

Music – Key Vocabulary - Progression of Core Knowledge and Skills

The music knowledge and skills represented in this document are not exhaustive, but rather identify the core learning taught at Thwaites School to ensure the National Curriculum is covered in a deep and meaningful way, preparing our children for their next step in education by creating knowledgeable, skilful, competent and confident musicians.

Early Learning Goals		
<p>Personal, Social and Emotional Development – Self-Regulation</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Personal, Social and Emotional Development – Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	
<p>Physical Development – Fine Motor Skills</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Expressive Arts and Design - Being Imaginative and Expressive</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	
Key Vocabulary		
Key Stage One Vocabulary	Lower Key Stage Two Vocabulary	Upper Key Stage Two Vocabulary
<p>Rhythm, pulse, soundscape, timbre, dynamics, tempo, motif, accelerando, high-pitched, low-pitched, perform, performance, pitch, pitch pattern, syllables, strings, timpani, oboe, clarinet, bassoon, French horn, flute, body percussion, graphic score, instruments, sounds, beat, compose, composition, melody, notation, stave notation, structure, texture, orchestra, woodwind, brass, vocals, sound-effect, duration, inspiration, contrast, expressive, fast, singing voice, slow, speaking voice, warm-up, call and response and celeste.</p>	<p>Backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups, jazz, Ragtime, scat singing, straight quaver, swung quaver, syncopation, a cappella, breathing, dynamics, harmony, listen, texture, percussion, layer, sound, glissando, pizzicato, composer, composition, col legno, haiku, syllables, melody, rock and roll, hand jive, style, agogo, bateria, caixa, carnival, hocalho, crescendo, cowbell, ensemble, features, ganza, influenced, metronome, off-beat, repique, rhythm, Samba, Samba breaks, structure, surdo, syncopated, rhythms, tamborim, unison, untuned percussion, melody, crotchet, quaver, coordinated, disciplined, ballad, ensemble, Bollywood, drone, rag, sitar, table, tanpura, tala, crescendo, duration, clapping, clicking, body percussion, boom, snap, contrast, higher, lower, loop, melody, inspiration, keyboard, influence and repeated rhythm.</p>	<p>Blues, chord, 12-bar Blues, bar, scale, Blues scale, bent notes, ascending scale, descending scale, improvisation, music, morale, Britain, troops, frontline, Vera Lynn, contrast, tempo, higher and lower, diaphragm, melody, phrase, graphic score, pitch, Do Re Mi Fa So La Ti, counter-melody, harmony, Solfa, accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody line, notation, ostinato, remix, rhythm, riff, structure, dynamics, synaesthesia, Holi, graphic score, vocal composition, performance, accelerando, brass, characteristics, chords, chromatics, clashing, composition, convey, crescendo, descending, emotion, imagery, improvise, interpret, interval, major, melodic, minor, modulate, orchestral, pitch, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, allegro, arrangement, backing track, chorus, chord progression, compose, diminuendo, evaluate, forte, largo, lyrics, melody, mood, musical features, piano, poetic, structure, repetitive, rhyme, ritardando, sequence, stave notation, upbeat, verse, a cappella, call and response chord, break, poly-rhythms, master drummer, syncopation, metronome, Baroque, bass clef, canon, ground bass, opera, oratorio, polyphonic, recitative, 3/4-time, 4/4-time, accidentals, body percussion, legato, motif, orchestra, percussion, phrases, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI TIKI-TI, translate, variations, vocal line, woodwind, action song, backdrop, book musical, character song, choreographer, composer,</p>

comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, transitions, audio/video, depicting, conductor, graphic score, practising, group work, ensemble.

The Interrelated Dimensions of Music

Pulse – the regular heartbeat of the music; its steady beat
 Rhythm – long and short sounds or patterns that happen over the pulse
 Pitch – high and low sounds
 Tempo – the speed of the music; fast or slow or in-between
 Dynamics – how loud or quiet the music is
 Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin
 Texture – layers of sound. Layers of sound working together make music very interesting to listen to
 Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending
 Notation – the link between sound and symbol

Year One and Year Two – Curriculum A

Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
All About Me - Pulse and Rhythm	Christmas Music and Songs Space – Dynamics, Timbre, Tempo and Motifs	Superheroes – Pitch and Tempo	Fairy Tales – Timbre and Rhythmic Patterns	By the Sea – Vocal and Body Sounds	Myths and Legends
<p>National Curriculum Coverage</p> <p>I know how to use my voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>I know how to listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>I know how to play untuned instruments musically</p> <p>I know how to play tuned and untuned instruments musically</p> <p>I know how to experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Year One Knowledge and Skills</p>	<p>National Curriculum Coverage</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>I can listen for and recognise some basic elements of music</p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>I can play tuned and untuned instruments musically</p> <p>Year One Knowledge and Skills</p> <p>I am beginning to understand that a ‘soundscape’ is a landscape created using only sounds</p>	<p>National Curriculum Coverage</p> <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>I can play tuned and untuned instruments musically</p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Year One Knowledge and Skills</p> <p>I am beginning to understand that tempo can be used to represent mood or help tell a story</p> <p>I am beginning to understand that ‘tuned’ instruments play more than one pitch of notes</p>	<p>National Curriculum Coverage</p> <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>I can play tuned and untuned instruments musically</p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Year One Knowledge and Skills</p> <p>I am beginning to understand that an instrument or rhythm pattern can represent a character in a story</p> <p>I am beginning to understand that my voice can create different timbres to help tell a story</p>	<p>National Curriculum Coverage</p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>I can play tuned and untuned instruments musically</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Year One Knowledge and Skills</p> <p>I am beginning to understand that dynamics can change how someone listening feels about music</p> <p>I am beginning to understand that my voice can be used as a musical instrument</p>	<p>National Curriculum Coverage</p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>I can play tuned and untuned instruments musically</p> <p>Year One Knowledge and Skills</p> <p>I am beginning to understand that a graphic score can show a picture of the structure of music</p> <p>I am beginning to understand that a graphic score can show a picture of the layers, or ‘texture’, of a piece of music</p> <p>I am beginning to understand that ‘Tintagel’ is an example of a</p>

<p>I am beginning to understand that rhythm means a pattern of long and short notes</p> <p>I am beginning to understand that pulse is the regular beat that goes through music</p> <p>I am beginning to understand that the pulse of music can get faster or slower</p> <p>I am beginning to understand a piece of music can have more than one section, e.g. a verse and a chorus</p> <p>I am beginning to understand the difference between pulse and rhythm and I can recognise them with support</p> <p>I can describe the character, mood, or 'story' of the music I listen to (through movement)</p> <p>I can listen to and repeat short, simple rhythmic patterns with some help</p> <p>I can listen and respond to other performers by playing as part of a group with some help</p> <p>I am beginning to combine instrumental and vocal sounds within a given structure</p> <p>I am beginning to use my voice expressively to speak and chant</p> <p>With support, I can sing short songs from memory, maintaining the overall shape of the melody and keep in time</p> <p>I can attempt to maintain the pulse (playing on the beat) using hands, and tuned and untuned instruments</p> <p>I can copy back short rhythmic and melodic phrases on percussion instruments with some help</p> <p>Year Two Knowledge and Skills</p> <p>I know that rhythm means a pattern of long and short notes</p>	<p>I am beginning to understand that a composer is someone who creates music and writes it down</p> <p>I am beginning to understand that a motif is a 'sound idea' that can be repeated throughout a piece of music</p> <p>I can attempt to recognise timbre changes in the music I listen to</p> <p>I can attempt to recognise structural features in music I listen to</p> <p>I can listen to and recognise instrumentation with some support</p> <p>I am beginning to use basic musical vocabulary to describe music</p> <p>I can suggest improvements to my own and others' work with some support</p> <p>I can select and create short sequences of appropriate sounds with my voice or instruments to represent a given idea or character</p> <p>I am beginning to combine and layer instrumental and vocal patterns within a given structure</p> <p>I can create simple melodies from five or more notes with some support</p> <p>I am beginning to choose appropriate dynamics, tempo and timbre for a piece of music</p> <p>With support, I am beginning to use letter name and graphic notation to represent the details of my composition</p> <p>I can begin to suggest improvements to my own work with some support</p> <p>I am beginning to use my voice expressively when singing, including the use of basic dynamics (loud and quiet)</p> <p>I am beginning to perform expressively using dynamics and</p>	<p>I am beginning to understand that following a leader when I perform helps everyone play together accurately</p> <p>I can recognise basic tempo, dynamic and pitch changes with some support</p> <p>I can describe the character, mood, or 'story' of music I listen to (through movement)</p> <p>I can describe the differences between two pieces of music with support</p> <p>I can express a basic opinion about music (like/dislike) with some support</p> <p>I am beginning to listen and respond to other performers by playing as part of a group</p> <p>I can select and create short sequences of sound with voices or instruments to represent a given idea or character with some support</p> <p>I am beginning to create simple melodies using a few notes</p> <p>I am beginning to choose dynamics, tempo and timbre for a piece of music</p> <p>I can respond to simple musical instructions such as tempo and dynamic changes as part of a class performance with some support</p> <p>Year Two Knowledge and Skills</p> <p>I understand that tempo can be used to represent mood or help tell a story</p> <p>I understand that 'tuned' instruments play more than one pitch of notes</p> <p>I know that following a leader when I perform helps everyone play together accurately</p> <p>I recognise basic tempo, dynamic and pitch changes</p>	<p>I am aware that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936</p> <p>I recognise the difference between pulse and rhythm with some support</p> <p>I am beginning to understand that different types of sounds are called timbres</p> <p>I can recognise basic tempo, dynamic and pitch changes with some support</p> <p>I can describe the character, mood, or 'story' of music I listen to (through movement)</p> <p>I can describe the differences between two pieces of music with support</p> <p>I can listen to and repeat short, simple rhythmic patterns with support</p> <p>I am beginning to listen and respond to other performers by playing as part of a group</p> <p>I can select and create short sequences of sound with my voice or instruments to represent a given idea or character with some support</p> <p>I am beginning to combine instrumental and vocal sounds within a given structure</p> <p>I am beginning to choose dynamics, tempo and timbre for a piece of music</p> <p>I am beginning to use my voice expressively to speak and chant</p> <p>I can copy back short rhythmic and melodic phrases on percussion instruments with some support</p> <p>I am beginning to respond to simple musical instructions such as tempo and dynamic changes as part of a class performance</p> <p>Year Two Knowledge and Skills</p>	<p>I am beginning to understand that body percussion means making sounds with your body not your voice, eg clapping or slapping knees</p> <p>I am beginning to understand that music can be represented by pictures or symbols</p> <p>I am beginning to understand that different types of sounds are called timbres</p> <p>I can recognise basic tempo, dynamic and pitch changes with some support</p> <p>I can describe the character, mood, or 'story' of music I listen to (through movement)</p> <p>I can describe the differences between two pieces of music with support</p> <p>I can express a basic opinion about music (like/dislike) with support</p> <p>I am beginning to listen and respond to other performers by playing as part of a group</p> <p>I can select and create short sequences of sound with my voice or instruments to represent a given idea or character with support</p> <p>I am beginning to combine instrumental and vocal sounds within a given structure</p> <p>I can choose dynamics, tempo and timbre for a piece of music with support</p> <p>I can create a simple graphic score to represent a composition with support</p> <p>I am beginning to use my voice expressively to speak and chant</p> <p>I can respond to simple musical instructions such as tempo and dynamic changes as part of a class performance with some support</p> <p>I am beginning to perform from graphic notation</p>	<p>'symphonic poem' written by Arthur Bax in 1917</p> <p>I am beginning to recognise timbre changes in the music I listen to</p> <p>I am beginning to recognise structural features in the music I listen to</p> <p>I can listen to and recognise instrumentation with support</p> <p>I am beginning to use musical vocabulary to describe music with support</p> <p>I can suggest improvements to my own and others' work with support</p> <p>I can select and create longer sequences of appropriate sounds with my voice or instruments to represent a given idea or character with support</p> <p>I am beginning to combine and layer several instrumental and vocal patterns within a given structure</p> <p>I can choose appropriate dynamics, tempo and timbre for a piece of music with support</p> <p>I can use letter name and graphic notation to represent the details of my composition with support</p> <p>I can copy simple rhythmic patterns on untuned percussion instruments, keeping a steady pulse with support</p> <p>I am beginning to perform expressively using dynamics and timbre to alter sounds as appropriate</p> <p>Year Two Knowledge and Skills</p> <p>I know that a graphic score can show a picture of the structure of music</p> <p>I know that a graphic score can show a picture of the layers, or 'texture', of a piece of music</p> <p>I know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917</p>
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<p>I know that pulse is the regular beat that goes through music</p> <p>I understand that the pulse of music can get faster or slower</p> <p>I know that a piece of music can have more than one section, e.g. a verse and a chorus</p> <p>I recognise and understand the difference between pulse and rhythm</p> <p>I can describe the character, mood, or 'story' of the music I listen to (verbally or through movement)</p> <p>I can listen to and repeat short, simple rhythmic patterns</p> <p>I can listen and respond to other performers by playing as part of a group</p> <p>I can combine instrumental and vocal sounds within a given structure</p> <p>I can use my voice expressively to speak and chant</p> <p>I can sing short songs from memory, maintaining the overall shape of the melody and keep` in time</p> <p>I can maintain the pulse (playing on the beat) using hands, and tuned and untuned Instruments</p> <p>I can copy back short rhythmic and melodic phrases on percussion instruments</p>	<p>timbre to alter sounds as appropriate</p> <p>Year Two Knowledge and Skills</p> <p>I know that a 'soundscape' is a landscape created using only sounds</p> <p>I know that a composer is someone who creates music and writes it down</p> <p>I understand that a motif is a sound idea' that can be repeated throughout a piece of music</p> <p>I recognise timbre changes in the music I listen to</p> <p>I recognise structural features in music I listen to</p> <p>I listen to and recognise instrumentation</p> <p>I am beginning to use musical vocabulary to describe music</p> <p>I can suggest improvements to my own and others' work</p> <p>I can select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</p> <p>I can successfully combine and layer several instrumental and vocal patterns within a given structure</p> <p>I can create simple melodies from five or more notes</p> <p>I can choose appropriate dynamics, tempo and timbre for a piece of music</p> <p>I can use letter name and graphic notation to represent the details of my composition</p> <p>I can begin to suggest improvements to my own work</p> <p>I can use my voice expressively when singing, including the use of basic dynamics (loud and quiet)</p>	<p>I can describe the character, mood, or 'story' of music I listen to (verbally or through movement)</p> <p>I can describe the differences between two pieces of music</p> <p>I can express a basic opinion about music (like/dislike)</p> <p>I can listen and respond to other performers by playing as part of a group</p> <p>I can select and create short sequences of sound with voices or instruments to represent a given idea or character</p> <p>I can create simple melodies using a few notes</p> <p>I can choose dynamics, tempo and timbre for a piece of music</p> <p>I can respond to simple musical instructions such as tempo and dynamic changes as part of a class performance</p>	<p>I know that an instrument or rhythm pattern can represent a character in a story</p> <p>I know that my voice can create different timbres to help tell a story</p> <p>I know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936</p> <p>I recognise and understand the difference between pulse and rhythm</p> <p>I understand that different types of sounds are called timbres</p> <p>I recognise basic tempo, dynamic and pitch changes</p> <p>I can describe the character, mood, or 'story' of music I listen to (verbally or through movement)</p> <p>I can describe the differences between two pieces of music</p> <p>I can listen to and repeat short, simple rhythmic patterns</p> <p>I can listen and respond to other performers by playing as part of a group</p> <p>I can select and create short sequences of sound with my voice or instruments to represent a given idea or character</p> <p>I can combine instrumental and vocal sounds within a given structure</p> <p>I can choose dynamics, tempo and timbre for a piece of music</p> <p>I can use my voice expressively to speak and chant</p> <p>I can copy back short rhythmic and melodic phrases on percussion instruments</p> <p>I can respond to simple musical instructions such as tempo and dynamic changes as part of a class performance</p>	<p>Year Two Knowledge and Skills</p> <p>I know that dynamics can change how someone listening feels about music</p> <p>I know that my voice can be used as a musical instrument</p> <p>I know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees</p> <p>I understand that music can be represented by pictures or symbols</p> <p>I understand that different types of sounds are called timbres</p> <p>I recognise basic tempo, dynamic and pitch changes</p> <p>I can describe the character, mood, or 'story' of music I listen to (verbally or through movement)</p> <p>I can describe the differences between two pieces of music</p> <p>I can express a basic opinion about music (like/dislike)</p> <p>I can listen and respond to other performers by playing as part of a group</p> <p>I can select and create short sequences of sound with my voice or instruments to represent a given idea or character</p> <p>I can combine instrumental and vocal sounds within a given structure</p> <p>I can choose dynamics, tempo and timbre for a piece of music</p> <p>I can create a simple graphic score to represent a composition</p> <p>I can use my voice expressively to speak and chant</p> <p>I can respond to simple musical instructions such as tempo and dynamic changes as part of a class performance</p> <p>I can perform from graphic notation</p>	<p>I recognise timbre changes in the music I listen to</p> <p>I recognise structural features in the music I listen to</p> <p>I can listen to and recognise instrumentation</p> <p>I can begin to use musical vocabulary to describe music</p> <p>I can suggest improvements to my own and others' work</p> <p>I can select and create longer sequences of appropriate sounds with my voice or instruments to represent a given idea or character</p> <p>I can successfully combine and layer several instrumental and vocal patterns within a given structure</p> <p>I can choose appropriate dynamics, tempo and timbre for a piece of music</p> <p>I can use letter name and graphic notation to represent the details of my composition</p> <p>I can copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse</p> <p>I can perform expressively using dynamics and timbre to alter sounds as appropriate</p>
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I can perform expressively using dynamics and timbre to alter sounds as appropriate

Year One and Year Two – Curriculum B

Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
Musical Me	Christmas Music and Songs and Traditional Western Stories – Orchestral Instruments	On This Island – British Songs and Sounds	Snail and Mouse - Tempo	Animals – West Africa Call and Response Song	Under the Sea – Musical Vocabulary
<p>National Curriculum Coverage</p> <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>I can play tuned and untuned instruments musically</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music’</p> <p>Year One Knowledge and Skills</p> <p>I am beginning to understand that ‘melody’ means a tune</p> <p>I am beginning to understand that ‘notation’ means writing music down so that someone else can play it</p> <p>I am beginning to understand that ‘accompaniment’ can mean playing instruments along with a song</p> <p>I am beginning to understand that a melody is made up from high-pitched and low-pitched notes played one after the other, making a tune</p> <p>I am beginning to use musical vocabulary to describe music with support</p> <p>I am beginning to identify melodies that move in steps</p> <p>I can listen to and repeat a short, simple melody by ear with support</p>	<p>National Curriculum Coverage</p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>I can play tuned and untuned instruments musically</p> <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Year One Knowledge and Skills</p> <p>I am beginning to understand that musical instruments can be used to create ‘real life’ sound effects</p> <p>I am beginning to understand that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece</p> <p>I am beginning to understand that stringed instruments, like violins, make a sound when their strings vibrate</p> <p>I am beginning to understand that a brass instrument is played by vibrating your lips against the mouthpiece</p> <p>I am beginning to understand that some tuned instruments have a lower range of pitches and some have a higher range of pitches</p>	<p>National Curriculum Coverage</p> <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>I can play tuned and untuned instruments musically</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Year One Knowledge and Skills</p> <p>I am beginning to understand that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down</p> <p>I am beginning to understand that ‘duration’ means how long a note, phrase or whole piece of music lasts</p> <p>I am beginning to understand that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music</p> <p>I can listen to and recognise instrumentation with support</p> <p>I am beginning to use musical vocabulary to describe music with support</p>	<p>National Curriculum Coverage</p> <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Year One Knowledge and Skills</p> <p>I am beginning to understand that sound can help tell a story</p> <p>I am beginning to understand that an instrument or voice can be played at different speeds</p> <p>I am beginning to understand that pulse can be fast and slow</p> <p>I am beginning to recognise basic tempo changes</p> <p>I can describe the character, mood, or ‘story’ of music I listen to (through movement)</p> <p>I can describe the differences between two pieces of music with some support</p> <p>I can listen to and repeat short, simple rhythmic patterns with support</p> <p>I can listen and respond to other performers by playing as part of a group with support</p> <p>I am beginning to combine instrumental and vocal sounds within a given structure</p>	<p>National Curriculum Coverage</p> <p>I can play tuned and untuned instruments musically</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Year One Knowledge and Skills</p> <p>I am beginning to understand that dynamics can change the effect a sound has on the audience</p> <p>I am beginning to understand that the long and short sounds of a spoken phrase can be represented by a rhythm</p> <p>I am beginning to understand that that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song</p> <p>I am beginning to understand that that the tempo of a musical phrase can be changed to achieve a different effect</p> <p>I am beginning to understand that that an instrument can be matched to an animal noise based on its timbre</p> <p>I can recognise timbre changes in music I listen to with support</p>	<p>National Curriculum Coverage</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music’</p> <p>I can play tuned and untuned instruments musically</p> <p>Year One Knowledge and Skills</p> <p>I am beginning to understand that pitch means how high or low a note sounds</p> <p>I am beginning to understand 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>I am beginning to understand that music has layers called ‘texture’</p> <p>I am beginning to recognise and understand the difference between pulse and rhythm</p> <p>I am beginning to understand that different types of sounds are called timbres</p> <p>I am beginning to recognise basic tempo, dynamic and pitch changes</p> <p>I can describe the character, mood, or ‘story’ of music I listen to (through movement)</p> <p>I can describe the differences between two pieces of music with support</p>

<p>I am beginning to suggest improvements to my own and others' work with support</p> <p>I can select and create sequences of appropriate sounds with my voice or instruments to represent a given idea or character with support</p> <p>I am beginning to combine and layer instrumental and vocal patterns within a given structure with support</p> <p>I can create simple melodies from five or more notes with support</p> <p>I am beginning to choose appropriate dynamics, tempo and timbre for a piece of music</p> <p>I am beginning to use letter name and graphic notation to represent the details of my composition with support</p> <p>I am beginning to use my voice expressively when singing, including the use of basic dynamics (loud and quiet)</p> <p>I can sing short songs from memory, with some melodic and rhythmic accuracy</p> <p>I can copy rhythmic patterns on untuned percussion instruments, keeping a steady pulse with support</p> <p>I am beginning to perform expressively using dynamics and timbre to alter sounds as appropriate</p> <p>I am beginning to sing back short melodic patterns by ear and play short melodic patterns from letter notation with support</p> <p>Year Two Knowledge and Skills</p> <p>I understand that 'melody' means a tune</p> <p>I know that 'notation' means writing music down so that someone else can play it</p>	<p>I am beginning to recognise timbre changes and structural features in music I listen to</p> <p>I can listen to and recognise instrumentation with support</p> <p>I am beginning to use musical vocabulary to describe music with support</p> <p>I am beginning to suggest improvements to my own and others' work</p> <p>I can select and create sequences of appropriate sounds with voices or instruments to represent a given idea or character with support</p> <p>I am beginning to choose appropriate dynamics, tempo and timbre for a piece of music with support</p> <p>I am beginning to perform expressively using dynamics and timbre to alter sounds as appropriate</p> <p>Year Two Knowledge and Skills</p> <p>I know that musical instruments can be used to create 'real life' sound effects</p> <p>I know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece</p> <p>I know that stringed instruments, like violins, make a sound when their strings vibrate</p> <p>I know that a brass instrument is played by vibrating your lips against the mouthpiece</p> <p>I know that some tuned instruments have a lower range of pitches and some have a higher range of pitches</p> <p>I recognise timbre changes and structural features in music I listen to</p> <p>I can listen to and recognise instrumentation</p>	<p>I am beginning to select and create sequences of appropriate sounds with voices or instruments to represent a given idea or character</p> <p>I am beginning to combine and layer instrumental and vocal patterns within a given structure</p> <p>I can choose appropriate dynamics, tempo and timbre for a piece of music with support</p> <p>I am beginning to use my voice expressively when singing, including the use of basic dynamics (loud and quiet)</p> <p>I can sing short songs from memory, with some melodic and rhythmic accuracy</p> <p>I am beginning to perform expressively using dynamics and timbre to alter sounds as appropriate</p> <p>Year Two Knowledge and Skills</p> <p>I know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down</p> <p>I know that 'duration' means how long a note, phrase or whole piece of music lasts</p> <p>I know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music</p> <p>I can listen to and recognise instrumentation</p> <p>I am beginning to use musical vocabulary to describe music</p> <p>I can select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</p> <p>I can successfully combine and layer several instrumental and vocal patterns within a given structure</p>	<p>I am beginning to make improvements to my work as suggested by the teacher</p> <p>I am beginning to use my voice expressively to speak and chant</p> <p>I can sing short songs from memory, maintaining the overall shape of the melody and keeping in time with support</p> <p>I am beginning to respond to simple musical instructions such as tempo changes</p> <p>Year Two Knowledge and Skills</p> <p>I know that sound can help tell a story</p> <p>I know that an instrument or voice can be played at different speeds</p> <p>I know that pulse can be fast and slow</p> <p>I recognise basic tempo changes</p> <p>I can describe the character, mood, or 'story' of music I listen to (verbally or through movement)</p> <p>I can describe the differences between two pieces of music</p> <p>I can listen to and repeat short, simple rhythmic patterns</p> <p>I can listen and respond to other performers by playing as part of a group</p> <p>I can combine instrumental and vocal sounds within a given structure</p> <p>I can to make improvements to my work as suggested by the teacher</p> <p>I can use my voice expressively to speak and chant</p> <p>I can sing short songs from memory, maintaining the overall shape of the melody and keeping in time</p> <p>I can respond to simple musical instructions such as tempo changes</p>	<p>I can recognise structural features in music I listen to with support</p> <p>I can listen to and recognise instrumentation with support</p> <p>I am beginning to use musical vocabulary to describe music with support</p> <p>I can listen to and repeat a short, simple melody by ear with support</p> <p>I am beginning to suggest improvements to my own and others' work</p> <p>I am beginning to select and create sequences of appropriate sounds with my voice or instruments to represent a given idea or character</p> <p>I can choose appropriate dynamics, tempo and timbre for a piece of music with support</p> <p>I am beginning to use letter name and graphic notation to represent the details of my composition</p> <p>I am beginning to use my voice expressively when singing, including the use of basic dynamics (loud and quiet)</p> <p>I can sing short songs from memory, with some melodic and rhythmic accuracy</p> <p>I can copy rhythmic patterns on untuned percussion instruments, keeping a steady pulse with support</p> <p>I can perform expressively using dynamics and timbre to alter sounds as appropriate with support</p> <p>Year Two Knowledge and Skills</p> <p>I know that dynamics can change the effect a sound has on the audience</p> <p>I know that the long and short sounds of a spoken phrase can be represented by a rhythm</p> <p>I understand that structure means the organisation of sounds within</p>	<p>I can listen and respond to other performers by playing as part of a group with support</p> <p>I am beginning to select and create short sequences of sound with my voice or instruments to represent a given idea or character</p> <p>I can combine instrumental and vocal sounds within a given structure with support</p> <p>I can create simple melodies using a few notes with support</p> <p>I am beginning to choose dynamics, tempo and timbre for a piece of music</p> <p>I can copy back short rhythmic and melodic phrases on percussion instruments with support</p> <p>I am beginning to respond to simple musical instructions such as tempo and dynamic changes as part of a class performance</p> <p>Year Two Knowledge and Skills</p> <p>I understand that pitch means how high or low a note sounds</p> <p>I 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>I know that music has layers called 'texture'</p> <p>I recognise and understand the difference between pulse and rhythm</p> <p>I understand that different types of sounds are called timbres</p> <p>I recognise basic tempo, dynamic and pitch changes</p> <p>I can describe the character, mood, or 'story' of music I listen to (verbally or through movement)</p> <p>I can describe the differences between two pieces of music</p>
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<p>I understand that 'accompaniment' can mean playing instruments along with a song</p> <p>I understand that a melody is made up from high-pitched and low-pitched notes played one after the other, making a tune</p> <p>I am beginning to use musical vocabulary to describe music</p> <p>I can identify melodies that move in steps</p> <p>I can listen to and repeat a short, simple melody by ear</p> <p>I can suggest improvements to my own and others' work</p> <p>I can select and create longer sequences of appropriate sounds with my voice or instruments to represent a given idea or character</p> <p>I can successfully combine and layer several instrumental and vocal patterns within a given structure</p> <p>I can create simple melodies from five or more notes</p> <p>I can choose appropriate dynamics, tempo and timbre for a piece of music</p> <p>I can use letter name and graphic notation to represent the details of my composition</p> <p>I can use my voice expressively when singing, including the use of basic dynamics (loud and quiet)</p> <p>I can sing short songs from memory, with melodic and rhythmic accuracy</p> <p>I can copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse</p> <p>I can perform expressively using dynamics and timbre to alter sounds as appropriate</p> <p>I can sing back short melodic patterns by ear and play short</p>	<p>I am beginning to use musical vocabulary to describe music</p> <p>I can suggest improvements to my own and others' work</p> <p>I can select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</p> <p>I can choose appropriate dynamics, tempo and timbre for a piece of music</p> <p>I can perform expressively using dynamics and timbre to alter sounds as appropriate</p>	<p>I can choose appropriate dynamics, tempo and timbre for a piece of music</p> <p>I can use my voice expressively when singing, including the use of basic dynamics (loud and quiet)</p> <p>I can sing short songs from memory, with melodic and rhythmic accuracy</p> <p>I can perform expressively using dynamics and timbre to alter sounds as appropriate</p>		<p>music, e.g. a chorus and verse pattern in a song</p> <p>I understand that the tempo of a musical phrase can be changed to achieve a different effect</p> <p>I understand that an instrument can be matched to an animal noise based on its timbre</p> <p>I recognise timbre changes in music I listen to</p> <p>I recognise structural features in music I listen to</p> <p>I can listen to and recognise instrumentation</p> <p>I am beginning to use musical vocabulary to describe music</p> <p>I can listen to and repeat a short, simple melody by ear</p> <p>I can suggest improvements to my own and others' work</p> <p>I can select and create longer sequences of appropriate sounds with my voice or instruments to represent a given idea or character</p> <p>I can choose appropriate dynamics, tempo and timbre for a piece of music</p> <p>I can use letter name and graphic notation to represent the details of my composition</p> <p>I can use my voice expressively when singing, including the use of basic dynamics (loud and quiet)</p> <p>I can sing short songs from memory, with melodic and rhythmic accuracy</p> <p>I can copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse</p> <p>I can perform expressively using dynamics and timbre to alter sounds as appropriate</p>	<p>I can listen and respond to other performers by playing as part of a group</p> <p>I can select and create short sequences of sound with my voice or instruments to represent a given idea or character</p> <p>I can combine instrumental and vocal sounds within a given structure</p> <p>I can create simple melodies using a few notes</p> <p>I can choose dynamics, tempo and timbre for a piece of music</p> <p>I can copy back short rhythmic and melodic phrases on percussion instruments</p> <p>I can respond to simple musical instructions such as tempo and dynamic changes as part of a class performance</p>
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melodic patterns from letter notation					
Year Three and Year Four – Curriculum A					
Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
Romans – Adapting and Transposing Motifs	Jazz Christmas Music and Songs	Rivers – Changes in Pitch, Tempo and Dynamics	Hanami Festival – Haiku, Music and Performance	Rock and Roll	South America – The Kate Rawles Story – Samba and Carnival Sounds and Instruments
<p>National Curriculum Coverage</p> <p>I can play and perform in solo and ensemble contexts, using my voice (and playing instruments) with increasing accuracy, fluency, control and expression</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>I can understand and use staff and other musical notation</p> <p>Year Three Knowledge and Skills</p> <p>I am beginning to understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven’s fifth symphony (dah dah dah dum!)</p> <p>I am beginning to understand that ‘transposing’ a melody means changing its key, making it higher or lower pitched</p> <p>I am beginning to understand that a motif can be adapted by changing the notes, the rhythm or the order of notes</p>	<p>National Curriculum Coverage</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression’</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can use and understand staff and other musical notations</p> <p>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I am developing an understanding of the history of music</p> <p>Year Three Knowledge and Skills</p> <p>I am beginning to understand that ‘syncopation’ means a rhythm that is played off the natural beat</p> <p>I am beginning to understand that Ragtime is piano music that uses syncopation and a fast tempo</p> <p>I am beginning to understand that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago</p>	<p>National Curriculum Coverage</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <p>I understand and can explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p> <p>I can use and understand staff and other musical notations</p> <p>Year Three Knowledge and Skills</p> <p>I am beginning to understand that when you sing without accompaniment it is called ‘A Cappella’</p> <p>I am beginning to understand that harmony means playing two notes at the same time that usually sound good together</p> <p>I am beginning to understand that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice</p>	<p>National Curriculum Coverage</p> <p>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Year Three Knowledge and Skills</p> <p>I am beginning to understand that a glissando in music means a sliding effect played on instruments or made by your voice</p> <p>I am beginning to understand that expressive language (like a poem) can be used as inspiration for composing music</p> <p>I am beginning to understand that both instruments and voices can create audio effects that describe something you can see</p> <p>I am beginning to understand that grouping instruments according to their timbre can create contrasting ‘textures’ in music</p> <p>I am beginning to recognise and can name and explain the effect of the interrelated dimensions of music with support</p>	<p>National Curriculum Coverage</p> <p>I am developing an understanding of the history of music</p> <p>I appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians</p> <p>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can use and understand staff and other musical notations</p> <p>Year Three Knowledge and Skills</p> <p>I am beginning to understand that rock and roll music uses blues chord structures, with a fast tempo and strong vocals</p> <p>I am beginning to understand that rock and roll was created after the second world war and it was intended to represent happiness</p> <p>I am beginning to understand 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</p>	<p>National Curriculum Coverage</p> <p>I can listen with attention to and recall sounds with increasing aural memory</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can play and perform in solo and ensemble contexts, using my voice and play musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Year Three Knowledge and Skills</p> <p>I am beginning to understand that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms</p> <p>I am beginning to understand that the ‘on beat’ is the pulse of a piece of music, and the ‘off beat’ is beats that fall in between these</p> <p>I am beginning to understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms</p> <p>I recognise and can discuss the stylistic features of different genres,</p>

<p>I am beginning to identify gradual dynamic and tempo changes within a piece of music</p> <p>I am beginning to identify common features between different genres, styles and traditions of music</p> <p>I can recognise, name and explain the effect of the interrelated dimensions of music with support</p> <p>I can identify scaled dynamics (crescendo/decelscendo) within a piece of music with support</p> <p>I can use some musical vocabulary to discuss the purpose of a piece of music</p> <p>I am beginning to compose coherent pieces of music in a given style with my voice, body and instruments</p> <p>I am beginning to improvise musically within a given style with support</p> <p>I am beginning to develop melodies using rhythmic variation, transposition, inversion, and looping</p> <p>I am developing my use of letter names, graphics and rhythmic notations and musical vocabulary to label and record my compositions</p> <p>I can suggest improvements to others work, using some musical vocabulary</p> <p>I can sing and play in time with peers with some accuracy and awareness of my part in the group performance</p> <p>I can sing longer songs in a variety of musical styles from memory, with some accuracy, control and fluency</p> <p>I can play melody parts on tuned instruments with some accuracy and control and I am beginning to develop instrumental technique</p> <p>Year Four Knowledge and Skills</p>	<p>I am beginning to understand that ‘scat singing’ is using made-up words to create the sound of an instrument playing</p> <p>I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary with support</p> <p>I am beginning to understand that music from different parts of the world, and different times, have different features</p> <p>I recognise and can explain the changes within a piece of music using musical vocabulary with support</p> <p>I can attempt to describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement</p> <p>I am beginning to show an awareness of metre</p> <p>I am beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others’ work</p> <p>I can compose a piece of music in a given style with my voice and instruments with support</p> <p>I am beginning to combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</p> <p>I am beginning to use letter names and rhythmic notations (graphic or staff), and key musical vocabulary to label and record my compositions</p> <p>I can sing songs in a variety of musical styles with some accuracy and control, demonstrating developing vocal technique</p> <p>I can sing and play in time with peers, with some degree of</p>	<p>I am beginning to understand that ‘performance directions’ are words added to musical notation to tell the performers how to play.</p> <p>I am beginning to recognise the use and development of motifs in music</p> <p>I am beginning to identify gradual dynamic and tempo changes within a piece of music</p> <p>I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary with support</p> <p>I can recognise, name and explain the effect of the interrelated dimensions of music with support</p> <p>I can identify scaled dynamics (crescendo/decelscendo) within a piece of music with support</p> <p>I can use musical vocabulary to discuss the purpose of a piece of music with support</p> <p>I can use some musical vocabulary when discussing improvements to my own and others’ work</p> <p>I can compose a coherent piece of music in a given style with my voice, body and instruments with support</p> <p>I am beginning to improvise musically within a given style</p> <p>I am beginning to develop melodies using rhythmic variation, transposition, inversion and looping with support</p> <p>I am beginning to use letter names, graphic and rhythmic notations and musical vocabulary to label and record my compositions</p> <p>I can sing longer songs in a variety of musical styles from memory, with some accuracy, control and fluency</p> <p>I can sing and play in time with peers with some accuracy and awareness of my part in the group performance</p>	<p>I can use some musical vocabulary to discuss the purpose of a piece of music with support</p> <p>I can use some musical vocabulary when discussing improvements to my own and others’ work</p> <p>I am beginning to compose coherent pieces of music in a given style with my voice, body and instruments</p> <p>I am beginning to improvise musically within a given style</p> <p>I am beginning to develop melodies using rhythmic variation, transposition, inversion and looping</p> <p>I can create a piece of music with at least four different layers and a clear structure with support</p> <p>I am beginning to use letter names, graphic and rhythmic notations and musical vocabulary to label and record my compositions</p> <p>I can sing and play in time with peers with some accuracy and awareness of my part in the group performance</p> <p>I can play melody parts on tuned instruments with some accuracy and control and develop instrumental technique</p> <p>Year Four Knowledge and Skills</p> <p>I know that a glissando in music means a sliding effect played on instruments or made by your voice</p> <p>I know that expressive language (like a poem) can be used as inspiration for composing music</p> <p>I understand that both instruments and voices can create audio effects that describe something you can see</p> <p>I know that grouping instruments according to their timbre can create contrasting ‘textures’ in music</p>	<p>I am beginning to understand that playing in time means all performers playing together at the same speed</p> <p>I am beginning to understand that playing ‘in time’ requires playing the notes for the correct duration as well as at the correct speed</p> <p>I recognise and can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary with support</p> <p>I can identify common features between different genres, styles and traditions of music with support</p> <p>I recognise and can name and explain the effect of the interrelated dimensions of music with support</p> <p>I can use some musical vocabulary to discuss the purpose of a piece of music</p> <p>I can use some musical vocabulary when discussing improvements to my own and others’ work</p> <p>I can sing longer songs in a variety of musical styles from memory, with some accuracy, control and fluency</p> <p>I can sing and play in time with peers with some accuracy and awareness of my part in the group performance</p> <p>I can play melody parts on tuned instruments with some accuracy and control and developing instrumental technique</p> <p>Year Four Knowledge and Skills</p> <p>I know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals</p> <p>I know rock and roll was created after the second world war and it was intended to represent happiness</p> <p>I know that a bass line is the lowest pitch line of notes in a piece of</p>	<p>styles and traditions of music using musical vocabulary with support</p> <p>I am beginning to identify common features between different genres, styles and traditions of music</p> <p>I recognise and can name and explain the effect of the interrelated dimensions of music with support</p> <p>I can use some musical vocabulary to discuss the purpose of a piece of music</p> <p>I am beginning to improvise musically within a given style</p> <p>I can create a piece of music with at least four different layers and a clear structure with support</p> <p>I can suggest improvements to others’ work, using musical vocabulary with support</p> <p>I can sing and play in time with peers with some accuracy and awareness of my part in the group performance</p> <p>I can play syncopated rhythms with some accuracy, control and fluency</p> <p>Year Four Knowledge and Skills</p> <p>I know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms</p> <p>I understand that the ‘on beat’ is the pulse of a piece of music, and the ‘off beat’ is beats that fall in between these</p> <p>I understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms</p> <p>I recognise and can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p>
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<p>I understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dum!)</p> <p>I know that 'transposing' a melody means changing its key, making it higher or lower pitched</p> <p>I know that a motif can be adapted by changing the notes, the rhythm or the order of notes</p> <p>I can identify gradual dynamic and tempo changes within a piece of music</p> <p>I can identify common features between different genres, styles and traditions of music</p> <p>I can recognise, name and explain the effect of the interrelated dimensions of music</p> <p>I can identify scaled dynamics (crescendo/decrescendo) within a piece of music</p> <p>I can use musical vocabulary to discuss the purpose of a piece of music</p> <p>I can compose a coherent piece of music in a given style with voices, bodies and instruments</p> <p>I am beginning to improvise musically within a given style</p> <p>I can develop melodies using rhythmic variation, transposition, inversion, and looping</p> <p>I can use letter names, graphics and rhythmic notations and musical vocabulary to label and record my compositions</p> <p>I can suggest improvements to others work, using musical vocabulary</p> <p>I can sing and play in time with peers with accuracy and awareness</p>	<p>accuracy and awareness of my part in the group performance</p> <p>I am beginning to perform from basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology</p> <p>Year Four Knowledge and Skills</p> <p>I understand that 'syncopation' means a rhythm that is played off the natural beat</p> <p>I know that Ragtime is piano music that uses syncopation and a fast tempo</p> <p>I know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago</p> <p>I know that 'scat singing' is using made-up words to create the sound of an instrument playing</p> <p>I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>I understand that music from different parts of the world, and different times, have different features</p> <p>I recognise and can explain the changes within a piece of music using musical vocabulary</p> <p>I can describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement</p> <p>I am developing my awareness of metre</p> <p>I can use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others' work</p>	<p>Year Four Knowledge and Skills</p> <p>I know that when you sing without accompaniment it is called 'A Cappella'</p> <p>I know that harmony means playing two notes at the same time that usually sound good together</p> <p>I know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice</p> <p>I know that 'performance directions' are words added to musical notation to tell the performers how to play.</p> <p>I recognise the use and development of motifs in music</p> <p>I can identify gradual dynamic and tempo changes within a piece of music</p> <p>I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>I can recognise, name and explain the effect of the interrelated dimensions of music</p> <p>I can identify scaled dynamics (crescendo/decrescendo) within a piece of music</p> <p>I can use musical vocabulary to discuss the purpose of a piece of music</p> <p>I can use musical vocabulary when discussing improvements to my own and others' work</p> <p>I can compose a coherent piece of music in a given style with my voice, body and instruments</p> <p>I can improvise musically within a given style</p> <p>I am developing melodies using rhythmic variation, transposition, inversion and looping</p>	<p>I recognise and can name and explain the effect of the interrelated dimensions of music</p> <p>I can use musical vocabulary to discuss the purpose of a piece of music</p> <p>I can use musical vocabulary when discussing improvements to my own and others' work</p> <p>I can compose a coherent piece of music in a given style with my voice, body and instruments</p> <p>I am can improvise musically within a given style</p> <p>I am developing melodies using rhythmic variation, transposition, inversion and looping</p> <p>I can create a piece of music with at least four different layers and a clear structure</p> <p>I can use letter names, graphic and rhythmic notations and musical vocabulary to label and record my compositions</p> <p>I can sing and play in time with peers with accuracy and awareness of my part in the group performance</p> <p>I can play melody parts on tuned instruments with accuracy and control and develop instrumental technique</p>	<p>music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll</p> <p>I know that playing in time means all performers playing together at the same speed</p> <p>I know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed</p> <p>I recognise and can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>I can identify common features between different genres, styles and traditions of music</p> <p>I recognise and can name and explain the effect of the interrelated dimensions of music</p> <p>I can use musical vocabulary to discuss the purpose of a piece of music</p> <p>I can use musical vocabulary when discussing improvements to my own and others' work</p> <p>I can sing 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>I can sing and play in time with peers with accuracy and awareness of my part in the group performance</p> <p>I can play melody parts on tuned instruments with accuracy and control and developing instrumental technique</p>	<p>I can identify common features between different genres, styles and traditions of music</p> <p>I recognise and can name and explain the effect of the interrelated dimensions of music</p> <p>I can use musical vocabulary to discuss the purpose of a piece of music</p> <p>I can improvise musically within a given style</p> <p>I can create a piece of music with at least four different layers and a clear structure</p> <p>I can suggest improvements to others' work, using musical vocabulary</p> <p>I can sing and play in time with peers with accuracy and awareness of my part in the group performance</p> <p>I can play syncopated rhythms with accuracy, control and fluency</p>
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<p>of my part in the group performance</p> <p>I can sing 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>I can play melody parts on tuned instruments with accuracy and control and develop instrumental technique</p>	<p>I can compose a piece of music in a given style with my voice and instruments</p> <p>I can combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</p> <p>I can use letter names and rhythmic notations (graphic or staff), and key musical vocabulary to label and record my compositions</p> <p>I can sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</p> <p>I can sing and play in time with peers, with accuracy and awareness of my part in the group performance</p> <p>I can perform from basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology</p>	<p>I can use letter names, graphic and rhythmic notations and musical vocabulary to label and record my compositions</p> <p>I can sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and I am developing a sense of expression including control of subtle dynamic changes</p> <p>I can sing and play in time with peers with accuracy and awareness of my part in the group performance</p>			
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Year Three and Year Four – Curriculum B

Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
The Vikings – Developing Singing Technique	Ballads Christmas Music and Songs	India – Traditional Instruments and Improvisation	Chinese New Year – Pentatonic Melodies and Composition	Rainforests – Body and Tuned Percussion	Mountains – Creating Compositions in Response to an Animation
<p>National Curriculum Coverage</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can use and understand staff and other musical notations</p>	<p>National Curriculum Coverage</p> <p>I can play and perform in solo and ensemble contexts, using my voice and play musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>National Curriculum Coverage</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>National Curriculum Coverage</p> <p>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can use and understand staff and other musical notations</p>	<p>National Curriculum Coverage</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can develop an understanding of the history of music</p>	<p>National Curriculum Coverage</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</p>

<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Year Three Knowledge and Skills</p> <p>I am beginning to understand 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>I am beginning to understand that different notes have different durations, and that crotchets are worth one whole beat</p> <p>I am beginning to understand that 'reading' music means using how the written note symbols look and their position to know what notes to play</p> <p>I am beginning to understand that written music tells you how long to play a note for</p> <p>I am beginning to understand that that music from different parts of the world, and different times, has different features</p> <p>I recognise and can explain the changes within a piece of music using musical vocabulary with support</p> <p>I am beginning to show an awareness of metre</p> <p>I am beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others' work</p> <p>I can compose a piece of music in a given style with my voice and instruments with support</p> <p>I am beginning to combine melodies and rhythms to compose a multi-layered composition in a given style</p> <p>I am beginning to use letter names and rhythmic notations (graphic or</p>	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I am developing an understanding of the history of music</p> <p>Year Three Knowledge and Skills</p> <p>I am beginning to understand that a ballad tells a story through song.</p> <p>I am beginning to understand that lyrics are the words of a song.</p> <p>I am beginning to understand that in a ballad, a 'stanza' is a verse.</p> <p>I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary with support</p> <p>I recognise and can explain the changes within a piece of music using musical vocabulary with support</p> <p>I am beginning to describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement</p> <p>I am beginning to show an awareness of metre</p> <p>I am beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others' work with support</p> <p>I can compose a piece of music in a given style with my voice and instruments with support</p> <p>I can sing songs in a variety of musical styles with some accuracy and control, demonstrating developing vocal technique</p> <p>I can sing and play in time with peers, with some accuracy and awareness of my part in the group performance</p> <p>Year Four Knowledge and Skills</p>	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can use and understand stave and other musical notations</p> <p>Year Three Knowledge and Skills</p> <p>I am beginning to understand that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music</p> <p>I am beginning to understand that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'</p> <p>I am beginning to understand that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'</p> <p>I am beginning to understand that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note</p> <p>I am beginning to understand 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>I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary with support</p> <p>I am beginning to understand that music from different parts of the world, and different times, has different features</p> <p>I recognise and can explain the changes within a piece of music using musical vocabulary with support</p> <p>I am beginning to describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement</p>	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Year Three Knowledge and Skills</p> <p>I am beginning to understand that the word 'crescendo' means a sound getting gradually louder</p> <p>I am beginning to understand that some traditional music around the world is based on five notes called a 'pentatonic' scale</p> <p>I am beginning to understand that a pentatonic melody uses only the five notes C D E G A</p> <p>I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary with support</p> <p>I am beginning to understand that music from different parts of the world, and different times, has different features</p> <p>I recognise and can explain the changes within a piece of music using musical vocabulary with support</p> <p>I am beginning to describe the timbre, dynamic and textural details of a piece of music, both verbally and through movement</p> <p>I am beginning to show an awareness of metre</p> <p>I am beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others' work</p> <p>I am beginning to combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</p> <p>I am beginning to use letter names and rhythmic notation (graphic or staff) and key musical vocabulary to label and record my compositions</p>	<p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can use and understand staff and other musical notations</p> <p>Year Three Knowledge and Skills</p> <p>I am beginning to understand that deciding the structure of music when composing can help us create interesting music with contrasting sections</p> <p>I am beginning to understand that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'</p> <p>I am beginning to understand that a 'loop' in music is a repeated melody or rhythm</p> <p>I am beginning to understand that changing the dynamics of a musical phrase or motif can change the texture of a piece of music</p> <p>I am beginning to recognise the use and development of motifs in music</p> <p>I am beginning to identify gradual dynamic and tempo changes within a piece of music</p> <p>I recognise and can name and explain the effect of the interrelated dimensions of music with support</p> <p>I can identify scaled dynamics (crescendo/deceleration) within a piece of music with support</p> <p>I can use musical vocabulary to discuss the purpose of a piece of music with support</p> <p>I am beginning to use musical vocabulary when discussing improvements to my own and others' work</p>	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music'</p> <p>I can use and understand staff and other musical notations</p> <p>Year Three Knowledge and Skills</p> <p>I am beginning to understand that the timbre of instruments played affect the mood and style of a piece of music</p> <p>I am beginning to understand that an ensemble is a group of musicians who perform together</p> <p>I am beginning to understand that to perform well, it is important to listen to the other members of your ensemble</p> <p>I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary with support</p> <p>I am beginning to understand that music from different parts of the world, and different times, has different features</p> <p>I recognise and can explain the changes within a piece of music using musical vocabulary with support</p> <p>I can begin to describe the timbre, dynamic, and textural details of a piece of music, both verbally and through movement</p> <p>I am beginning to show an awareness of metre</p> <p>I am beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others' work with support</p> <p>I am beginning to combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</p>
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<p>staff), and key musical vocabulary to label and record my compositions</p> <p>I can sing songs in a variety of musical styles with some accuracy and control, demonstrating developing vocal technique</p> <p>I can sing and play in time with peers, with some degree of accuracy and awareness of my part in the group performance</p> <p>I am beginning to perform from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology</p> <p>Year Four Knowledge and Skills</p> <p>I 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>I know that different notes have different durations, and that crotchets are worth one whole beat</p> <p>I understand that 'reading' music means using how the written note symbols look and their position to know what notes to play</p> <p>I know that written music tells you how long to play a note for</p> <p>I understand that music from different parts of the world, and different times, has different features</p> <p>I recognise and can explain the changes within a piece of music using musical vocabulary</p> <p>I have a developing awareness of metre</p> <p>I can use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others' work</p>	<p>I know that a ballad tells a story through song.</p> <p>I know that lyrics are the words of a song.</p> <p>I know that in a ballad, a 'stanza' is a verse.</p> <p>I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>I recognise and can explain the changes within a piece of music using musical vocabulary.</p> <p>I can describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>I have a developing awareness of metre.</p> <p>I am beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others' work</p> <p>I can compose a piece of music in a given style with my voice and instruments.</p> <p>I can sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>I can sing and play in time with peers, with accuracy and awareness of my part in the group performance.</p>	<p>I am beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others' work with support</p> <p>I can compose a piece of music in a given style with my voice and instruments with support</p> <p>I am beginning to use letter names and rhythmic notations (graphic or staff), and key musical vocabulary to label and record my compositions</p> <p>I can sing and play in time with peers, with some degree of accuracy and awareness of my part in the group performance</p> <p>I am beginning to perform from basic staff notation, incorporating rhythm and pitch and I am able to identify these symbols using musical terminology</p> <p>Year Four Knowledge and Skills</p> <p>I know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music</p> <p>I know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'</p> <p>I know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'</p> <p>I know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note</p> <p>I 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>I can discuss the stylistic features of different genres, styles and</p>	<p>I can suggest and implement improvements to my own work, using musical vocabulary with support</p> <p>I can sing and play in time with peers, with some degree of accuracy and awareness of my part in the group performance</p> <p>I am beginning to perform from basic staff notation, incorporating rhythm and pitch and I am able to identify these symbols using musical terminology</p> <p>Year Four Knowledge and Skills</p> <p>I know that the word 'crescendo' means a sound getting gradually louder</p> <p>I know that some traditional music around the world is based on five notes called a 'pentatonic' scale</p> <p>I understand that a pentatonic melody uses only the five notes C D E G A</p> <p>I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>I understand that music from different parts of the world, and different times, has different features</p> <p>I recognise and can explain the changes within a piece of music using musical vocabulary</p> <p>I can describe the timbre, dynamic and textural details of a piece of music, both verbally and through movement</p> <p>I have a developing awareness of metre</p> <p>I am beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their my and others' work</p>	<p>I can compose a coherent piece of music in a given style with my voice, body and instruments with support</p> <p>I am beginning to develop melodies using rhythmic variation, transposition, inversion, and looping</p> <p>I can create a piece of music with at least four different layers and a clear structure with support</p> <p>I can suggest improvements to others work, using some musical vocabulary</p> <p>I can compose a coherent piece of music in a given style with my voice, body and instruments with support</p> <p>I am beginning to improvise musically within a given style</p> <p>Year Four Knowledge and Skills</p> <p>I know that deciding the structure of music when composing can help us create interesting music with contrasting sections</p> <p>I know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'</p> <p>I know that a 'loop' in music is a repeated melody or rhythm</p> <p>I know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music</p> <p>I recognise the use and development of motifs in music</p> <p>I can identify gradual dynamic and tempo changes within a piece of music</p> <p>I recognise and can name and explain the effect of the interrelated dimensions of music</p> <p>I can identify scaled dynamics (crescendo/decelcendo) within a piece of music</p>	<p>I am beginning to use letter names and rhythmic notation (graphic or staff), and key musical vocabulary to label and record my compositions</p> <p>I can suggest and implement improvements to my own work, using musical vocabulary with support</p> <p>I can sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance</p> <p>Year Four Knowledge and Skills</p> <p>I understand that the timbre of instruments played affect the mood and style of a piece of music</p> <p>I know that an ensemble is a group of musicians who perform together</p> <p>I know that to perform well, it is important to listen to the other members of your ensemble</p> <p>I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>I understand that music from different parts of the world, and different times, has different features</p> <p>I recognise and can explain the changes within a piece of music using musical vocabulary</p> <p>I can describe the timbre, dynamic, and textural details of a piece of music, both verbally and through movement</p> <p>I have a developing awareness of metre</p> <p>I am beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others' work</p> <p>I can combine melodies and rhythms to compose a multi-layered</p>
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<p>I can compose a piece of music in a given style with my voice and instruments</p> <p>I can combine melodies and rhythms to compose a multi-layered composition in a given style</p> <p>I can use letter names and rhythmic notations (graphic or staff), and key musical vocabulary to label and record my compositions</p> <p>I can sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</p> <p>I can sing and play in time with peers, with accuracy and awareness of my part in the group performance</p> <p>I can perform from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology</p>		<p>traditions of music using musical vocabulary</p> <p>I understand that music from different parts of the world, and different times, has different features</p> <p>I recognise and can explain the changes within a piece of music using musical vocabulary</p> <p>I can describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement</p> <p>I am beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others' work</p> <p>I can compose a piece of music in a given style with my voice and instruments</p> <p>I can use letter names and rhythmic notations (graphic or staff), and key musical vocabulary to label and record my compositions</p> <p>I can sing and play in time with peers, with accuracy and awareness of my part in the group performance</p> <p>I can perform from basic staff notation, incorporating rhythm and pitch and I am able to identify these symbols using musical terminology</p>	<p>I can combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</p> <p>I can use letter names and rhythmic notation (graphic or staff) and key musical vocabulary to label and record my compositions</p> <p>I can suggest and implement improvements to my own work, using musical vocabulary</p> <p>I can sing and play in time with peers, with accuracy and awareness of my part in the group performance</p> <p>I can perform from basic staff notation, incorporating rhythm and pitch and I am able to identify these symbols using musical terminology</p>	<p>I can use musical vocabulary to discuss the purpose of a piece of music</p> <p>I can use musical vocabulary when discussing improvements to my own and others' work</p> <p>I can compose a coherent piece of music in a given style with my voice, body and instruments</p> <p>I can develop melodies using rhythmic variation, transposition, inversion, and looping</p> <p>I can create a piece of music with at least four different layers and a clear structure</p> <p>I can suggest improvements to others work, using musical vocabulary</p> <p>I can compose a coherent piece of music in a given style with my voice, body and instruments</p> <p>I can improvise musically within a given style</p>	<p>composition in a given style (pentatonic)</p> <p>I can use letter names and rhythmic notation (graphic or staff), and key musical vocabulary to label and record my compositions</p> <p>I can suggest and implement improvements to my own work, using musical vocabulary</p> <p>I can sing and play in time with peers, with accuracy and awareness of their part in the group performance</p>
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Year Five and Year Six – Curriculum A

Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
Blues	Christmas Music and Songs Songs of World War II	Looping and Remixing	Holi Festival – Composition to Represent the Festival of Colour	Film Music	Composing and Performing a Leavers Song

<p>National Curriculum Coverage</p> <p>I am developing an understanding of the history of music</p> <p>I can play and perform in solo and ensemble contexts, using my voice with increasing accuracy, fluency, control and expression</p> <p>I can learn to sing and to use my voice, to create and compose music on their own and with others</p> <p>I can use and understand staff and other musical notations</p> <p>I understand and can explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p> <p>I can use and understand staff and other musical notations</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Year Five Knowledge and Skills</p> <p>I am beginning to understand that a chord is the layering of several pitches played at the same time</p> <p>I am beginning to understand that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords</p> <p>I am beginning to understand that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry</p> <p>I am beginning to understand that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down</p>	<p>National Curriculum Coverage</p> <p>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I am developing an understanding of the history of music</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can use and understand staff and other musical notations</p> <p>Year Five Knowledge and Skills</p> <p>I am beginning to understand that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</p> <p>I am beginning to understand that the Solfa syllables represent the pitches in an octave</p> <p>I am beginning to understand that a 'counter-subject' or 'counter-melody' provides contrast to the main melody</p> <p>I am beginning to understand that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes</p> <p>I understand musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles</p> <p>I recognise and can discuss the stylistic features of music and relate</p>	<p>National Curriculum Coverage</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can use and understand staff and other musical notations</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Year Five Knowledge and Skills</p> <p>I am beginning to understand that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals</p> <p>I am beginning to understand that a loop is a repeated rhythm or melody, and is another word for ostinato</p> <p>I am beginning to understand that remix is music that has been changed, usually so it is suitable for dancing to</p> <p>I recognise and can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>I can compare, discuss and evaluate music using musical vocabulary</p> <p>I am developing confidence in using musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others' work</p>	<p>National Curriculum Coverage</p> <p>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can use and understand staff and other musical notations</p> <p>I can play and perform in solo and ensemble contexts, using my voice and play musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Year Five Knowledge and Skills</p> <p>I am beginning to understand that a vocal composition is a piece of music created only using voices</p> <p>I am beginning 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</p> <p>I am beginning 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>I am beginning to understand 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>I can represent the features of a piece of music using graphic notation, and colours, justifying my choices with reference to musical vocabulary with support</p> <p>I can compare, discuss and evaluate music using musical vocabulary</p>	<p>National Curriculum Coverage</p> <p>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can use and understand staff and other musical notations</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can use and understand staff and other musical notations</p> <p>Year Five Knowledge and Skills</p> <p>I am beginning to understand that a film soundtrack includes the background music and any songs in a film</p> <p>I am beginning to understand that 'major' key signatures use note pitches that sound cheerful and upbeat</p> <p>I am beginning to understand that 'minor' key signatures use note pitches that can suggest sadness and tension</p> <p>I am beginning to understand 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> <p>I recognise and can discuss the stylistic features of music and relate</p>	<p>National Curriculum Coverage</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Year Five Knowledge and Skills</p> <p>I am beginning to understand that a chord progression is a sequence of chords that repeats throughout a song</p> <p>I am beginning to understand that a melody can be adapted by changing its dynamics, pitch or tempo</p> <p>I am beginning to understand that chord progressions are represented in music by Roman numerals</p> <p>I recognise and can discuss the stylistic features of music and relate it to other aspects of the Arts with support</p> <p>I understand the way that features of a song can complement one another to create a coherent overall effect</p> <p>I can use musical vocabulary when describing the features of a piece of music</p> <p>I understand how the venue, occasion and purpose affects the way a piece of music sounds</p> <p>I can improvise within a given style, incorporating given features</p>
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<p>I understand that a chord is the layering of several pitches played at the same time</p> <p>I recognise and can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>I can represent the features of a piece of music using graphic notation, and colours, justifying my choices with reference to musical vocabulary with support</p> <p>I can compare, discuss and evaluate music using musical vocabulary</p> <p>I can improvise within a given style</p> <p>I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with support</p> <p>I can suggest and demonstrate improvements to my own and others' work with support</p> <p>I can sing songs in two or more parts, in a variety of musical styles from memory, with some accuracy, fluency, control and expression</p> <p>I can work as part of a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicate with the group</p> <p>I can attempt to combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p> <p>I can use staff notation to record rhythms and melodies with support</p> <p>Year Six Knowledge and Skills</p> <p>I understand that a chord is the layering of several pitches played at the same time</p>	<p>it to other aspects of the Arts with support</p> <p>I can represent changes in pitch, dynamics, and texture using graphic notation, justifying my choices with reference to musical vocabulary with support</p> <p>I understand the way that features of a song can complement one another to create a coherent overall effect</p> <p>I understand how the venue, occasion and purpose affects the way a piece of music sounds</p> <p>I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture with support</p> <p>I can sing songs in two or more secure parts from memory, with some degree of accuracy, fluency, control and expression</p> <p>I can work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>I can perform with some degree of accuracy and fluency from graphic and staff notation and from my own notation</p> <p>I am beginning to perform by following a conductor's cues and directions</p> <p>Year Six Knowledge and Skills</p> <p>I know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</p> <p>I know that the Solfa syllables represent the pitches in an octave</p> <p>I know a 'counter-subject' or 'counter-melody' provides contrast to the main melody</p>	<p>I can compose a piece of music from a given stimulus with my voice, body and instruments (Remix, Colours, Stories, Drama)</p> <p>I can improvise within a given style</p> <p>I can attempt to combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p> <p>I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with support</p> <p>I can work as part of a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicate with the group</p> <p>I can perform with some degree of accuracy and fluency from graphic and simple staff notation</p> <p>Year Six Knowledge and Skills</p> <p>I 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</p> <p>I know that a loop is a repeated rhythm or melody, and is another word for ostinato</p> <p>I know that remix is music that has been changed, usually so it is suitable for dancing to</p> <p>I recognise and can confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>I can compare, discuss and evaluate music using detailed musical vocabulary</p> <p>I am developing confidence in using detailed musical vocabulary (related</p>	<p>I am developing confidence in using musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate my own and others' work</p> <p>I can compose a piece of music from a given stimulus with my voice, body and instruments (e.g. remix, colours, stories, drama)</p> <p>I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with support</p> <p>I can work as part of a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicate with the group</p> <p>I can attempt to combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p> <p>Year Six Knowledge and Skills</p> <p>I know that a vocal composition is a piece of music created only using voices</p> <p>I understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made</p> <p>I understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways</p> <p>I 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>I can represent the features of a piece of music using graphic notation, and colours, justifying my choices with reference to musical vocabulary</p>	<p>it to other aspects of the Arts with support</p> <p>I can represent changes in pitch, dynamics, and texture using graphic notation, justifying my choices with reference to musical vocabulary with support</p> <p>I am beginning to identify the way that features of a song can complement one another to create a coherent overall effect</p> <p>I can use musical vocabulary when describing the features of a piece of music</p> <p>I understand how the venue, occasion and purpose affects the way a piece of music sounds</p> <p>I can use musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others work</p> <p>I can improvise within a given style, incorporating given features</p> <p>I can record my own composition using appropriate forms of notation and/or technology with support</p> <p>I can constructively critique my own and others' work, using musical vocabulary with support</p> <p>I can work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>I can perform with some degree of accuracy and fluency from graphic and staff notation and from my own notation</p> <p>Year Six Knowledge and Skills</p> <p>I know that a film soundtrack includes the background music and any songs in a film</p> <p>I understand that 'major' key signatures use note pitches that sound cheerful and upbeat</p>	<p>I can compose a multi-layered piece of music from a given stimulus with my voice, body and instruments with support</p> <p>I can attempt to compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure with support</p> <p>I can record my own composition using appropriate forms of notation and/or technology with support</p> <p>I can constructively critique my own and others' work, using musical vocabulary with support</p> <p>I can sing songs in two or more secure parts from memory, with some degree of accuracy, fluency, control and expression</p> <p>I can work as part of a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicate with the group</p> <p>I can attempt to perform a solo or take a leadership role within a performance</p> <p>I can perform with some degree of accuracy and fluency from graphic and staff notation and from my own notation</p> <p>I am beginning to perform by following a conductor's cues and directions</p> <p>Year Six Knowledge and Skills</p> <p>I know that a chord progression is a sequence of chords that repeats throughout a song</p> <p>I know that a melody can be adapted by changing its dynamics, pitch or tempo</p>
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<p>I know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords</p> <p>I know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry</p> <p>I know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down</p> <p>I understand that a chord is the layering of several pitches played at the same time</p> <p>I recognise and can confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>I can represent the features of a piece of music using graphic notation, and colours, justifying my choices with reference to musical vocabulary</p> <p>I can compare, discuss and evaluate music using detailed musical vocabulary</p> <p>I can improvise coherently within a given style</p> <p>I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence</p> <p>I can suggest and demonstrate improvements to my own and others' work</p> <p>I can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</p> <p>I can confidently work as part of a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicate with the group</p>	<p>I know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes</p> <p>I can discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles</p> <p>I recognise and can confidently discuss the stylistic features of music and relate it to other aspects of the Arts</p> <p>I can represent changes in pitch, dynamics, and texture using graphic notation, justifying my choices with reference to musical vocabulary</p> <p>I can identify the way that features of a song can complement one another to create a coherent overall effect</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music sounds</p> <p>I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</p> <p>I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression</p> <p>I can confidently work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>I can perform with accuracy and fluency from graphic and staff notation</p> <p>I can perform by following a conductor's cues and directions</p>	<p>to the inter-related dimensions of music) to discuss and evaluate my own and others' work</p> <p>I can compose a detailed piece of music from a given stimulus with my voice, body and instruments (Remix, Colours, Stories, Drama)</p> <p>I can improvise coherently within a given style</p> <p>I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p> <p>I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence</p> <p>I can work as part of 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>I can perform with accuracy and fluency from graphic and simple staff notation</p>	<p>I can compare, discuss and evaluate music using detailed musical vocabulary</p> <p>I am developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate my own and others' work</p> <p>I can compose a detailed piece of music from a given stimulus with my voice, body and instruments (e.g. remix, colours, stories, drama)</p> <p>I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence</p> <p>I can work as part of 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>I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest</p>	<p>I understand that 'minor' key signatures use note pitches that can suggest sadness and tension</p> <p>I 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> <p>I recognise and can confidently discuss the stylistic features of music and relate it to other aspects of the Arts</p> <p>I can represent changes in pitch, dynamics and texture using graphic notation, justifying my choices with reference to musical vocabulary</p> <p>I can identify the way that features of a song can complement one another to create a coherent overall effect</p> <p>I can use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music sounds</p> <p>I can confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others work</p> <p>I can improvise coherently and creatively within a given style, incorporating given features</p> <p>I can record my own composition using appropriate forms of notation and/or technology</p> <p>I can constructively critique my own and others' work, using musical vocabulary</p> <p>I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression</p> <p>I can work as part of a group to perform a piece of music, adjusting the interrelated</p>	<p>I know that chord progressions are represented in music by Roman numerals</p> <p>I recognise and can confidently discuss the stylistic features of music and relate it to other aspects of the Arts</p> <p>I can identify the way that features of a song can complement one another to create a coherent overall effect</p> <p>I can use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music sounds</p> <p>I can improvise coherently and creatively within a given style, incorporating given features</p> <p>I can compose a multi-layered piece of music from a given stimulus with my voice, body and instruments</p> <p>I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure</p> <p>I can record my own composition using appropriate forms of notation and/or technology</p> <p>I can constructively critique my own and others' work, using musical vocabulary</p> <p>I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression</p> <p>I can work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p>
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<p>I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p> <p>I can use staff notation to record rhythms and melodies</p>				<p>dimensions of music as required, keeping in time and communicating with the group</p> <p>I can perform with accuracy and fluency from graphic and staff notation and from my own notation</p>	<p>I can perform a solo or take a leadership role within a performance</p> <p>I can perform with accuracy and fluency from graphic and staff notation and from my own notation</p> <p>I can perform by following a conductor's cues and directions</p>
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Year Five and Year Six – Curriculum B

Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
South and West Africa	Christmas Music and Songs Baroque	Pop Art – Theme and Variations	Musical Theatre	Coast – Fingal's Cave – Dynamics, Pitch and Texture	Composing and Performing a Leavers Song

<p>National Curriculum Coverage</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can use and understand staff and other musical notations</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I am developing an understanding of the history of music</p> <p>Year Five Knowledge and Skills</p> <p>I am beginning to understand that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language</p> <p>I am beginning to understand that 'The Click Song' is a traditional song</p>	<p>National Curriculum Coverage</p> <p>I am developing an understanding of the history of music</p> <p>I can appreciate and understand a wide range of high-quality (live) and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can improvise (and compose) music for a range of purposes using the interrelated dimensions of music</p> <p>I can play and perform in solo and ensemble contexts, using their voices (and playing musical instruments) with increasing accuracy, fluency, control and expression</p> <p>I can use and understand staff and other musical notations</p> <p>Year Five Knowledge and Skills</p> <p>I am beginning to understand that music in which very similar parts are introduced one by one to overlap is called a canon</p> <p>I am beginning to understand that a canon is a musical structure or</p>	<p>National Curriculum Coverage</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I am developing an understanding of the history of music</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can use and understand staff and other musical notations</p> <p>Year Five Knowledge and Skills</p> <p>I am beginning to understand that a 'theme' is a main melody in a piece of music</p> <p>I am beginning to understand that 'variations' in music are when a main melody is changed in some way throughout the piece</p>	<p>National Curriculum Coverage</p> <p>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I am developing an understanding of the history of music</p> <p>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can use and understand staff and other musical notations</p> <p>Year Five Knowledge and Skills</p> <p>I am beginning to understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel</p> <p>I am beginning to understand that choreography means the</p>	<p>National Curriculum Coverage</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Year Five Knowledge and Skills</p> <p>I am beginning to understand that the conductor beats time to help the performers work well together</p> <p>I am beginning to understand that improvisation means making up music 'on the spot'</p> <p>I am beginning 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>I am beginning to understand that timbre can also be thought of as 'tone colour' and can be described</p>	<p>National Curriculum Coverage</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Year Five Knowledge and Skills</p> <p>I am beginning to understand that a chord progression is a sequence of chords that repeats throughout a song</p> <p>I am beginning to understand that a melody can be adapted by changing its dynamics, pitch or tempo</p> <p>I am beginning to understand that chord progressions are represented in music by Roman numerals</p>
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<p>sung in the Xhosa language and is believed to bring good luck at weddings</p> <p>I am beginning to understand that major chords create a bright, happy sound</p> <p>I am beginning to understand that poly-rhythms means many rhythms played at once</p> <p>I recognise and can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>I can compare, discuss and evaluate music using musical vocabulary</p> <p>I am developing confidence in using musical vocabulary (related to the inter-related dimensions of music) to discuss my own and others' work</p> <p>I can improvise within a given style</p> <p>I can attempt to combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p> <p>I can sing songs in two or more parts, in a variety of musical styles from memory, with some accuracy, fluency, control and expression</p> <p>I can work as part of a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicate with the group</p> <p>I can use staff notation to record rhythms and melodies with support</p> <p>Year Six Knowledge and Skills</p> <p>I know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language</p> <p>I know that 'The Click Song' is a traditional song sung in the Xhosa</p>	<p>'form' in which an opening melody is imitated by one or more parts coming in one by one</p> <p>I am beginning to understand that a 'polyphonic' texture means lots of individual melodies layered together, like a canon</p> <p>I am beginning to understand that a 'counter-subject' or 'counter-melody' provides contrast to the main melody</p> <p>I am beginning to understand that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes</p> <p>I am beginning to understand that ground bass is a repeating melody played on a bass instrument in Baroque music</p> <p>I recognise and can discuss the stylistic features of music and relate it to other aspects of the Arts with support</p> <p>I can represent changes in pitch, dynamics, and texture using graphic notation, justifying my choices with reference to musical vocabulary with support</p> <p>I understand the way that features of a song can complement one another to create a coherent overall effect</p> <p>I can use musical vocabulary when describing the features of a piece of music</p> <p>I understand how the venue, occasion and purpose affects the way a piece of music sounds</p> <p>I can use musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others work</p> <p>I can improvise within a given style, incorporating given features</p>	<p>I am beginning to understand that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten</p> <p>I am beginning to understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly</p> <p>I understand musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles</p> <p>I recognise and can discuss the stylistic features of music and relate it to other aspects of the Arts with support</p> <p>I can represent changes in pitch, dynamics, and texture using graphic notation, justifying my choices with reference to musical vocabulary with support</p> <p>I understand the way that features of a song can complement one another to create a coherent overall effect</p> <p>I can use musical vocabulary when describing the features of a piece of music</p> <p>I can use musical vocabulary (related to the inter-related dimensions of music) to discuss my own and others' work</p> <p>I can improvise within a given style, incorporating given features</p> <p>I can attempt to compose a multi-layered piece of music from a given stimulus with my voice, body and Instruments</p> <p>I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture with support</p>	<p>organisation of steps or moves in a dance</p> <p>I am beginning to understand that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action</p> <p>I recognise and can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary with support</p> <p>I can compare, discuss and evaluate music using musical vocabulary</p> <p>I am developing confidence in using musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others' work with support</p> <p>I can compose a piece of music from a given stimulus with my voice, body and instruments (Remix, Colours, Stories, Drama) with support</p> <p>I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with support</p> <p>I can suggest and demonstrate improvements to my own and others' work with support</p> <p>I can sing songs in two or more parts, in a variety of musical styles from memory, with some degree of accuracy, fluency, control and expression</p> <p>I can work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>Year Six Knowledge and Skills</p> <p>I understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel</p>	<p>in many ways e.g. warm or cold, rich or bright</p> <p>I understand musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles</p> <p>I can represent changes in pitch, dynamics and texture using graphic notation, justifying my choices with reference to musical vocabulary with support</p> <p>I can use musical vocabulary when describing the features of a piece of music</p> <p>I can use musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others work with support</p> <p>I can improvise within a given style, incorporating given features</p> <p>I can compose a multi-layered piece of music from a given stimulus with my voice, body and instruments with support</p> <p>I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture with support</p> <p>I can record my own composition using appropriate forms of notation and/or technology with support</p> <p>I can constructively critique my own and others' work, using musical vocabulary with support</p> <p>I can work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>I can attempt to perform a solo or take a leadership role within a performance</p>	<p>I recognise and can discuss the stylistic features of music and relate it to other aspects of the Arts with support</p> <p>I understand the way that features of a song can complement one another to create a coherent overall effect</p> <p>I can use musical vocabulary when describing the features of a piece of music</p> <p>I understand how the venue, occasion and purpose affects the way a piece of music sounds</p> <p>I can improvise within a given style, incorporating given features</p> <p>I can compose a multi-layered piece of music from a given stimulus with my voice, body and instruments with support</p> <p>I can attempt to compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure with support</p> <p>I can record my own composition using appropriate forms of notation and/or technology with support</p> <p>I can constructively critique my own and others' work, using musical vocabulary with support</p> <p>I can sing songs in two or more secure parts from memory, with some degree of accuracy, fluency, control and expression</p> <p>I can work as part of a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicate with the group</p> <p>I can attempt to perform a solo or take a leadership role within a performance</p>
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<p>language and is believed to bring good luck at weddings</p> <p>I understand that major chords create a bright, happy sound</p> <p>I know that poly-rhythms means many rhythms played at once</p> <p>I can recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>I can compare, discuss and evaluate music using detailed musical vocabulary</p> <p>I am developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others' work</p> <p>I can improvise coherently within a given style</p> <p>I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p> <p>I can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</p> <p>I can work as part of 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>I can use staff notation to record rhythms and melodies</p>	<p>I can compose a multi-layered piece of music from a given stimulus with my voice, body and instruments with support</p> <p>I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture with support</p> <p>I can record my own composition using appropriate forms of notation and/or technology with support</p> <p>I can constructively critique my own and others' work, using musical vocabulary with support</p> <p>I can work as part of a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicate with the group</p> <p>I can perform with some degree of accuracy and fluency from graphic and staff notation and from my own notation</p> <p>I can attempt to perform a solo or take a leadership role within a performance</p> <p>I can discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles with support</p> <p>Year Six Knowledge and Skills</p> <p>I know that music in which very similar parts are introduced one by one to overlap is called a canon</p> <p>I 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</p> <p>I know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon</p>	<p>I can constructively critique my own and others' work, using musical vocabulary with support</p> <p>I can sing songs in two or more secure parts from memory, with some degree of accuracy, fluency, control and expression</p> <p>I can work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>I can perform with some degree of accuracy and fluency from graphic and staff notation and from my own notation</p> <p>Year Six Knowledge and Skills</p> <p>I know that a 'theme' is a main melody in a piece of music</p> <p>I know that 'variations' in music are when a main melody is changed in some way throughout the piece</p> <p>I know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten</p> <p>I understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly</p> <p>I can discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles</p> <p>I recognise and can confidently discuss the stylistic features of music and relate it to other aspects of the Arts</p> <p>I can represent changes in pitch, dynamics and texture using graphic notation, justifying my choices with reference to musical vocabulary</p> <p>I can identify the way that features of a song can complement one</p>	<p>I know that choreography means the organisation of steps or moves in a dance</p> <p>I know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action</p> <p>I recognise and can confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>I can compare, discuss and evaluate music using detailed musical vocabulary</p> <p>I can develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others' work</p> <p>I can compose a detailed piece of music from a given stimulus with my voice, body and instruments (Remix, Colours, Stories, Drama)</p> <p>I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence</p> <p>I can suggest and demonstrate improvements to my own and others' work</p> <p>I can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</p> <p>I can work as part of 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>I can perform with some degree of accuracy and fluency from graphic and staff notation and from my own notation</p> <p>I am beginning to perform by following a conductor's cues and directions</p> <p>Year Six Knowledge and Skills</p> <p>I know that the conductor beats time to help the performers work well together</p> <p>I understand that improvisation means making up music 'on the spot'</p> <p>I understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change</p> <p>I 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>I can discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles</p> <p>I can represent changes in pitch, dynamics and texture using graphic notation, justifying my choices with reference to musical vocabulary</p> <p>I can use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>I can confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others work</p> <p>I can improvise coherently and creatively within a given style, incorporating given features</p>	<p>I can perform with some degree of accuracy and fluency from graphic and staff notation and from my own notation</p> <p>I am beginning to perform by following a conductor's cues and directions</p> <p>Year Six Knowledge and Skills</p> <p>I know that a chord progression is a sequence of chords that repeats throughout a song</p> <p>I know that a melody can be adapted by changing its dynamics, pitch or tempo</p> <p>I know that chord progressions are represented in music by Roman numerals</p> <p>I recognise and can confidently discuss the stylistic features of music and relate it to other aspects of the Arts</p> <p>I can identify the way that features of a song can complement one another to create a coherent overall effect</p> <p>I can use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music sounds</p> <p>I can improvise coherently and creatively within a given style, incorporating given features</p> <p>I can compose a multi-layered piece of music from a given stimulus with my voice, body and instruments</p> <p>I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure</p>
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	<p>I know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody</p> <p>I know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes</p> <p>I know that ground bass is a repeating melody played on a bass instrument in Baroque music</p> <p>I recognise and can confidently discuss the stylistic features of music and relating it to other aspects of the Arts</p> <p>I can represent changes in pitch, dynamics and texture using graphic notation, justifying my choices with reference to musical vocabulary</p> <p>I can identify the way that features of a song can complement one another to create a coherent overall effect</p> <p>I can use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music sounds</p> <p>I can confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others work</p> <p>I can improvise coherently and creatively within a given style, incorporating given features</p> <p>I can compose a multi-layered piece of music from a given stimulus with my voice, body and instruments</p> <p>I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</p>	<p>another to create a coherent overall effect</p> <p>I can use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>I can confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others' work</p> <p>I can improvise coherently and creatively within a given style, incorporating given features</p> <p>I can compose a multi-layered piece of music from a given stimulus with my voice, body and Instruments</p> <p>I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</p> <p>I can constructively critique my own and others' work, using musical vocabulary</p> <p>I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression</p> <p>I can work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>I can perform with accuracy and fluency from graphic and staff notation and from my own notation</p>		<p>I can compose a multi-layered piece of music from a given stimulus with my voice, body and instruments</p> <p>I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</p> <p>I can record my own composition using appropriate forms of notation and/or technology</p> <p>I can constructively critique my own and others' work, using musical vocabulary</p> <p>I can work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>I can perform a solo or take a leadership role within a performance</p> <p>I can perform with accuracy and fluency from graphic and staff notation and from my own notation</p> <p>I can perform by following a conductor's cues and directions</p>	<p>I can record my own composition using appropriate forms of notation and/or technology</p> <p>I can constructively critique my own and others' work, using musical vocabulary</p> <p>I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression</p> <p>I can work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>I can perform a solo or take a leadership role within a performance</p> <p>I can perform with accuracy and fluency from graphic and staff notation and from my own notation</p> <p>I can perform by following a conductor's cues and directions</p>
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	<p>I can record my own composition using appropriate forms of notation and/or technology</p> <p>I can constructively critique my own and others' work, using musical vocabulary</p> <p>I can work as part of a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>I can perform with accuracy and fluency from graphic and staff notation and from their own notation</p> <p>I can perform a solo or take a leadership role within a performance</p> <p>I can discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles</p>				
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