

EYFS

Listening			
Skills	Knowledge	Why this? Why now?	Vocabulary
<p>Communication and language: Understand how to listen carefully and why listening is important. ELG: Listening, attention and understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<ul style="list-style-type: none"> - To know what music is. - To know and remember well known songs and rhymes - To start to start to identify and copy and follow a steady beat. - To start to know about some of the instruments and objects that make sounds. - To identify different sound sources 	<p>The children are starting to learn what music is and listen and respond to what they hear with relevant questions. They will have to maintain attention and confident to share with a group and explore and engage in listening to a variety of well-known songs and rhymes.</p>	<ul style="list-style-type: none"> - sounds, songs, movement, volume
Celebration music			
<p>Understanding the world: To recognise that people have different beliefs and celebrate special times in different ways. Expressive arts and design: Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing a range of well-known nursery rhymes and songs.</p>	<ul style="list-style-type: none"> - To learn about music from another culture, particularly when related to the festival of Diwali, Hanukkah and Kwanzaa. - To respond to music with movement. - To learn the names of some traditional Jewish musical instruments. - To play and move to traditional Jewish Hanukkah music. - To take part in a traditional call and response song - To find classroom objects to use as drums and play in response to African music. - To learn about traditional Christmas music - To take part in a group song involving singing, voice sounds and playing instruments - To sing and move to a Christmas song - To suggest appropriate actions to match song lyrics 	<p>Previously the children have started to know what music is and started learning some well-known songs and rhymes. Now they will be learning some music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas and suggest actions to match song lyrics.</p>	<ul style="list-style-type: none"> - music, dance, Diwali, celebration, call, response, rhythm, body percussion
Exploring Sound			
<p>Communication and language Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. Expressive arts and design Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses. Characteristics of Effective Learning Playing and exploring Creating and thinking critically Active learning Understanding the world Explore the natural world around them.</p>	<ul style="list-style-type: none"> - To explore using our voices to make a variety of sounds. - To explore how to use our bodies to make sounds - To explore different sounds and think about tempo - To explore the sounds of different instruments - To experiment with tempo and dynamic when playing instruments - To identify sounds in the environment and differentiate between them. - To use musical vocabulary when describing environmental sounds. - To identify and describe familiar nature sounds and differentiate between them - To use voices to imitate natural sounds 	<p>Previously the children have started to learn about music from another culture and started to respond to music with movement. Now the children will start to explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them</p>	<ul style="list-style-type: none"> - voice, voice sounds, sound, instrument, loud, quiet, high, low, environmental sounds, pitch, middle, nature sounds

Music and Movement			
<p>Personal, social and emotional development: Think about the perspectives of others.</p> <p>Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Characteristics of Effective Learning Playing and exploring Active learning Creating and thinking critically</p>	<ul style="list-style-type: none"> - To understand why songs have actions - To learn some simple Makaton signs to accompany a song. - To explore beat through body movement - To express feelings and emotions through movement to music. - To explore pitch and tempo through scarf dancing and body movement - To perform action songs to a small audience. 	<ul style="list-style-type: none"> - Previously the children have started to think of actions to music. They will now know why this important through learning some Makaton signs to accompany a song. The children will start to express feelings and emotions through movement to music. 	<ul style="list-style-type: none"> - actions, action songs, sign language, Makaton, deaf, communication
Musical stories			
<p>Communication and language Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses. Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Characteristics of Effective Learning Playing and exploring Creating and thinking critically</p>	<ul style="list-style-type: none"> - To listen to the lyrics and melody: “Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story. - To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. - To talk about how a piece of music makes you feel. - To listen to the classical piece and narrated story of “Peter and the Wolf” by Sergei Prokofiev and recall the characters from the story. - To understand that music and instruments can be used to convey moods or represent characters. - To use actions to retell a story to music - To sing and perform a group song - To experiment with the sounds of different instruments. - To create a musical story based upon a familiar routine - To use instruments to represent moods or actions - To play an instrument as part of a group story 	<p>Previously the children have started to express feelings and emotions through movement to music The children will now move onto music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.</p>	<ul style="list-style-type: none"> - classical music, pitch, high, low, tempo, fast, slow,
Big Band			
<p>Expressive arts and design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> - To discuss what makes a musical instrument. - To use recyclable materials to create a simple representation of a musical instrument. - To learn what an orchestra is - To learn about the four different groups of musical instruments - To copy and follow a beat - To follow a beat using an untuned instrument - To experiment with playing tuned and untuned instruments - To play in time to familiar songs - To choose appropriate instruments to represent different parts of a song. - To perform a practised song to a small audience. 	<p>Previously the children explored how they can use their voice and bodies to make sounds. Now they will be learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>	<ul style="list-style-type: none"> - music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass

Characteristics of Effective Learning Playing and exploring Active learning Creating and thinking critically			
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KSI

Musical Vocabulary (Theme: Under the sea)			
Skills	Knowledge	Skills	Key Vocabulary
<ul style="list-style-type: none"> - Create movements that match the music, explaining why they are moving in that way. - Identify descriptive sounds within the music. - Recreate and then adapt descriptive sounds heard using their voice or body. - Make appropriate instrument choices to represent a descriptive sound. - Control instruments and voices to make both quiet and loud sounds. - Follow simple instructions during a group performance. - Create their own graphic score and play from it. - Make more than one sound on their instrument and with their voice. 	<ul style="list-style-type: none"> - To know that dynamics can change how someone listening feels about music. - To know that your voice can be used as a musical instrument. - To know that body percussion means making sounds with your body not your voice, e.g., clapping or slapping knees. - To understand that music can be represented by pictures or symbols. 	<p>In EYFS children have begun to understand that instruments can be played loudly or softly. They will now be able to understand that pitch means how high or low a note sounds and learn that music has layers called 'texture'.</p>	<ul style="list-style-type: none"> - body percussion - dynamics - graphic score - instruments - pitch - seaside - sounds - tempo - timbre
Timbre and rhythmic patterns (Theme: Fairy tales)			
<ul style="list-style-type: none"> - Chant the well-known phrase, "I'll huff..." - Make changes to their voices to represent a character. - Choose a suitable sound to represent a specific point in a story. - Play a rhythmic pattern along with their spoken words. - Identify and hold up the correct sign to correspond to some music. - Play/chant along with the elements of a story with prompting from the teacher. - Recognising and understanding the difference between pulse and rhythm. - Understanding that different types of sounds are called timbres. 	<ul style="list-style-type: none"> - To know that an instrument or rhythm pattern can represent a character in a story. - To know that my voice can create different timbres to help tell a story. - To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936. 	<p>In EYFS they learnt about how their voice or an instrument can match an action in a song. Now they will know that an instrument or rhythm pattern can represent a character in a story and they will have a go at experimenting with this themselves.</p>	<ul style="list-style-type: none"> - timbre - pulse - rhythm - syllables - strings - timpani - oboe - clarinet - bassoon - french horn - flute
African call and response song (Theme: Animals)			
<ul style="list-style-type: none"> - Use tempo, dynamics and timbre in their piece. - Play in time with their group. - Use instruments appropriately. - Successfully sing back the melody line in time and at the correct pitch. - Play either a call and/or response role in time with another pupil. - Perform their composition and suggest improvement to their own and others' compositions. - Recognising timbre changes in music they listen to. - Recognising structural features in music they listen to. - Listening to and recognising instrumentation. - Beginning to use musical vocabulary to describe music. 	<ul style="list-style-type: none"> - To know that dynamics can change the effect a sound has on the audience. - To know that the long and short sounds of a spoken phrase can be represented by a rhythm. - To understand that structure means the organisation of sounds within music, e.g., a chorus and verse pattern in a song. - To understand that the tempo of a musical phrase can be changed to achieve a different effect. - To understand that an instrument can be matched to an animal noise based on its timbre. 	<p>In EYFS, the children experiment with tempo and dynamic when playing instruments. Now they will now know that dynamics can change the effect a sound has on the audience and to understand that structure means the organisation of sounds within music.</p>	<ul style="list-style-type: none"> - Timbre - Tempo - Rhythm - Dynamics - Call and response. - structure
Vocal and body sounds (Theme: By the sea)			
<ul style="list-style-type: none"> - Create movements that match the music, explaining why they are moving in that way. - Understanding that different types of sounds are called timbres. - Recognising basic tempo, dynamic and pitch changes. - Identify descriptive sounds within the music. - Recreate and then adapt descriptive sounds heard using their voice or body. - Make appropriate instrument choices to represent a 	<ul style="list-style-type: none"> - To know that dynamics can change how someone listening feels about music. - To know that your voice can be used as a musical instrument. - To know that body percussion means making sounds with your body not your voice, e.g., clapping or slapping knees. - To understand that music can be represented by pictures or symbols. 	<p>In EYFS, the children have learnt that sounds can be copied by voice, body percussion and instruments. Now the children know that their voice can be used as a musical instrument and how to control this musically.</p>	<ul style="list-style-type: none"> - body percussion - dynamics - graphic score - instruments - pitch - seaside - sounds - tempo - timbre

<ul style="list-style-type: none"> - descriptive sound. - Control instruments and voices to make both quiet and loud sounds. - Follow simple instructions during a group performance. - Create their own graphic score and play from it. - Make more than one sound on their instrument and with their voice. 			
Dynamics, timbre, tempo and motifs (Theme: Space)			
<ul style="list-style-type: none"> - Use their voice to create a variety of sounds. - Use dynamics to create atmosphere. - Correctly identify some instruments and changes in dynamics in a piece. - Explain how the same instrument can have many different sounds. - Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. - Successfully create and play a motif. - Notate and write down their motif in some form. 	<ul style="list-style-type: none"> - To know that a 'soundscape' is a landscape created using only sounds. - To know that a composer is someone who creates music and writes it down. - To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music. 	<p>In a previous unit in KS1, the children have learnt that dynamics can change how someone listening feels about music. Now the children will learn that a 'soundscape' is a landscape created using only sounds and have a go at creating their own short sequences of sound.</p>	<ul style="list-style-type: none"> - soundscape - timbre - dynamics - tempo - motif
Myths and legends			
<ul style="list-style-type: none"> - Create rhythms and arrange them in a particular order or structure. - Identify the structure of a piece of music and write it down. - Describe whether a musical texture is thick or thin. - Explore ways of writing down different textural layers. - Follow a given structure for a composition. - Write a structure score accurately. - Compose music with several layers. - Perform their composition accurately, following the structure score. - Recognising structural features in music they listen to. - Listening to and recognising instrumentation 	<ul style="list-style-type: none"> - To know that a graphic score can show a picture of the structure of music. - To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. - To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917. 	<p>Previously in KS1 the children have learnt that a piece of music can have more than one section, e.g., a verse and a chorus. Now the children will learn know that a graphic score can show a picture of the structure of music.</p>	<ul style="list-style-type: none"> - beat - compose - composition - dynamics - graphic score - legend - melody - myth - notation - pitch - rhythm - stave notation - structure - tempo - texture - timbre

Lower KS2

Skills	Knowledge	Why this? Why now?	Vocabulary
Creating a composition in response to animation (Theme: Mountains)			
<ul style="list-style-type: none"> - Verbalise how the music makes them feel. - Create actions or movements appropriate to each section of a piece of music. - Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. - Play melodies and rhythms which represent the section of animation they are accompanying. - Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Understanding that music from different parts of the world, and different times, has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. 	<ul style="list-style-type: none"> - To understand that the timbre of instruments played affect the mood and style of a piece of music. - To know that an ensemble is a group of musicians who perform together. - To know that to perform well, it is important to listen to the other members of your ensemble. 	<ul style="list-style-type: none"> - In KSI, the children have learnt that an instrument can be matched to a noise based on its timbre. Now they will understand that the timbre of instruments played affect the mood and style of the music. They will compose melodies and rhythms which represent the section of animation they are accompanying. 	<ul style="list-style-type: none"> - influence - listen - dynamics - timbre - pitch - repeated rhythm - pattern - notation - ensemble - compose
Rock and Roll			
<ul style="list-style-type: none"> - Sing in tune and perform their actions in time. - Play the notes of the walking bass in the correct sequence. - Independently play their part with some awareness of the other performers. - Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Recognising, naming and explaining the effect of the interrelated dimensions of music. - Using musical vocabulary to discuss the purpose of a piece of music. - Using musical vocabulary when discussing improvements to their own and others' work. - Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. 	<ul style="list-style-type: none"> - To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. - To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. - To know that playing in time means all performers playing together at the same speed. - To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. 	<ul style="list-style-type: none"> - In KSI, the children listened to a range of high-quality live and recorded music. Now the children will identify stylistic features of genres of music. This time they will be building on their understanding of genre by studying more in depth into Rock and Roll. 	<ul style="list-style-type: none"> - rock and roll - hand jive - 1950's - tempo - dynamic - notation - style
Ballads			
<ul style="list-style-type: none"> - Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. - Beginning to show an awareness of metre. - Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. - Identifying common features between different genres, styles and traditions of music. - Composing a piece of music in a given style with voices and instruments. - Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. 	<ul style="list-style-type: none"> - To know that a ballad tells a story through song. - To know that lyrics are the words of a song. - To know that in a ballad, a 'stanza' is a verse. 	<ul style="list-style-type: none"> - Previously in lower key stage 2, the children began to build on their understanding of genre, style, and traditions by looking at Rock and Roll music. Now they will start to develop this by identifying common features between different genres and style of music by looking more in detail at another style of music: ballads. 	<ul style="list-style-type: none"> - ballad - ensemble - compose
Haiku, music and performance (Theme: Hanami festival)			
<ul style="list-style-type: none"> - Recognising, naming and explaining the effect of the interrelated dimensions of music. - Using musical vocabulary to discuss the purpose of a piece of music. 	<ul style="list-style-type: none"> - To know that a glissando in music means a sliding effect played on instruments or made by your voice. - To know that expressive language (like a poem) can be used as inspiration for composing music. 	<ul style="list-style-type: none"> - In Key Stage 1, children have learnt that music has layers called 'texture'. They will now be recognising, naming and describing the effect of the interrelated dimensions of music (e.g., tempo, dynamics, timbre) 	<ul style="list-style-type: none"> - Hanami - cherry blossom - pitch - sound

<ul style="list-style-type: none"> - Using musical vocabulary when discussing improvements to their own and others' work. - Beginning to improvise musically within a given style. - Composing a coherent piece of music in a given style with voices, bodies and instruments. - Developing melodies using rhythmic variation, transposition, inversion and looping. - Creating a piece of music with at least four different layers and a clear structure. - Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. - Singing and playing in time with peers with accuracy and awareness of their part in the group performance. - Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. 	<ul style="list-style-type: none"> - To understand that both instruments and voices can create audio effects that describe something you can see. - To know that grouping instruments according to their timbre can create contrasting 'textures' in music. 		<ul style="list-style-type: none"> - glissando - pizzicato - composer - composition - col legno - haiku - syllables - melody - dynamics - tempo
Change to pitch, tempo, and dynamics (Theme: Rivers)			
<ul style="list-style-type: none"> - Sing in tune and in harmony with others, with developing breath control. - Recognising the use and development of motifs in music - Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. - Explain how a piece of music makes them feel with some use of musical terminology. - Perform a vocal ostinato in time. - Listen to other members of their group as they perform. - Create an ostinato and represent it on paper so that they can remember it. - Create and perform a piece with a variety of ostinatos. 	<ul style="list-style-type: none"> - To know that when you sing without accompaniment it is called 'A Cappella'. - To know that harmony means playing two notes at the same time that usually sound good together. - To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. - To know that 'performance directions' are words added to musical notation to tell the performers how to play. 	<p>In KSI, the children learnt that rhythm means a pattern of long and short notes. They will now developing their understanding of this by composing their own rhythmic ostinato -the heartbeat (melody) of the music.</p>	<ul style="list-style-type: none"> - a cappella - breathing - dynamics - harmony - listen - texture - tempo - ostinato - percussion - layer
Samba and carnival sounds and instruments (Theme: South America)			
<ul style="list-style-type: none"> - Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Identifying common features between different genres, styles and traditions of music. - Recognising, naming and explaining the effect of the interrelated dimensions of music. - Using musical vocabulary to discuss the purpose of a piece of music. - Beginning to improvise musically within a given style. Creating a piece of music with at least four different layers and a clear structure. - Suggesting improvements to others' work, using musical vocabulary. - Singing and playing in time with peers with accuracy and awareness of their part in the group performance. - Playing syncopated rhythms with accuracy, control and fluency. 	<ul style="list-style-type: none"> - To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. - To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. - To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. 	<p>The children will continue to build on their understanding of stylistic features of different genres, styles and traditions of music through understanding what samba music is. They will also develop their knowledge of rhythm through clapping on the off beat and be able to play a syncopated rhythm.</p>	<ul style="list-style-type: none"> - 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 - untuned percussion

Upper KS2

Looping and remixing			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. - Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. - Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). - Improvising coherently within a given style. - Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. - Selecting, discussing, and refining musical choices both alone and with others, using musical vocabulary with confidence. - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. - Performing with accuracy and fluency from graphic and simple staff notation. 	<ul style="list-style-type: none"> - To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. - To know that a loop is a repeated rhythm or melody and is another word for ostinato. - To know that remix is music that has been changed, usually so it is suitable for dancing to. 	<p>In lower Key Stage 2, the children began to develop their understanding of rhythm by composing their own rhythmic ostinato -the heartbeat (melody) of the music. Now the children will be performing a looped body percussion rhythm; keeping in time with their group.</p>	<ul style="list-style-type: none"> - accuracy - backbeat - body percussion - fragment - layers - loop - looped rhythm - melody - melody line - notation - ostinato - remix - rhythm - riff - structure
Blues			
<ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. - Improvising coherently within a given style. - Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. - Suggesting and demonstrating improvements to own and others' work. - Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. 	<ul style="list-style-type: none"> - To understand that a chord is the layering of several pitches played at the same time. - To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. - To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. - To know that a 'bent note' is a note that varies in its pitch, e.g., the pitch may slide up or down. - To understand that a chord is the layering of several pitches played at the same time. 	<p>In lower Key Stage 2, the children built on their understanding of stylistic features of different genres, styles and traditions of music through looking in more detail at Rock and Roll, samba and ballads. They will now develop this by identifying the key features of Blues music, understanding what a chord is and playing a selection of Blues scale notes out of order in their own improvisation.</p>	<ul style="list-style-type: none"> - Blues - chord - 12-bar Blues - bar - scale - Blues scale - bent notes - ascending scale - descending scale - improvisation
Dynamics, pitch and texture (Theme: Coast- Fingal's Cave by Mendelssohn)			
<ul style="list-style-type: none"> - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Using musical vocabulary correctly when describing and evaluating the features of a piece of music. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. 	<ul style="list-style-type: none"> - To know that the conductor beats time to help the performers work well together. - To understand that improvisation means making up music 'on the spot'. - To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. - To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright. 	<p>In lower Key Stage 2 the children were recognising, naming and describing the effect of the interrelated dimensions of music (e.g., tempo, dynamics, timbre). They will now have a selection of varied vocabulary in response to what they hear. They also will be able to change texture within their group improvisation and talk about its effect. The children will follow the conductor to show changes in pitch, dynamics and texture.</p>	<ul style="list-style-type: none"> - audio/video - depicting - texture - pitch - dynamics - conductor - improvisation - notation - graphic score - composition - practising - group work

<ul style="list-style-type: none"> - Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Recording own composition using appropriate forms of notation and/or technology. 			<ul style="list-style-type: none"> - ensemble
Composition to represent the festival of colour (Theme: Holi festival)			
<ul style="list-style-type: none"> - Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. - Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. - Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama). - Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. - Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest. 	<ul style="list-style-type: none"> - To know that a vocal composition is a piece of music created only using voices. - To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. - To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. - To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. 	<p>In lower Key Stage 2, the children began to read musical notation and know that different notes have different durations, and that crotchets are worth one whole beat. Now the children will create a graphic score and describe how this matches the general structure of a piece of music. They will record their compositions in written form.</p>	<ul style="list-style-type: none"> - synesthesia - dynamics - Holi - graphic score - vocal composition - performance
South and West Africa			
<ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. - Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. - Improvising coherently within a given style. - Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. - Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. - Using staff notation to record rhythms and melodies. 	<ul style="list-style-type: none"> - To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. - To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. - To understand that major chords create a bright, happy sound. - To know that poly-rhythms means many rhythms played at once. 	<ul style="list-style-type: none"> - In lower key stage 2 the children have understood that 'reading' music means using how the written note symbols look and their position to know what notes to play. They will now be able to play the more complicated rhythms in time and with rests. They will also be able to create an eight-beat break and play this in the correct place. 	<ul style="list-style-type: none"> - a cappella - call and response - dynamics - performance - chord - improvisation - ostinato - break - poly-rhythms - master drummer - syncopation - metronome
Composing and performing a Leavers' song			
<ul style="list-style-type: none"> - Identify and evaluate the musical features of a song. - Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. - Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. - Fit an existing melody over a four-chord backing track. - Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. - Record melodies using letter notation. 	<ul style="list-style-type: none"> - To know that a chord progression is a sequence of chords that repeats throughout a song. - To know that a melody can be adapted by changing its dynamics, pitch or tempo. - To know that chord progressions are represented in music by Roman numerals. 	<ul style="list-style-type: none"> - In lower key stage 2, children will have worked as a group to perform a piece of music. They will now identify the way that features of a song can complement one another to create a coherent overall effect and contribute ideas to develop the songs. 	<ul style="list-style-type: none"> - allegro - arrangement - backing track - chorus - chord progression - compose - crescendo - diminuendo - dynamics - evaluate

- Perform the leavers' song with confidence.

- forte
- largo
- lyrics
- melody
- mood
- musical features
- notation
- piano
- poetic
- structure
- repetitive
- rhyme
- ritardando
- tempo
- sequence
- stave notation
- upbeat