

Music Overview Cycle A

EYFS

Listening			
Skills	Knowledge	Why this? Why now?	Vocabulary
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. Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses.	<ul style="list-style-type: none"> - To know what music is. - To know and remember well known songs and rhymes - To start to know about some of the instruments and objects that make sounds. - 	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.	<ul style="list-style-type: none"> - sounds, songs, movement, volume
Celebration music			
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.	<ul style="list-style-type: none"> - To know some music from another culture (Diwali, Hanukkah and Kwankzaa) - To know that you can respond to music with movement. - To learn the names of some traditional Jewish musical instruments. - To know some traditional Christmas music 	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.	<ul style="list-style-type: none"> - music, dance, Diwali, celebration, call, response, rhythm, body percussion
Exploring Sound			
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.	<ul style="list-style-type: none"> - To know that our voices to make a variety of sounds. - To know how to use our bodies to make sounds. - To start to understand what is meant by tempo and dynamic - To use musical vocabulary when describing environmental sounds. 	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	<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 know some simple Makaton signs to accompany a song. - To know what is meant by pitch and tempo through scarf dancing and body movement - 	<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 know that music and instruments can be used to convey moods or represent characters. - 	<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> <p>Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> - To know what a musical instrument is. - To start to know what an orchestra is - To start to know about the four different groups of musical instruments - . 	<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

Playing and exploring Active learning Creating and thinking critically			
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KS1

Pulse and Rhythm (Theme: All about me)			
Skills	Knowledge	Skills	Key Vocabulary
<ul style="list-style-type: none"> - Recognising and understanding the difference between pulse and rhythm. - Describing the character, mood, or 'story' of the music they listen to (verbally or through movement). - Listening to and repeating short, simple rhythmic patterns. - Listening and responding to other performers by playing as part of a group. - Combining instrumental and vocal sounds within a given structure. - Using their voices expressively to speak and chant. - Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. - Maintaining the pulse (playing on the beat) using hands and tuned and untuned Instruments. - Copying back short rhythmic and melodic phrases on percussion instruments. 	<ul style="list-style-type: none"> - To know that rhythm means a pattern of long and short notes. - To know that pulse is the regular beat that goes through music. - To know that the pulse of music can get faster or slower. - To know that a piece of music can have more than one section, e.g., a verse and a chorus. 	<p>In EYFS children have listened to and repeated a simple rhythm. They will now start to recognise and understand the difference between pulse and rhythm.</p>	<ul style="list-style-type: none"> - Rhythm - Pulse - Instrumental sound - Melody - Vocals
Classical music, dynamics, and tempo			
<ul style="list-style-type: none"> - Observe others and try to play appropriately. - Sing in time from memory, with some accuracy. - Play either a call and/or a response role in time with another pupil. - Keep a steady pulse. - Improvise, using their instrument, to a given stimulus. 	<ul style="list-style-type: none"> - To know that sounds can be adapted to change their mood, e.g., through dynamics or tempo. - To know that sounds can help tell a story. - To know that tempo is the speed of the music. - To know that dynamics means how loud or soft a sound is. 	<p>In EYFS children have learnt how use their bodies to listen and respond to pieces of classical music. Now they will learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.</p>	<ul style="list-style-type: none"> fast slow quiet dynamics tempo musical composition
Pitch and Tempo (Theme: Superheroes)			
<ul style="list-style-type: none"> - Explain what pitch means. - Identify whether a note is higher or lower. - Create a pattern using two pitches, then play or sing it. - Explain what tempo means. - Identify simple tempo changes in music. - Perform a pattern that gradually gets faster (accelerando). - Contribute to a group composition and performance by creating, selecting, combining and performing sounds. - Suggest improvements to their work. 	<p>To know that tempo can be used to represent mood or help tell a story.</p> <p>To know that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that following a leader when we perform helps everyone play together accurately.</p>	<p>In EYFS the children have experimented with movements to match the tempo and pitch of musical pieces. Now they will now be able to give a definition of what pitch means and create a pattern using two pitches, then play or sing it.</p>	<ul style="list-style-type: none"> - accelerando - high pitched - low pitch - perform - performance - pitch - pitch pattern - tempo
Musical Me			
<ul style="list-style-type: none"> - Clap the rhythm of their name. - Sing the melody accurately while playing their instrument in time. - Show a range of emotions using their voices. - Describe the dynamics and timbre of their pieces. - Play a known melody from letter notation in the right order, if not with the right rhythms. - Play a new melody from letter notation in the right order, if not in time. - Invent a melody, write it down and play it back. - Select instruments with different timbres. - Compose and perform a piece using different dynamic levels. 	<p>To know that 'melody' means a tune.</p> <p>To know that 'notation' means writing music down so that someone else can play it.</p> <p>To know that 'accompaniment' can mean playing instruments along with a song.</p> <p>To know that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>	<p>In EYFS the children have started to know what music is and started learning some well-known songs and rhymes and some music from a range of cultural and religious celebrations, Now the children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.</p>	<ul style="list-style-type: none"> - rhythm - pulse - dynamics - timbre - beat - melody - notation

-	On this Island (songs and sounds)		-
<ul style="list-style-type: none"> - Sing, play and follow instructions to perform as a group. - Describe music using simple musical vocabulary. - Explore multiple ways of making the same sound. - Represent the same sound in different ways. - Describe how they have adapted a sound using musical vocabulary. - Contribute musically to a final performance. - Create a piece that clearly represents a particular environment. - Extend a piece of music so that it represents three distinct environments. 	<p>To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.</p> <p>To know that ‘duration’ means how long a note, phrase or whole piece of music lasts.</p> <p>To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.</p>	<p>In EYFS the children identified sounds in the environment and differentiate between them. Now the children will describe how they have adapted a sound using musical vocabulary and will extend a piece of music so that it represents three distinct environments.</p>	<ul style="list-style-type: none"> - composition - duration - dynamics - inspiration - pitch - structure - tempo - texture - timbre
Orchestral instrument (Theme: Traditional western stories)			
<ul style="list-style-type: none"> - Make plausible descriptions of the music. - Identify a few instruments and the sounds of different sections of the orchestra. - Explain what is happening in the music using language relating to emotion. - Create a piece of music with some appropriate tempo, dynamic and timbre changes. - Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. - Perform confidently using appropriate instrumental sounds. 	<ul style="list-style-type: none"> - To know that musical instruments can be used to create ‘real life’ sound effects. - To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. - To know that stringed instruments, like violins, make a sound when their strings vibrate. - To know that a brass instrument is played by vibrating your lips against the mouthpiece. - To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. 	<p>In EYFS the children have learnt about what makes a musical instrument and the four different groups of musical instruments. Now the children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p>	<ul style="list-style-type: none"> - orchestra - instruments - strings - woodwind - brass - percussion - vocals - sound effect - timber - dynamics - tempo

Lower KS2

Skills	Knowledge	Why this? Why now?	Vocabulary
Instrumental lesson unit: South Africa			
<ul style="list-style-type: none"> - Use and understand staff and other notations. - Appreciate and understand a range of high quality (live) and recorded music drawn from different traditions and from great composers and musicians. - Play and perform in solo and ensemble contexts (using their voices and) playing musical instruments with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> - To know the basic key features of staff notation e.g. minims, semibreves, crotchets and crochet rests. - To know some of the features of South African music. 	<ul style="list-style-type: none"> - In KSI the children learnt to play tuned percussion with timbre and dynamics and used letter notation to write a melody. Now they will learn about key musical notation and start to play instruments using this notation and compose their own rhythmic patterns. 	<ul style="list-style-type: none"> - Minim - Semibreve - Crotchet - Rest - Staff notation - Compose - Dynamics
Developing singing technique (Theme: The Vikings)			
<ul style="list-style-type: none"> - Move and sing as a team, following the lyrics on the screen. - Recognise minims, crotchets and quavers often by ear and reliably by sight. - Perform rhythms accurately from notation and layer them to create a composition. - Add appropriate sound effects to their performances using untuned percussion. - Join in with the performances confidently, and reasonably in time and tune. - Make suggestions for improving their performance. 	<ul style="list-style-type: none"> - To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. - To know that different notes have different durations, and that crotchets are worth one whole beat. - To know that 'reading' music means using how the written note symbols look and their position to know what notes to play. - To know that written music tells you how long to play a note for. 	<ul style="list-style-type: none"> - In KSI the children have learnt and performed a song as a class and composed a short section of music as a group. Now the children will develop their singing technique; learning to keep in time, and work on musical notation and rhythm, culminating in a group performance of a song with actions. 	<ul style="list-style-type: none"> - composition - melody - notation - tempo - minim - crotchet - quaver - coordinated - disciplined
Instrumental lesson unit: Caribbean			
<ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using their voices (and playing musical instruments) with increasing accuracy, fluency, control and expression - Listen with attention to detail and recall sounds with increasing aural memory - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music 	<ul style="list-style-type: none"> - To know the main features of Calypso music - To improvise a vocal part in the style of a Calypso - To know how and why percussion instruments can be used in Calypso music. - To recognise quavers from staff notation 	<ul style="list-style-type: none"> - Previously in lower key stage 2, children had started to learn about key musical notation e.g., semibreves and crotchets and now they will start to develop this by recognising quavers and improve using a pentatonic scale in the style of Calypso music. 	<ul style="list-style-type: none"> - Calypso music - Percussion instruments - Quavers - Staff notation - Pentatonic scale
Body and tuned percussion (Theme: Rainforests)			
<ul style="list-style-type: none"> - Identify the structure of a piece of music. - Have an idea as to when there is one layer in a piece of music and when there are two. - Play a sequence in the correct order in time with their partner. - Have two contrasting rhythms being played together. - Have two different melodies being played together. - Have a complete piece of music with four different layers with an appropriate structure. 	<ul style="list-style-type: none"> - To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. - To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. - To know that a 'loop' in music is a repeated melody or rhythm. - To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 	<ul style="list-style-type: none"> - In KSI, children have learnt to recognise and understand the difference between pulse and rhythm. They will now be using a mixture of body percussion and tuned percussion instruments as they create their own rhythms of the rainforest, layer by layer. 	<ul style="list-style-type: none"> - pitter - patter - raindrop - clapping - clicking - body percussion - tempo - rhythm - boom - snap - structure - texture - contrast - compose - loop - melody - pitch - inspiration
Jazz			
<ul style="list-style-type: none"> - Discussing the stylistic features of different genres, styles and traditions 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. - Play on the 'off beat' and sing a syncopated rhythm. - Play a call and then improvise a response. 	<ul style="list-style-type: none"> - To know that 'syncopation' means a rhythm that is played off the natural beat. - To know that Ragtime is piano music that uses syncopation and a fast tempo. - To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. - To know that 'scat singing' is using made-up words to create the sound of an instrument playing. 	<p>Previously in KSI, children were introduced to the instruments of the orchestra and practice identifying these within a piece of music. They will focus on a genre of music: Jazz and play stylistic features of this genre through composing their own jazz motif .</p>	<ul style="list-style-type: none"> - call and response - dixieland - jazz - motif - Ragtime - rhythm - scat singing - straight quaver - - swung quaver

<ul style="list-style-type: none">- Improvise or compose a scat singing performance with sounds and words.- Compose and play a jazz motif fluently, using swung quavers.- Play a swung rhythm using a tuned percussion instrument.			<ul style="list-style-type: none">- syncopation
Adapting and transposing motifs (Theme: Romans)			
<ul style="list-style-type: none">- Recognising the use and development of motifs in music.- Identifying gradual dynamic and tempo changes within a piece of music.- Recognising, naming, and explaining the effect of the interrelated dimensions of music.- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.- Identify motifs aurally and play a repeated pattern on a tuned instrument.- Create and performing a motif, notating it with reasonable accuracy.- Transpose their motif, using sharp or flat notes where necessary and change the rhythm.- Combine different versions of a musical motif and perform as a group using musical notation.	<ul style="list-style-type: none">- To know that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).- To know that 'transposing' a melody means changing its key, making it higher or lower pitched.- To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.	Previously in lower key stage 2, the children have recognised the effect of interrelated dimensions of music. Now they will create and perform a motif, notate it, transpose it and combine with different versions.	<ul style="list-style-type: none">- backing track- bass line- beat- call and response- compose- crotchet- dotted minim- flats- graphic notation- key signature- loop- lyrics- minim- motif- notation- ostinato- pitch- quavers- repeating patterns- repetition- rhythm- rhythmic notation- riff- semibreve

Upper KS2

Film Music			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - Identify how different styles of music contribute to the feel of a film. - Participate in discussions, sharing their views and justifying their answers. - Use the terms ‘major’ and ‘minor’. - Identify different instruments to describe how music evokes different emotions. - Identify pitch, tempo and dynamics, and use these to explain and justify their answers. - Give reasonable and thought-out suggestions for what different graphic scores represent. - Use their body, voice and instruments to create sounds to represent a given theme. - Create a musical score to represent a composition. - Interpret their graphic score and performing their composition appropriately with their group. - Create sounds that relate to the scene of a film. 	<ul style="list-style-type: none"> - To know that a film soundtrack includes the background music and any songs in a film. - To know that ‘major’ key signatures use note pitches that sound cheerful and upbeat. - To know that ‘minor’ key signatures use note pitches that can suggest sadness and tension. - To know that ‘graphic notation’ means writing music down using your choice of pictures or symbols but ‘staff notation’ means music written more formally on the special lines called ‘staves’. 	<p>In lower key stage 2, children learnt about key musical notation and start to play instruments using this notation. Now the children will explore the music used in film to accompany the action and create atmosphere. They will be composing music in the major and minor key and will create a notation of their compositions with a graphic score.</p>	<ul style="list-style-type: none"> - accelerando - body percussion - brass - characteristics - chords - chromatics - clashing - composition - convey - crescendo - descending - dynamics - emotion - imagery - improvise - interpret - interval - major - melodic - minor - modulate - orchestral - pitch - sequence - solo - soundtrack - symbol - timpani
Composition notation (Theme: Ancient Egypt)			
<ul style="list-style-type: none"> - Sing in time and in tune with other people and the backing track. - Remember the lyrics to a song. - Identify the structure of a piece of music and match this to non-standard notation. - Improvise their own piece of music. - Play a melody with reasonable accuracy. - Perform with confidence and in time with others. - Compose and play a melody using stave notation. - Contribute meaningfully to the group performance and composition. - Use hieroglyphic notation to show the structure of their piece. 	<ul style="list-style-type: none"> - To know that simple pictures can be used to represent the structure (organisation) of music. - To know that a slow tempo and a minor key (pitch) can be used to make music sound sad. - To know that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. 	<p>In lower key stage 2, children started to learn about key musical notation. They will now learn to identify the pitch and rhythm of written notes and then experiment with notating their compositions in different ways to help develop their understanding of staff notation.</p>	<ul style="list-style-type: none"> - features - notation - repeating - unison - composition - structure - repetition - melody - tempo - compose - ensemble - minor key
Musical theatre			
<ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. - Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). - Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. - Suggesting and demonstrating improvements to own and others’ work. - Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, 	<ul style="list-style-type: none"> - To know that musical theatre includes both character and action songs, which explain what is going on and how characters feel. - To know that choreography means the organisation of steps or moves in a dance. - To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. 	<p>In lower key stage 2, the children have developed their singing technique; learning to keep in time. They will now apply this knowledge to perform their own musical performing with expression and confidence, conveying the meaning and emotion of the character or event.</p>	<ul style="list-style-type: none"> - Action song - Backdrop - Book musical - Character song - Choreographer - Composer - Comic opera - Costumes - Designer - Dialogue - Director - Duet - Ensemble - Librettist - Libretto - Lyricist - Musical director - Musical theatre - Opera

<ul style="list-style-type: none"> adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. - Explain what musical theatre is and be able to recall at least three features of this kind of music. - Categorise songs as action songs or character songs. - Select appropriate existing music for their scene to tell the story of a journey. - Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. 			<ul style="list-style-type: none"> - Operetta - Solo - Tempo
Theme and variations (Theme: Pop Art)			
<ul style="list-style-type: none"> - Perform rhythms confidently either on their own or in a group. - Identify the sounds of different instruments and discuss what they sound like. - Make reasonable suggestions for which instruments can be matched to which pieces of art. - Recall the names of several instruments according to their orchestra sections. - Keep the pulse with the body percussion section and sing with control and confidence. - Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. - Draw the rhythms accurately and show a difference between each of their variations. - Showcase creativity in the finished product. 	<ul style="list-style-type: none"> - To know that a 'theme' is a main melody in a piece of music. - To know that 'variations' in music are when a main melody is changed in some way throughout the piece. - To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. - To know that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. 	<p>In lower key stage 2, the children have been creating their own rhythms. Now the children will use the rhythms accurately and show a difference between each of their variations and showcase creativity in the finished product.</p>	<ul style="list-style-type: none"> - 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 - vocal line - woodwind
Songs of World War 2			
<ul style="list-style-type: none"> - Use musical and comparative language in discussion. - Follow the melody line. - Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. - Sing the correct words at the correct time. - Recall the counter-melody line. 	<ul style="list-style-type: none"> - To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. - To know that the Solfa syllables represent the pitches in an octave. - To know a 'counter-subject' or 'counter-melody' provides contrast to the main melody. - To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. 	<ul style="list-style-type: none"> - Previously in upper key stage 2, children have been developing their singing technique; learning to keep in time, and work on musical notation and rhythm, They will now be able to notate a melody using pitches up to an octave 	<ul style="list-style-type: none"> - music - morale - Britain - troops - frontline - Vera Lynn - contrast - tempo - higher and lower - melody - phrase - graphic score - pitch
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. - Perform the leavers' song with confidence. 	<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 - forte - largo - lyrics

			<ul style="list-style-type: none">- melody- mood- musical features- notation- piano- poetic- structure- repetitive- rhyme- ritardando- tempo- sequence- stave notation- upbeat
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