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). * Singing short songs from memory, with melodic and rhythmic accuracy. * Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. * Performing expressively using dynamics and timbre to alter sounds as appropriate.   Key knowledge:   * To know that dynamics can change the effect a sound has on the audience. * To know that the long and short sounds of a spoken phrase can be represented by a rhythm. * To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. * To understand that the tempo of a musical phrase can be changed to achieve a different effect. * To understand that an instrument can be matched to an animal noise based on its timbre.   Enhancement: Nativity  Key Vocabulary: timbre, dynamics, tempo, call and response, rhythm, structure | | NC ref-  -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  **Focus: Musical me**  Skills:   * Recognising timbre changes and structural features in music they listen to. * Beginning to use musical vocabulary to describe music. * Identifying melodies that move in steps. * Listening to and repeating a short, simple melody by ear. * Suggesting improvements to their own and others’ work. * Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. * Successfully combining and layering several instrumental and vocal patterns within a given structure. * Creating simple melodies from five or more notes. * Choosing appropriate dynamics, tempo and timbre for a piece of music. * Using letter name and graphic notation to represent the details of their composition. * Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). * Singing short songs from memory, with melodic and rhythmic accuracy. * Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. * Performing expressively using dynamics and timbre to alter sounds as appropriate. * Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.   Key knowledge:   * To understand that ‘melody’ means a tune. * To know that ‘notation’ means writing music down so that someone else can play it. * To understand that ‘accompaniment’ can mean playing instruments along with a song. * To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.   Enhancement:    Key Vocabulary: rhythm, pulse, dynamics, timbre, beat, melody, notation | | NC ref-  - 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  **Focus: Dynamics, timbre, tempo and motifs- space**    Skills:   * 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. * Suggesting improvements to their own and others’ work. * Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. * Successfully combining and layering several instrumental and vocal patterns within a given structure. * Creating simple melodies from five or more notes. * Choosing appropriate dynamics, tempo and timbre for a piece of music. * Using letter name and graphic notation to represent the details of their composition. * Beginning to suggest improvements to their own work. * Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). * Performing expressively using dynamics and timbre to alter sounds as appropriate.   Key knowledge:   * To know that a ‘soundscape’ is a landscape created using only sounds. * To know that a composer is someone who creates music and writes it down. * To understand that a motif is a ‘sound idea’ that can be repeated throughout a piece of music.   Enhancement: Specialist music tuition, have a planetarium into school.  Music therapy  Key Vocabulary: soundscape, timbre, dynamics, tempo, motif | | NC ref-  -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  **Focus: on this island**  Skills:   * Listening to and recognising instrumentation. * Beginning to use musical vocabulary to describe music. * Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. * Successfully combining and layering several instrumental and vocal patterns within a given structure. * Choosing appropriate dynamics, tempo and timbre for a piece of music. * Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). * Singing short songs from memory, with melodic and rhythmic accuracy. * Performing expressively using dynamics and timbre to alter sounds as appropriate.   Key knowledge:   * To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. * To know that ‘duration’ means how long a note, phrase or whole piece of music lasts. * To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.   Enhancement:  Beach visit  Drumming  Key Vocabulary: composition, duration, dynamics, inspiration, pitch, structure, tempo, texture, timbre | | NC ref-  - 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  **Focus: Myths and legends**  Skills:   * 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. * Suggesting improvements to their own and others’ work. * Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. * Successfully combining and layering several instrumental and vocal patterns within a given structure. * Choosing appropriate dynamics, tempo and timbre for a piece of music. * Using letter name and graphic notation to represent the details of their composition. * Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. * Performing expressively using dynamics and timbre to alter sounds as appropriate.   Key knowledge:   * I know that a graphic score can show a picture of the structure of music. * To know that a graphic score can show a picture of the layers, or ‘texture’, of a piece of music. * To know that ‘Tintagel’ is an example of a ‘symphonic poem’ written by Arthur Bax in 1917.   Enhancement:  Key Vocabulary: beat, compose, composition, dynamics, graphic score, legend, melody, myth, notation, pitch, rhythm, stave notation, structure, tempo, texture, timbre | |
| 3 | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Appreciate and understand a wide range of high-quality live and recorded music drawn  from different traditions and from great composers and musicians  **Focus: Ballads**  Skills:   * Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. * Understanding that music from different parts of the world, and different times, has different features. * Recognising and explaining the changes within a piece of music using musical vocabulary. * Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. * Beginning to show an awareness of metre. * Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. * Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). * Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. * Suggesting and implementing improvements to their own work, using musical vocabulary. * Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.   Key knowledge:   * To understand that the timbre of instruments played affect the mood and style of a piece of music. * To know that an ensemble is a group of musicians who perform together. * To know that to perform well, it is important to listen to the other members of your ensemble.   Enhancement:  Recorder club  Harvest songs  Harvest assembly  After school choir  Key Vocabulary: influence, listen, dynamic, timbre, pitch, repeated rhythm, pattern, notation, ensemble, compose | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -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  **Focus: Creating compositions in response to an animation-Mountains**  Skills:   * Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. * Understanding that music from different parts of the world, and different times, has different features. * Recognising and explaining the changes within a piece of music using musical vocabulary. * Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. * Beginning to show an awareness of metre. * Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. * Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). * Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. * Suggesting and implementing improvements to their own work, using musical vocabulary. * Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.   Key knowledge:   * To understand that the timbre of instruments played affect the mood and style of a piece of music. * To know that an ensemble is a group of musicians who perform together. * To know that to perform well, it is important to listen to the other members of your ensemble.   Enhancement:  Recorder club  Christmas songs  After school choir  Bell ringing  Christmas performance  Choir carol singing  Key Vocabulary:  Influence, listen, dynamics, timbre, pitch, repeated rhythm, pattern, notation, ensemble, compose | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Use and understand staff and other musical notation  -Appreciate and understand a wide range of high-quality live and recorded music drawn  from different traditions and from great composers and musicians  **Focus: Developing singing technique**  **-Vikings**  Skills:   * Understanding that music from different parts of the world, and different times, has different features. * Recognising and explaining the changes within a piece of music using musical vocabulary. * Beginning to show an awareness of metre. * Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. * Composing 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. * Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. * Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. * Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. * Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.   Key knowledge:   * To know that the group of pitches in a song is called its ‘key’ and that a key decides whether a song sounds happy or sad. * To know that different notes have different durations, and that crotchets are worth one whole beat. * To understand that ‘reading’ music means using how the written note symbols look and their position to know what notes to play. * To know that written music tells you how long to play a note for.   Enhancement:  Recorder club  After school choir    Key Vocabulary: composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Use and understand staff and other musical notation  -Appreciate and understand a wide range of high-quality live and recorded music drawn  from different traditions and from great composers and musicians  **Focus: Pentatonic melodies and composition- Chinese new year**  Skills:   * Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. * Understanding that music from different parts of the world, and different times, has different features. * Recognising and explaining the changes within a piece of music using musical vocabulary. * Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement. * Beginning to show an awareness of metre. * Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. * Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). * Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. * Suggesting and implementing improvements to their own work, using musical vocabulary. * Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. * Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.   Key knowledge:   * To know that the word ‘crescendo’ means a sound getting gradually louder. * To know that some traditional music around the world is based on five notes called a ‘pentatonic’ scale. * To understand that a pentatonic melody uses only the five notes C D E G A.   Enhancement:  Recorder club  After school choir  Easter singing  Key Vocabulary:  Crescendo, tempo, duration, dynamics, timbre | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Use and understand staff and other musical notation  -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  **Focus: Jazz**  Skills:   * Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. * Understanding that music from different parts of the world, and different times, has different features. * Recognising and explaining the changes within a piece of music using musical vocabulary. * Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. * Beginning to show an awareness of metre. * Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. * 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. * Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. * Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. * Performing from basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology.   Key knowledge:   * To understand that ‘syncopation’ means a rhythm that is played off the natural beat. * To know that Ragtime is piano music that uses syncopation and a fast tempo. * To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. * To know that ‘scat singing’ is using made-up words to create the sound of an instrument playing.   Enhancement:  Recorder club,  After school choir  Specialist music tuition on glockenspiels  Key Vocabulary:  Call and response, jazz, motif, Ragtime, rhythm, scat singing, straight quaver, swung quaver, syncopation | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Use and understand staff and other musical notation  -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  **Focus: Traditional instruments and improvisation- India**  Skills:   * Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. * Understanding that music from different parts of the world, and different times, has different features. * Recognising and explaining the changes within a piece of music using musical vocabulary. * Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. * Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. * Composing a piece of music in a given style with voices and instruments. * Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. * Singing 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 able to identify these symbols using musical terminology.   Key knowledge:   * To know that Indian music uses all of the sounds in between the 12 ‘notes’ that we are used to in western music. * To know that a ‘tala’ is a set rhythm that is repeated over and over, usually on the drums called ‘tabla’. * To know that a ‘rag’ is the tune in traditional Indian music, and is often played on a stringed instrument called a ‘sitar’. * To know that a ‘drone’ in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. * 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.   Enhancement:  Recorder club,  After school choir  Key Vocabulary: Bollywood, drone, dynamcs,notation, rag, sitar, tabla, tanpura, tala, tempo | |
| 4 | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Appreciate and understand a wide range of high-quality live and recorded music drawn  from different traditions and from great composers and musicians  **Focus: Body and tuned percussion (Theme: rainforests)**  Skills:   * Recognising the use and development of motifs in music. * Identifying gradual dynamic and tempo changes within a piece of music. * Recognising, naming and explaining the effect of the interrelated dimensions of music. * Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. * Using musical vocabulary to discuss the purpose of a piece of music. * Using musical vocabulary when discussing improvements to their own and others’ work. * 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. * Suggesting improvements to others work, using musical vocabulary. * Composing a coherent piece of music in a given style with voices, bodies and instruments. * Beginning to improvise musically within a given style.   Key knowledge:   * To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. * To know that combining different instruments and different rhythms when we compose can create layers of sound we call ‘texture’. * To know that a ‘loop’ in music is a repeated melody or rhythm, * To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.   Enhancement:  Recorder club  Harvest songs  Harvest assembly  After school choir  Key Vocabulary: Pitter, patter, raindrop, clicking, clapping, body percussion, tempo, rhythm, boom, snap, structure, texture, contrast, higher, lower, compose, loop, melody, pitch, inspiration | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Use and understand staff and other musical notation  -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  **Focus: Rock and Roll**  Skills:   * Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. * Identifying common features between different genres, styles and traditions of music. * Recognising, naming and explaining the effect of the interrelated dimensions of music. * Using musical vocabulary to discuss the purpose of a piece of music. * Using musical vocabulary when discussing improvements to their own and others’ work. * 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.   Key knowledge:   * To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. * To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. * To know that playing in time means all performers playing together at the same speed. * To know that playing ‘in time’ requires playing the notes for the correct duration as well as at the correct speed.   Enhancement:  Specialist music tuition on glockenspiels  Recorder club  Christmas songs  After school choir  Bell ringing  Christmas performance  Choir carol singing  Key Vocabulary: Hand jive, rock and roll, 1950’s, tempo, dynamic, notation, style | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Appreciate and understand a wide range of high-quality live and recorded music drawn  from different traditions and from great composers and musicians  **Focus: Haiku, music and performance- (Theme: Hanami)**  Skills:   * Recognising, naming and explaining the effect of the interrelated dimensions of music. * Using musical vocabulary to discuss the purpose of a piece of music. * Using musical vocabulary when discussing improvements to their own and others’ work. * Composing 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 musical vocabulary to label and record their compositions. * 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.   Key knowledge:   * To know that a glissando in music means a sliding effect played on instruments or made by your voice. * To know that expressive language (like a poem) can be used as inspiration for composing music. * To understand that both instruments and voices can create audio effects that describe something you can see. * To know that grouping instruments according to their timbre can create contrasting ‘textures’ in music.   Enhancement: Seasons walk  Recorder club  After school Choir  Key Vocabulary:  Hanami, Cherry Blossom, pitch sound, glissando, pizzicato, composer, composition, col legno, haiku, syllables, melody, dynamics | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Use and understand staff and other musical notation  -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  **Focus Instrumental scheme: South Africa**  Skills and key knowledge:   * To identify the basic key features of staff notation including lines and spaces, a time signature, a treble clef and a repeat mark in written music * To recognise and play minims, semibreves, crotchets and crotchet rests by ear and from staff notation * To know how many beats a minim, semibreve and crotchet are worth * To know when the notes go up the staff, the pitch gets higher * I can play a harmonic ostinato on my instrument * I can play a rhythmic ostinato using body percussion * To compose an eight-beat rhythmic pattern * I can confidently perform my rhythmic pattern   Enhancement:  Recorder club  After school choir  Easter singing  Key vocabulary:  Music notation, Staff notation, tuned percussion, staff / stave, treble clef, lines, spaces, crochet, beater, bouncing, ostinato, harmonic ostinato, South Africa, traditional, Gumboot dance, rhythm,, body percussion, minim, semibreve, crochet, rest, ostinato, compose, dynamics | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -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  **Focus: Samba and carnival sounds and instruments**    Skills:   * Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. * Identifying common features between different genres, styles and traditions of music. * Recognising, naming and explaining the effect of the interrelated dimensions of music. * Using musical vocabulary to discuss the purpose of a piece of music. * 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. * Singing and playing in time with peers with accuracy and awareness of their part in the group performance. * Playing syncopated rhythms with accuracy, control and fluency.   Key knowledge:   * To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. * 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. * 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.   Enhancement:  Recorder club  After school choir  Key Vocabulary: Agogo, bacteria, caixa, carnival, chocahlo, composition,crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, Samba, Samba breaks, structure, surdo, syncopated rhythms, tanborium, texture, unison, un-tuned percussion | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Use and understand staff and other musical notation  -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  **Focus Instrumental scheme: Caribbean**  Skills and key knowledge:   * To understand and name the main features of Calypso music * To improvise a vocal part in the style of a Calypso and create and perform appropriate lyrics for a my own Calypso song * To understand how and why percussion instruments can be used in Calypso music * I can play a percussion part in a Calypso style * To recognise and perform quavers from staff notation * To improvise and play in a Calypso style using a pentatonic scale   Enhancement:  Recorder club  After school choir  Key vocabulary: calypso, Kaiso, steel pan, quaver, minim, crotchet, semibreve, pentatonic scale | |
| 5 | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Use and understand staff and other musical notation  -Appreciate and understand a wide range of high-quality live and recorded music drawn  from different traditions and from great composers and musicians  **Focus: Composition notation (Theme: Ancient Egypt)**  Skills:   * 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. * 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. * 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. * Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.   Key knowledge:   * To know that simple pictures can be used to represent the structure (organisation) of music. * To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. * To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.   Enhancement:  Specialist music tuition  Recorder club  Harvest songs  Harvest assembly  After school choir  Key Vocabulary: features, notation, repeating, unison, composition, structure, repetition, melody, tempo, compose, ensemble, minor key | | NC ref-  -improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -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  **Focus: Musical theatre**  Skills:   * Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. * Comparing, discussing and evaluating music using detailed musical vocabulary. * Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. * Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). * Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. * Suggesting and demonstrating improvements to own and others’ work. * Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. * Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.   Key knowledge:   * To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. * To know that choreography means the organisation of steps or moves in a dance. * To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.   Enhancement:  Recorder club  Christmas songs  After school choir  Bell ringing  Christmas performance  Choir carol singing  Key Vocabulary: action song, backdrop, musical, character song, choreographer, composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Use and understand staff and other musical notation  -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  **Focus: South and West Africa**  Skills:   * Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. * Comparing, discussing and evaluating music using detailed musical vocabulary. * Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. * Improvising coherently within a given style. * Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. * Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. * Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. * Using staff notation to record rhythms and melodies.   Key knowledge:   * To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. * To know that ‘The Click Song’ is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. * To understand that major chords create a bright, happy sound. * To know that poly-rhythms means many rhythms played at once.   Enhancement:  Recorder club  After school choir  Key Vocabulary: a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Appreciate and understand a wide range of high-quality live and recorded music drawn  from different traditions and from great composers and musicians  **Focus: Composition to represent the festival of colour**  Skills:   * 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. * 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. * Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. * Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.   Key knowledge:   * To know that a vocal composition is a piece of music created only using voices. * 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. * To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. * 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.   Enhancement:  Recorder club  After school choir  Easter singing  Key Vocabulary: synesthesia, dynamics, Holi, graphic score, vocal composition, performance | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Use and understand staff and other musical notation  -Appreciate and understand a wide range of high-quality live and recorded music drawn  from different traditions and from great composers and musicians  **Focus: Looping and remixing**  Skills:   * Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. * Comparing, discussing and evaluating music using detailed musical vocabulary. * Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. * Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). * Improvising coherently within a given style. * Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. * Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. * Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. * Performing with accuracy and fluency from graphic and simple staff notation.   Key knowledge:   * To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. * To know that a loop is a repeated rhythm or melody, and is another word for ostinato. * To know that remix is music that has been changed, usually so it is suitable for dancing to.   Enhancement:  Recorder club  After school choir  Key vocabulary: accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, structure, riff | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Use and understand staff and other musical notation  -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  **Focus: Blues**  Skills:   * Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. * Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. * Comparing, discussing and evaluating music using detailed musical vocabulary. * Improvising coherently within a given style. * Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. * Suggesting and demonstrating improvements to own and others’ work. * 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. * Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. * Using staff notation to record rhythms and melodies.   Key knowledge:   * To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. * To know that choreography means the organisation of steps or moves in a dance. * To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.   Enhancement:  Recorder club  After school choir  Summer Fayre  Key Vocabulary: action song, backdrop, book musical, character song, choreographer, composer, compicopera, costumes, designer, dialogue, director, duet, ensemble, hop-hop music, dukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions | |
| 6 | NC ref-  - 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 notation  -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  **Focus: Songs of world war 2**  Skills:   * Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. * Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. * Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary. * Identifying the way that features of a song can complement one another to create a coherent overall effect. * Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. * Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. * Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. * Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. * Performing with accuracy and fluency from graphic and staff notation and from their own notation. * Performing by following a conductor’s cues and directions.   Key knowledge:   * To know that ‘Pack up your troubles in your old kit bag’ and ‘We’ll meet again’ are examples of songs popular during WW2. * To know that the Solfa syllables represent the pitches in an octave. * A ‘counter-subject’ or ‘counter-melody’ provides contrast to the main melody. * To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.   Enhancement:  Specialist music tuition  Harvest songs  Recorder club  Christmas songs  After school choir  Key Vocabulary: Morale, Britain, troops, frontline, Vera Lynn, contrast, tempo, higher and lowe, diaphragm, melody, phrase, graphic score, pitch, Do Re Mi Fa So La T, counter-melody, harmony, Solfa | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Appreciate and understand a wide range of high-quality live and recorded music drawn  from different traditions and from great composers and musicians  **Focus: Dynamics, pitch and texture- Fingal’s Cave**  Skills:   * Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. * Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. * Using musical vocabulary correctly when describing and evaluating the features of a piece of music. * Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. * Improvising coherently and creatively within a given style, incorporating given features. * Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. * Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. * Recording own composition using appropriate forms of notation and/or technology. * Constructively critiquing their own and others’ work, using musical vocabulary. * Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. * Performing a solo or taking a leadership role within a performance. * Performing with accuracy and fluency from graphic and staff notation and from their own notation. * Performing by following a conductor’s cues and directions.   Key Knowledge:   * To know that the conductor beats time to help the performers work well together. * To understand that improvisation means making up music ‘on the spot’. * 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 timbre can also be thought of as ‘tone colour’ and can be described in many ways e.g. warm or cold, rich or bright.   Enhancement:  Recorder club  Christmas songs  After school choir  Bell ringing  Christmas performance  Choir carol singing  Key Vocabulary: Audio/ video, depicting, texture, pitch, dynamics, conductor, improvisation, notation, practicing, group work, ensemble | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Use and understand staff and other musical notation  -Appreciate and understand a wide range of high-quality live and recorded music drawn  from different traditions and from great composers and musicians  **Focus: Film music**  Skills:   * Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. * Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. * Identifying the way that features of a song can complement one another to create a coherent overall effect. * 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. * Improvising coherently and creatively within a given style, incorporating given features. * Recording own composition using appropriate forms of notation and/or technology. * Constructively critique their own and others’ work, using musical vocabulary. * Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. * Performing with accuracy and fluency from graphic and staff notation and from their own notation.   Key knowledge:   * To know that a film soundtrack includes the background music and any songs in a film. * To understand that ‘major’ key signatures use note pitches that sound cheerful and upbeat. * To understand that ‘minor’ key signatures use note pitches that can suggest sadness and tension. * To know that ‘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’.   Enhancement: Jungle Book/ Frozen  Recorder club  After school choir  Key Vocabulary: accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, composition, convey, crescendo, descending, dynamics, emotion, imagery, improvise, interpret, interval, major, melodic, minor, modulate, orchestra, pitch, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Use and understand staff and other musical notation  -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  **Focus: Themes and variations- Pop Art**    Skills:   * Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles * Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. * Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. * Identifying the way that features of a song can complement one another to create a coherent overall effect. * Use 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 discuss and evaluate their own and others’ work. * Improvising coherently and creatively within a given style, incorporating given features. * Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. * Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. * Constructively critique their own and others’ work, using musical vocabulary. * Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. * Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. * Performing with accuracy and fluency from graphic and staff notation and from their own notation.   Key knowledge:   * To know that a ‘theme’ is a main melody in a piece of music. * To know that ‘variations’ in music are when a main melody is changed in some way throughout the piece. * To know that ‘The Young Person’s Guide to the Orchestra’ was written in 1945 by Benjamin Britten. * To understand that representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly.   Enhancement:  Recorder club  After school choir  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 | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Use and understand staff and other musical notation  -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  **Focus: Baroque**  Skills:   * -Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. * -Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. * -Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. * -Identifying the way that features of a song can complement one another to create a coherent overall effect. * -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. * -Improvising coherently and creatively within a given style,   incorporating given features. * -Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. * -Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. * -Recording own composition using appropriate forms of notation and/or technology and incorporating. * -Constructively critique their own and others’ work, using musical vocabulary. * -Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. * -Performing with accuracy and fluency from graphic and staff notation and from their own notation. * -Performing a solo or taking a leadership role within a performance (some children).   Key knowledge:   * To know that music in which very similar parts are introduced one by one to overlap is called a canon. * 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. * To know that a ‘polyphonic’ texture means lots of individual melodies layered together, like a canon. * To know that a ‘counter-subject’ or ‘counter-melody’ provides contrast to the main melody. * To know that a counter melody is different to harmony because it uses a different rhythm as well as complementary notes. * To know that ground bass is a repeating melody played on a bass instrument in Baroque music.   Enhancement:  Recorder club  After school choir  Key vocabulary:  Baroque, bass clef, canon, fugue, ground bass, opera, oratorio, polyphonic, recitative | | NC ref-  - improvise and compose music for a range of purposes using the inter-related  dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Appreciate and understand a wide range of high-quality live and recorded music drawn  from different traditions and from great composers and musicians  **Focus: Composing and performing a leavers song**  Skills:   * Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. * Identifying the way that features of a song can complement one another to create a coherent overall effect. * Use musical vocabulary correctly when describing and evaluating the features of a piece of music. * Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. * Improvising coherently and creatively within a given style, incorporating given features. * Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. * Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. * Recording own composition using appropriate forms of notation and/or technology and incorporating. * Constructively critique their own and others’ work, using musical vocabulary. * Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. * Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. * Performing a solo or taking a leadership role within a performance. * Performing with accuracy and fluency from graphic and staff notation and from their own notation. * Performing by following a conductor’s cues and directions   Key knowledge:   * To know that a chord progression is a sequence of chords that repeats throughout a song. * To know that a melody can be adapted by changing its dynamics, pitch or tempo. * To know that chord progressions are represented in music by Roman numerals.   Enhancement:  End of year performance  Key Vocabulary:  Lyrics, tempo, presto, allegro, arrangement, backing track, chorus, chord progression, compose,Lago, accelerando, melody, dynamics, forte, piano, crescendo, diminuendo, dynamics, evaluate, forte, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, sequence, starve notation, upbeat, verse | |