



Music



Haslingfield Endowed Primary School

Curriculum





Our Music Curriculum

Intent

Key Overview

Our key intention for music is to help children feel that they are musical, and to develop a life-long love of music.

Knowledge Building

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history of music and cultural context of the music that they listen to and learn how music can be written down.

Skills Enquiry

Our music scheme of work enables pupils to meet the end of key stage attainment targets outlined in the national curriculum and the aims of the scheme align with those in the national curriculum – which can be found [here](#).

Oracy and Discussion

Through our music curriculum, we want our children to develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation

Our Music Curriculum

We use the Kapow Primary music programme as the basis of our music curriculum across the school. Kapow is a subscription only resources and therefore the resources and links in this document are only accessible by staff

Programme of Study

Kapow Primary's music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- ✓ Performing
- ✓ Listening
- ✓ Composing
- ✓ The history of music
- ✓ The inter-related dimensions of music

Each five-lesson unit combines these strands within a cross-curricular topic design to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme the children be taught to sing fluently, expressively, and play tuned and untuned instruments. They will learn to recognise, apply and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics.

Application

Our music curriculum is organised into 4 stages –

- ❖ EYFS
- ❖ Year 1 and Year 2
- ❖ Year 3 and Year 4
- ❖ Year 5 and Year 6.

The programme is taught on a two year cycle for each stage.

Impact

Key Overview

The impact of our music curriculum is that children should leave Haslingfield equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music through their lives.

Knowledge Acquisition

The expected impact of our curriculum is that children will:

- ✓ Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school
- ✓ Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed
- ✓ Understand the ways in which music can be written down to support performing and composing activities
- ✓ Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences
- ✓ Meet the end of key stage expectations outlined in the national curriculum for music.





Music Programme of Study

Early Years

Annual Music Programme of Study for Early Years	
Autumn 1	Exploring Sound
Autumn 2	Celebration Music
Spring 1	Music and Movement
Spring 2	Musical Stories
Summer 1	Transport
Summer 2	Big Band

YEAR 1 | YEAR 2

	Music Cycle A	Music Cycle B
	2024-25, 2026-27	2023-24, 2025-26
Autumn 1	Year 1: Pitch and tempo (Theme: Superheroes)	(Y1) Pulse and Rhythm (All about me)
Autumn 2	Year 1: Timbre and rhythmic patterns (Theme: Fairytales)	Year 1: Classical music, dynamics and tempo (Theme: Animals)
Spring 1	Year 1: Vocal and body sounds (Theme: By the sea)	Year 1: Musical vocabulary (Theme: Under the sea)
Spring 2	Year 2: Musical me	Year 2: African call and response song (Theme: Animals)
Summer 1	Year 2: Dynamics, timbre, tempo and motifs (Theme: Space)	Year 2: On this island: British songs and sounds
Summer 2	Year 2: Myths and legends	Year 2: Orchestral instruments (Theme: Traditional western stories)

***Christmas Productions:** In each Autumn 2 the Infant Phase classes will perform a Christmas production, which will include singing and may take the place of music sessions towards the end of that half term.





Music Programme of Study

Key Stage 2 – JUNIOR PHASE

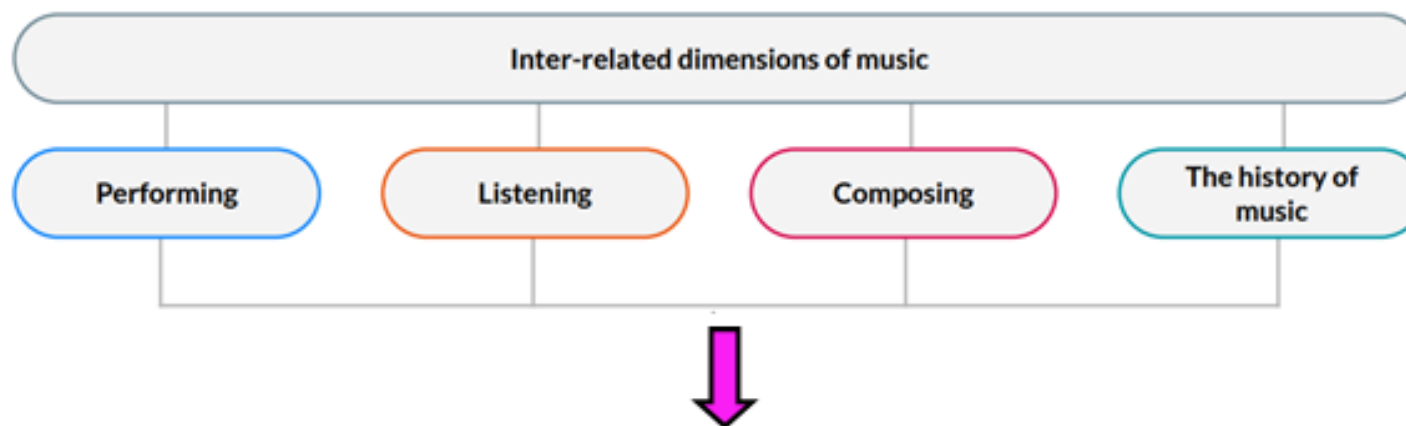
	Years 3 & 4		Years 5 & 6	
	Topic Cycles A and C	Topic Cycles B and D	Topic Cycles A & C	Topic Cycles B & D
	2024-25, 2026-27	2023-24, 2025-26	2024-25, 2026-27	2023-24, 2025-26
Autumn 1	Instrumental lessons unit: South Africa*	Year 4: Adapting and transposing motifs (Theme: Romans)	Year 6: Film music	Year 5: Looping and remixing
Autumn 2	Year 3: Jazz	Year 3: Developing singing technique (Theme: Vikings)	Year 5: South and West Africa	Year 5: Blues
Spring 1	Year 3: Creating a composition in response to an animation (Theme: Mountains)	Year 4: Changes in pitch, tempo and dynamics (Theme: Rivers)	Year 5: Musical theatre	Year 6: Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)
Spring 2	Year 4: Samba and carnival sounds and instruments (Theme: South America)	Year 4: Rock and Roll	Year 6: Theme and variations (Theme: Pop Art)	Year 5: Composition to represent the festival of colour (Theme: Holi festival)
Summer 1	Year 4: Body and turned percussion (Theme: Rainforests)	Year 3: Ballads	Year 5: Composition notation (Theme: Ancient Egypt)	Year 6: Songs of World War 2
Summer 2	Instrumental lessons unit: Caribbean*	Year 4: Haiku, music and performance (Theme: Hanami festival)	Year 6: Composing and performing a Leavers' song** (6 lessons)	Year 6: Composing and performing a Leavers' song** (6 lessons)





Our Music Curriculum — Progression of Skills and Knowledge

Our progression of skills and knowledge in music is broken down into 4 defined skills based strands (performing, Listening, Composing & the History of Music). The children apply these skills through their progression of knowledge of the Inter-Related Dimensions of music.



This is taught through our Music Curriculum —which is adapted from the



music Scheme of work

Inter-Related Dimensions of Music

- Pitch
- Duration
- Dynamics
- Timbre
- Texture
- Structure
- Tempo
- Notation



Sometimes known as the elements of music, these are the building blocks of music and therefore run throughout our music scheme as an overarching strand. You can see our progression of knowledge strand for the Inter-Dimensions of Music later in this document.



Listening

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

Composing

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

Performing

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

The Inter-Related Dimensions of Music

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	<p>To understand that what 'high' and 'low' notes are.</p>	<p>To understand that pitch means how high or low a note sounds.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p> <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune</p>	<p>To understand that a pentatonic melody uses only the five notes C D E G A.</p> <p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p> <p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>To understand that a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that a melody can be adapted by changing its pitch.</p>		
Duration	<p>To recognise that different sounds can be long or short.</p>	<p>To know that rhythm means a pattern of long and short notes.</p> <p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p> <p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p>	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p> <p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p>	<p>To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p> <p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>To know that a quaver is worth half a beat.</p>		

The Inter-Related Dimensions of Music

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dynamics	To understand that instruments can be played loudly or softly.	To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics. To know that dynamics can change the effect a sound has on the audience		To know that the word 'crescendo' means a sound getting gradually louder. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.		To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. To know that a melody can be adapted by changing its dynamics.	
Tempo	To understand that sounds can be adapted to change their mood, eg through dynamics.	To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music. To understand that the tempo of a musical phrase can be changed to achieve a different effect		To know that playing in time means all performers playing together at the same speed.		To understand that a slow tempo can be used to make music sound sad. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. To know that a melody can be adapted by changing its dynamics, pitch or tempo.	
Timbre	To know that different instruments can sound like a particular character.	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story. To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.		To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.		To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.	
Texture	To know that music often has more than one instrument being played at a time.	To know that music has layers called 'texture'. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.		To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.		To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.	

The Inter-Related Dimensions of Music

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Structure	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, eg a versed and a chorus. To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.		To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale. To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music		To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.	
Notation	To know that signals can tell us when to start or stop playing.	To understand that music can be represented by pictures or symbols. To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.		To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that 'performance directions' are words added to music notation to tell the performers how to play.		To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.	



The History of Music (KS2 Only)

Year 3	Year 4	Year 5	Year 6
<p>Understanding that music from different times has different features.</p> <p><i>(Also part of the Listening strand)</i></p>	<p>*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p><i>(Also part of the Listening strand)</i></p>	<p>*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</p> <p><i>(Also part of the Listening strand)</i></p>	<p>*Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p><i>(Also part of the Listening strand)</i></p>

The National Curriculum

Children in Key Stage 1 and 2 will follow the DfE National Curriculum. Our progression of skills and knowledge, and scheme of work ensure key learning intentions are met by the end of each Key Stage.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Overview		<p>Key Stage 1 pupils should: use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>Key stage 2 Pupils should: extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.</p>			





Music in the Early Years Profile

EARLY YEARS | MUSIC SKILLS PROGRESSION

Children working within the Early Years Foundation Stage Profile (EYFSP) will explore their development of skills and knowledge in music in a number of ways, through our music curriculum, continuous provision, performances, and classroom routines / strategies.

- 1) **Our Music Curriculum** – In Early Years we follow the Kapow music scheme. This is a six-unit programme, with pre-made lessons and resources that prepare the children with the skills, knowledge and vocabulary for when they join Key Stage 1. Each unit offers opportunity for teachers to assess against relevant link ELG statements – as with all elements of the EYFS, music lessons will offer opportunity for children to develop a wide range of skills across the prime and specific areas of learning.

Unit	<u>Exploring Sound</u>	<u>Celebration Music</u>	<u>Music and Movement</u>	<u>Musical Stories</u>	<u>Transport</u>	<u>Big Band</u>
Aims	Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment	Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas	Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music	A unit based on traditional childrens’ tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.	Children explore how they can use their voice and bodies to make sounds and experiment with tempo and dynamics when playing instruments	Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience
Direct ELG Assessment Links	ELG: Listening, Attention and Understanding ELG: Being Imaginative	ELG: Understanding the World ELG: Being imaginative and Expressive	ELG: Personal, Social and Emotional Development ELG: Being imaginative and expressive	ELG: Communication and Language ELG: Being imaginative and expressive	ELG: Listening, Attention and Understanding ELG: Being Imaginative	ELG: Communication and Language ELG: Being Imaginative ELG Listening and Attention

- 2) **Continuous Provision & Adult Initiated Provision** – We believe that music should not only occur in structured lessons, and therefore, children will have access to instruments in free-play as well as music orientated tasks during the year as part of the “rainbow chili challenges”
- 3) **Performances** – In their Reception year, the children will take part in a Christmas nativity play as well as one class assembly. These opportunities allow for the development of singing, keeping to a beat, and performing to an audience.
- 4) **Routines and Strategies** – During their Reception year, the children will learn songs and rhymes for different moments of the day. For example the teachers may introduce a song for “tidy-up time” or a call-and-response chant for gaining attention. The adults in Cherry Tree class may also include actions, clapping and action games as part of their behaviour management strategies and techniques.





Skills and Knowledge Coverage Y1/2

MUSIC CYCLE A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Year 1: Pitch and tempo (Theme: Superheroes)	Year 1: Timbre and rhythmic patterns (Theme: Fairytales)	Year 2: On this island: British songs and sounds	Year 2: Musical me	Year 2: Dynamics, timbre, tempo and motifs (Theme: Space)	Year 2: Myths and legends
Aims and Outcomes	<ol style="list-style-type: none"> 1) Explain what pitch means. Identify whether a note is higher or lower. 2) Create a pattern using two pitches, then play or sing it. 3) Explain what tempo means. 4) Identify simple tempo changes in music. Perform a pattern that gradually gets faster (accelerando). 5) Contribute to a group composition and performance by creating, selecting, combining and performing sounds. 6) Suggest improvements to their work. 	<ol style="list-style-type: none"> 1) Chant the well-known phrase, "I'll huff..." Make changes to their voices to represent a character. 2) Choose a suitable sound to represent a specific point in a story. 3) Play a rhythmic pattern along with their spoken words. 4) Identify and hold up the correct sign to correspond to some music. 5) Play/chant along with the elements of a story with prompting from the teacher. 	<ol style="list-style-type: none"> 1) Sing, play and follow instructions to perform as a group. 2) Describe music using simple musical vocabulary. 3) Explore multiple ways of making the same sound. 4) Represent the same sound in different ways. 5) Describe how they have adapted a sound using musical vocabulary. 6) Contribute musically to a final performance. 7) Create a piece that clearly represents a particular environment. 8) Extend a piece of music so that it represents three distinct environments. 	<ol style="list-style-type: none"> 1) Clap the rhythm of their name. 2) Sing the melody accurately while playing their instrument in time. 3) Show a range of emotions using their voices. 4) Describe the dynamics and timbre of their pieces. 5) Play a known melody from letter notation in the right order, if not with the right rhythms. 6) Play a new melody from letter notation in the right order, if not in time. 7) Invent a melody, write it down and play it back. Select instruments with different timbres. 8) Compose and perform a piece using different dynamic levels. 	<ol style="list-style-type: none"> 1) Use their voice to create a variety of sounds. 2) Use dynamics to create atmosphere. 3) Correctly identify some instruments and changes in dynamics in a piece. 4) Explain how the same instrument can have many different sounds. 5) Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. 6) Successfully create and play a motif. 7) Notate and write down their motif in some form 	<ol style="list-style-type: none"> 1) Create rhythms and arrange them in a particular order or structure. 2) Identify the structure of a piece of music and write it down. 3) Describe whether a musical texture is thick or thin. 4) Explore ways of writing down different textural layers. 5) Follow a given structure for a composition. 6) Write a structure score accurately. 7) Compose music with several layers. 8) Perform their composition accurately, following the structure score.
Vocabulary	<ul style="list-style-type: none"> accelerando high pitched low pitch perform performance pitch pattern tempo 	<ul style="list-style-type: none"> timbre pulse rhythm syllables strings timpani oboe, clarinet, bassoon, French horn, flute 	<ul style="list-style-type: none"> composition duration dynamics inspiration pitch structure tempo texture timbre 	<ul style="list-style-type: none"> rhythm pulse dynamics timbre beat melody notation 	<ul style="list-style-type: none"> soundscape timbre dynamics tempo motif 	<ul style="list-style-type: none"> beat, compose, composition, dynamics, graphic score, legend, melody, myth, notation, pitch, rhythm, stave, notation structure, tempo, texture, timbre
	Assessment Resources Answer Sheet: Click here Knowledge Organiser	Assessment Resources Answer Sheet: Click here Knowledge Organiser	Assessment Resources Answer Sheet: Click here Knowledge Organiser	Assessment Resources Answer Sheet: Click here Knowledge Organiser	Assessment Resources Answer Sheet: Click here Knowledge Organiser	Assessment Resources Answer Sheet: Click here Knowledge Organiser





Skills and Knowledge Coverage Y1/2

MUSIC CYCLE B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	(Y1) Pulse and Rhythm (All about me)	Year 1: Classical music, dynamics and tempo (Theme: Animals)	Year 1: Musical vocabulary (Theme: Under the sea)	Year 2: African call and response song (Theme: Animals)	Year 1: Vocal and body sounds (Theme: By the sea)	Year 2: Orchestral instruments (Theme: Traditional western stories)
Aims and Outcomes	<ol style="list-style-type: none"> 1) Clap the rhythm of their name. 2) Clap in time to music. 3) Sing the overall shape of a melody. 4) Play in time to music. 5) Copy and create rhythms based on word patterns. 6) Play on the pulse. 	<ol style="list-style-type: none"> 1) Observe others and try to play appropriately. 2) Sing in time from memory, with some accuracy. 3) Play either a call and/or a response role in time with another pupil. 4) Keep a steady pulse. 5) Improvise, using their instrument, to a given stimulus. 	<ol style="list-style-type: none"> 1) Make movements that are appropriate to the pulse and tempo of a piece of music. 2) Choose instruments with appropriate timbre to represent sparkling fishes. 3) Respond to dynamic changes in a piece of music. 4) Create pitches and rhythms. 5) Perform a layer of the music within an overall piece. 6) Define all the musical terms from this unit. 	<ol style="list-style-type: none"> 1) Use tempo, dynamics and timbre in their piece. 2) Play in time with their group. 3) Use instruments appropriately. 4) Successfully sing back the melody line in time and at the correct pitch. 5) Play either a call and/or response role in time with another pupil. 6) Perform their composition. 	<ol style="list-style-type: none"> 1) Create movements that match the music, explaining why they are moving in that way. 2) Identify descriptive sounds within the music. 3) Recreate and then adapt descriptive sounds heard using their voice or body. 4) Make appropriate instrument choices to represent a descriptive sound. 5) Control instruments and voices to make both quiet and loud sounds. 6) Follow simple instructions during a group performance. 7) Create their own graphic score and play from it. 8) Make more than one sound on their instrument and with their voice. 	<ol style="list-style-type: none"> 1) Make plausible descriptions of the music. 2) Identify a few instruments and the sounds of different sections of the orchestra. 3) Explain what is happening in the music using language relating to emotion. 4) Create a piece of music with some appropriate tempo, dynamic and timbre changes. 5) Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. 6) Perform confidently using appropriate instrumental sounds
Vocabulary	Rhythm Pulse	fast slow quiet dynamics tempo musical composition	pulse dynamics tempo celeste timbre pitch rhythm structure texture graphic score	timbre dynamics tempo call and response rhythm structure	body percussion dynamics graphic score instruments pitch seaside sounds tempo timbre	orchestra instruments strings woodwind brass percussion vocals sound effect timbre tempo
	Assessment Resources Answer sheet: Click here Knowledge Organiser	Assessment Resources Answer Sheet: Click here Knowledge Organiser	Assessment Resources Answer sheet: Click here Knowledge Organiser	Assessment Resources Answer sheet: Click here Knowledge Organiser	Assessment Resources Answer sheet: Click here Knowledge Organiser	Assessment Resources Answer sheet: Click here Knowledge Organiser





Skills and Knowledge Coverage Y3/4

MUSIC CYCLE A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Instrumental lessons unit: South Africa*	Year 3: Jazz	Year 3: Creating a composition in response to an animation	Year 4: Samba and carnival sounds and instruments (Theme: South America)	Year 4: Body and turned percussion (Theme: Rainforests)	Instrumental lessons unit: Caribbean*
Aims and Outcomes	1) To identify the basic key feature of staff notation 2) To recognise and play minims by ear and from staff notation, moving up and down by step 3) To recognise and play semibreves by ear and from staff notation 4) To recognise and play crotchets and crotchet rests by ear and from staff notation 5) To compose rhythmic patterns for a gumboot dance	1) Explain what ragtime music is. 2) Play on the 'off beat' and sing a syncopated rhythm. 3) Play a call and then improvise a response. 4) Improvise or compose a scat singing performance with sounds and words. 5) Compose and play a jazz motif fluently, using swung quavers. 6) Play a swung rhythm using a tuned percussion instrument.	1) Verbalise how the music makes them feel. 2) Create actions or movements appropriate to each section of a piece of music. 3) Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. 4) Play melodies and rhythms which represent the section of animation they are accompanying.	1) Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. 2) Clap on the off-beat (the end of each beat) and be able to play a syncopated rhythm. 3) Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). 4) Play their break in time with the rest of their group and play in the correct place in the piece. 5) Play in time and with confidence; accurately playing their break.	1) Identify the structure of a piece of music. 2) Have an idea as to when there is one layer in a piece of music and when there are two. 3) Play a sequence in the correct order in time with their partner. 4) Have two contrasting rhythms being played together. 5) Have two different melodies being played together. 6) Have a complete piece of music with four different layers with an appropriate structure.	1) Understand the main features of Calypso 2) Improvise a vocal part in the style of a Calypso 3) Understand how and why percussion instruments can be used in Calypso music 4) Recognize and perform quavers from staff notation 5) Improvise in a Calypso style using a pentatonic scale
Vocabulary	Staff Time signature bar harmony rest ostinato notation treble clef semibreve crotchet minim	call and response dixieland jazz motif Ragtime rhythm scat singing straight quaver swung quaver syncopation	Influence listen dynamics timbre pitch repeated rhythm pattern notation ensemble compose	Agogo, bacteria, caixa, carnival chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, Samba, Samba breaks, structure, surdo, syncopated, rhythms, tamborim, texture, unison.	pitter patter raindrop clapping clicking body percussion tempo rhythm boom, snap, structure, texture, contrast, higher, lower, compose, loop, melody, pitch, inspiration, keyboard.	Calypso Caribbean Griot Kaiso Pentatonic scale Steel pans Syncopation Harmony Quaver Crotchet Minim Semibreve
	Assessment Resources Answer sheet: Click here Knowledge organiser	Assessment Resources Answer Sheet: Click here Knowledge organiser	Assessment Resources Answer sheet: Click here Knowledge organiser	Assessment Resources Answer Sheet: Click here Knowledge organiser	Assessment Resources Answer Sheet: Click here Knowledge organiser	Assessment Resources Answer Sheet: Click here Knowledge organiser





Skills and Knowledge Coverage Y3/4

MUSIC CYCLE B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Year 4: Adapting and transposing motifs (Theme: Romans)	Year 3: Developing singing technique (Theme: Vikings)	Year 4: Changes in pitch, tempo and dynamics (Theme: Rivers)	Year 4: Rock and Roll	Year 3: Ballads	Year 4: Haiku, music and performance (Theme: Hanami festival)
Aims and Outcomes	<ol style="list-style-type: none"> 1) Learn a new song, singing in time and in tune while following the lyrics. 2) Identify motifs aurally and play a repeated pattern on a tuned instrument. 3) Create and performing a motif, notating it with reasonable accuracy. 4) Transpose their motif, using sharp or flat notes where necessary and change the rhythm. 5) Combine different versions of a musical motif and perform as a group using musical notation. 	<ol style="list-style-type: none"> 1) Move and sing as a team, following the lyrics on the screen. 2) Recognise minims, crotchets and quavers often by ear and reliably by sight. 3) Perform rhythms accurately from notation and layer them to create a composition. 4) Add appropriate sound effects to their performances using untuned percussion. 4) Join in with the performances confidently, and reasonably in time and tune. 5) Make suggestions for improving their performance. 	<ol style="list-style-type: none"> 1) Sing in tune and in harmony with others, with developing breath control. 2) Explain how a piece of music makes them feel with some use of musical terminology. 3) Perform a vocal ostinato in time. 4) Listen to other members of their group as they perform. 5) Create an ostinato and represent it on paper so that they can remember it. 6) Create and perform a piece with a variety of ostinatos. 	<ol style="list-style-type: none"> 1) Perform the hand jive hand actions in sequence and in time with the music. 2) Sing in tune and perform their actions in time. 3) Play the notes of the walking bass in the correct sequence. 4) Independently play their part with some awareness of the other performers. 	<ol style="list-style-type: none"> 1) Identify the key features of a ballad. 2) Perform a ballad using actions. 3) Sing in time and in tune with a song and incorporate actions. 4) Retell a summary of an animation's story. 5) Write a verse with rhyming words which tell part of a story. 6) Perform their lyrics fluently and with actions. 	<ol style="list-style-type: none"> 1) Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. 2) Recognise, name and describe the effect of the interrelated dimensions of music. 3) Select instruments and sounds which match their vocabulary. 4) Work as a group to create a piece of music. 5) Perform a piece of music as part of a group.
Vocabulary	backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time in-tune key signature, loop, lyrics, minim motif, notation, ostinato, pitch quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps	composition melody notation tempo minim crotchet quaver coordinated disciplined	a cappella breathing dynamics harmony texture tempo ostinato percussion layer	rock and roll hand jive 1950's tempo dynamic notation style	ballad Ensemble Compose tempo	Hanami cherry blossom pitch sound glissando pizzicato composer composition col legno haiku syllables melody, dynamic
	Assessment Resources Answer sheet: Click here Knowledge organiser	Assessment Resources Answer Sheet: Click here Knowledge organiser	Assessment Resources Answer sheet: Click here Knowledge organiser	Assessment Resources Answer Sheet: Click here Knowledge organiser	Assessment Resources Answer Sheet Click here : Knowledge organiser	Assessment Resources Answer Sheet: Click here Knowledge organiser





Skills and Knowledge Coverage Y5/6

MUSIC CYCLE A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Year 6: Film music	Year 5: South and West Africa	Year 5: Musical theatre	Year 6: Theme and variations (Theme: Pop Art)	Year 5: Composition notation (Ancient Egypt)	Y6: Composing & performing a Leavers' song**
Aims and Outcomes	<ol style="list-style-type: none"> 1) Identify how different styles of music contribute to the feel of a film. 2) Participate in discussions, sharing their views and justifying their answers. 3) Use the terms 'major' and 'minor'. 4) Identify different instruments to describe how music evokes different emotions. 5) Identify pitch, tempo and dynamics, and use these to explain and justify their answers. 6) Give reasonable and thought-out suggestions for what different graphic scores represent. 7) Use their body, voice and instruments to create sounds to represent a given theme. 8) Create a musical score to represent a composition. 9) Interpret their graphic score and performing their composition appropriately with their group. 10) Create sounds that relate to the scene of a film. 	<ol style="list-style-type: none"> 1) Sing using the correct pronunciation and with increasing confidence. 2) Play a chord with two notes, remaining in time. 3) Maintain their part in a performance with accuracy. 4) Play the more complicated rhythms in time and with rests. 5) Create an eight beat break and play this in the correct place. 	<ol style="list-style-type: none"> 1) Explain what musical theatre is and be able to recall at least three features of this kind of music. 2) Categorise songs as action songs or character songs. 3) Select appropriate existing music for their scene to tell the story of a journey. 4) Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. 	<ol style="list-style-type: none"> 1) Perform rhythms confidently either on their own or in a group. 2) Identify the sounds of different instruments and discuss what they sound like. 3) Make reasonable suggestions for which instruments can be matched to which pieces of art. 4) Recall the names of several instruments according to their orchestra sections. 5) Keep the pulse with the body percussion section and sing with control and confidence. 6) Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. 7) Draw the rhythms accurately and show a difference between each of their variations. 8) Showcase finished product 	<ol style="list-style-type: none"> 1) Sing in time and in tune with other people and the backing track. 2) Remember the lyrics to a song. 3) Identify the structure of a piece of music and match this to non-standard notation. 4) Improvise their own piece of music. 5) Play a melody with reasonable accuracy. 6) Perform with confidence and in time with others. 7) Compose and play a melody using stave notation. 8) Contribute meaningfully to the group performance and composition. 9) Use hieroglyphic notation to show the structure of their piece. 	<ol style="list-style-type: none"> 1) Identify and evaluate the musical features of a song. 2) Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. 3) Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. 4) Fit an existing melody over a four-chord backing track. 5) Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. 6) Record melodies using letter notation. 7) Perform the leavers' song with confidence.
Vocabulary	Accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, improvise, interpret interval major, melodic, minor, modulate, composition, convey, crescendo, descending, dynamics, emotion, imagery, orchestral, pitch, sequence, solo, soundtrack, symbol, timpani.	a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master, drummer, syncopation, metronome	Action song, Backdrop, Book musical, Character song, Choreographer, Composer, Comic opera, Costumes, Designer, Dialogue Director Duet Ensemble Hip-hop musical Jukebox musical Librettist Libretto Lyricist Musical director Musical theatre Opera Operetta Performers Props, Rock musical, scene, tempo	3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, translate, variations, TIKI-TIKI, TI-TIKI, TIKI-TI	Features, notation, repeating, unison, composition, structure, repetition, melody, tempo, compose, ensemble, minor key	Allegro, arrangement, backing track, chorus, chord progression, compose. Crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, sequence
	Assessment Resources Click here Knowledge organiser	Assessment Resources Answer Sheet: Click here Knowledge organiser	Assessment Resources Answer sheet: Click here Knowledge organiser	Assessment Resources Answer Sheet: Click here Knowledge organiser	Assessment Resources Answer Sheet: Click here Knowledge organiser	Assessment Resources Answer Sheet: Click here Knowledge organiser





Skills and Knowledge Coverage Y5/6

MUSIC CYCLE B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Year 5: Looping and remixing	Year 5: Blues	Year 6: Dynamics, pitch and texture (Theme: Coast)	Year 5: Composition to represent the festival of colour (Theme: Holi festival)	Year 6: Songs of World War 2	Year 6: Composing and performing a Leavers' song** (6 lessons)
Aims and Outcomes	<ol style="list-style-type: none"> 1) Perform a looped body percussion rhythm; keeping in time with their group. 2) Use loops to create a whole piece of music, ensuring that the different aspects of music work together. 3) Play the first section of 'Somewhere Over the Rainbow' with accuracy. 4) Choose a suitable fragment of music and be able to play it along to the backbeat. 5) Perform a piece with some structure and two different loops 	<ol style="list-style-type: none"> 1) Name three key features of Blues music. 2) Sing in tune, using vocal expression to convey meaning. 3) Explain what a chord is and play the chord of C sixteen times. 4) Play the twelve bar blues correctly. 5) Play the notes of the Blues scale in the correct order, ascending and descending. 6) Play a selection of Blues scale notes out of order in their own improvisation. 	<ol style="list-style-type: none"> 1) Engage in discussion about the sounds of an orchestral piece. 2) Have a selection of varied vocabulary in response to what they hear. 3) Change dynamics and pitch, differentiating between the two. 4) Take the role of conductor or follow a conductor. 5) Change texture within their group improvisation and talk about its effect. 6) Create a graphic score to represent sounds. 7) Follow the conductor to show changes in pitch, dynamics and texture. 	<ol style="list-style-type: none"> 1) Suggest a colour to match a piece of music. 2) Create a graphic score and describe how this matches the general structure of a piece of music. 3) Create a vocal composition in response to a picture and justify their choices using musical terms. 4) Create a vocal composition in response to a colour. 5) Record their compositions in written form. 6) Work as a group to perform a piece of music. 	<ol style="list-style-type: none"> 1) Use musical and comparative language in discussion. 2) Follow the melody line. 3) Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. 4) Sing the correct words at the correct time. 5) Recall the counter-melody line. 	<ol style="list-style-type: none"> 1) Identify and evaluate the musical features of a song. 2) Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. 3) Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. 4) Fit an existing melody over a four-chord backing track. 5) Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. 6) Record melodies using letter notation. 7) Perform the leavers' song with confidence
Vocabulary	Accuracy Backbeat body percussion fragment layers loop looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure.	Blues Chord 12-bar Blues Bar scale Blues scale bent notes ascending scale, descending scale improvisation	audio/video depicting texture pitch dynamics conductor improvisation notation graphic score, composition, practising, group work ensemble	synesthesia dynamics Holi graphic score vocal composition performance	Morale 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	Allegro, arrangement, backing track, chorus, chord progression, compose. Crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, sequence
	Assessment Resources Answer sheet: Click here Knowledge organiser	Assessment Resources Answer Sheet: Click here Knowledge organiser	Assessment Resources Answer sheet: Click here Knowledge organiser	Assessment Resources Answer Sheet: Click here Knowledge organiser	Assessment Resources Answer Sheet: Click here Knowledge organiser	Assessment Resources Answer Sheet: Click here Knowledge organiser

