

Inspiring children to shine



'walk as children of light'

Music at Hardwicke Parochial Primary Academy

Purpose of study

At Hardwicke, we understand that music is a universal language that embodies one of the highest forms of creativity. We want our children to develop a life-long love of music, singing and playing musically with increasing confidence and control, whilst cultivating an understanding of musical composition. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. We use the Kapow Music Scheme to support our teaching and learning which introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. The Kapow Music Scheme takes a holistic approach to music, in which the individual strands (performing, listening, composing, the history of music and the inter-related dimensions of music) are woven together to create engaging and enriching learning experiences.

Aims in Key Stage 1 and Key Stage 2

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices
- To create and compose music on their own and with others
- Have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Aims in Early Years Foundation Stage

Expressive arts and designs: Early Learning Goal- Being Imaginative and Expressive

Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Vocabulary (EYFS/Key stage 1/ Key stage 2)

Please see separate vocabulary document detailing the vocabulary progression within each year group unit.



Hardwicke Year Group Overview

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR	Musical continuous provision (see notes)	Celebration music	Exploring sound	Music and movement	Musical stories	Big band
Y1	Pulse & rhythm (Theme: All about me)	Classical music: dynamics and tempo (Theme: Animals)	Musical vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairy tales)	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds (Theme: By the sea)
Y2	Myths and legends	Orchestral instruments (Theme: Traditional stories)	African call and response (Theme: Animals)	On the island: British songs and sounds	Dynamics, timbre, tempo and motifs (Theme: Space)	Musical me
Y3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	South Africa <i>1) Instrumental scheme</i>	Caribbean <i>2) Instrumental scheme</i>	Jazz	Traditional instruments and improvisation
Y4	Changes in pitch, tempo and dynamics (Theme: Rivers)	Adapting and transposing motifs (Theme: Romans)	South America <i>3) Instrumental scheme</i>	Haiku, music and performance (Theme: Hanami)	Samba and carnival sounds and instruments	Rock and roll
Y5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
Y6	Songs of WW2	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Theme and variations (Theme: Pop Art)	Advanced rhythms	Film music	Composing and performing a Leavers' Song

Adaptation to Kapow overview & incorporation of instrumental scheme	Links to Year group topics
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Progression of skills

KS1	LISTENING	COMPOSING	PERFORMING	THE HISTORY OF MUSIC
	<i>NC LINK:</i> listen with concentration and understanding to a range of high-quality live and recorded music	<i>NC LINK:</i> experiment with, create, select and combine sounds using the inter-related dimensions of music	<i>NC LINK:</i> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically	<i>NC LINK:</i>
YR	<ul style="list-style-type: none"> • Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. • Exploring lyrics by suggesting appropriate actions. • Exploring the story behind the lyrics or music. • Listening to and following a beat using body percussion and instruments. • Considering whether a piece of music has a fast, moderate or slow tempo. • Listening to sounds and matching them to the object or instrument. • Listening to sounds and identifying high and low pitch. • Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics. • Understanding that different instruments make different sounds and grouping them accordingly. 	<ul style="list-style-type: none"> • Playing untuned percussion ‘in time’ with a piece of music. • Selecting classroom objects to use as instruments. • Experimenting with body percussion and vocal sounds to respond to music. • Selecting appropriate instruments to represent action and mood. • Experimenting with playing instruments in different ways. 	<ul style="list-style-type: none"> • Using their voices to join in with well-known songs from memory. • Remembering and maintaining their role within a group performance. • Moving to music with instruction to perform actions. Participating in performances to a small audience. • Stopping and starting playing at the right time. 	
Key Vocabulary	Voice sounds, rhythm, beat, instrument, music, tempo, harp, flute, trumpet, cymbals, tambourine, call, response, drum, sleigh bells, voice, sound, loud, quiet, high, low, squeaky, soft, deep, fast, slow, instrumental sounds, quickly, slowly, dynamic, environmental sound, pitch, middle, nature sounds, lyrics, verse, heartbeat, pulse, steady, repeat, constant, piece, composer, whistle, triangle, siren, cello, classical music, musical story, melody, character, song, band, sound, shake, tap, bang, strum, jingle, orchestra, conductor, wind, strings, percussion, brass.	Rhythm, beat, instrument, tempo, call, response, voice, sound, loud, quiet, high, low, soft, deep, fast, slow, quickly, slowly, pitch, middle, heartbeat, steady, repeat, constant, composer, melody, song, band, sound, shake, tap, bang, strum, jingle, orchestra, conductor, wind, strings, percussion, brass.	Performance, perform, audience, traditional, actions.	

Year 1	<ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower) • Describing the character, mood, or 'story' of music they listen to, both verbally and through movement • Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike) • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. 	<ul style="list-style-type: none"> • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music • Creating a simple graphic score to represent a composition • Beginning to make improvements to their work as suggested by the teacher. 	<ul style="list-style-type: none"> • 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 (play on the beat) using hands, and tuned and untuned instruments. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. • Performing from graphic notation. 	
Key Vocabulary	Rhythm, Syllables, fast, slow, speed, quiet, high, low, pitch, volume, speed, mood, theme, tempo, performance, timbre, heartbreak, in time, pulse, repeated phrases, tune, verse, sections, loud, melody, rhythmic, gradually, sound,	Dynamics, instruments, Tempo, rhythm, pitch, instruments, bassoon, clarinet, flute, French horn, oboe, orchestra, composition, confidence, in time, timpani, body percussions, celeste, woodwind, conductor, inspire, features,	Perform, play, sing, chant, clap, shaker, body percussion, voice, tempo, Flute, French horn, orchestra, loud, rallentando, accelerando,	
Year 2	<ul style="list-style-type: none"> • 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. • Identifying melodies that move in steps. • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work. 	<ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from five or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work. 	<ul style="list-style-type: none"> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. 	

Key Vocabulary	Backing track, beat, call and response, copy, dynamics, instrument, rhythm, performance, represent, rhythm, sequence, sound, structure, tempo, timbre, vary, volume, brass, characters, clarinet, composition, cymbals, emotion, french horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, trombone, tuba, vocals, woodwind, beat, letter, composer, melody, pattern, pulse, tune, atmosphere, compare, contrast, effect, inspiration, interpretation, mood, motif, orchestra, sound scape, visual interpretation, body percussion, duration, folk song, inter-related dimensions of music, layered effect, lyrics, pitch, voice percussion, bow, cello, chorus, harpsichord, pluck, thick, thin, verse,	Beat, composition, dynamics, instrument, represent, rhythm, rhythmic notation, sequence, sound, structure, tempo, timbre, vary, volume, characters, clarinet, composition, cymbals, emotion, instrumental sounds, musicians, percussion, performing, sections, sound effect, vocals, composer, imitate, letter, melody, notation/graphic score, pattern, pulse, tune, arrange, atmosphere, effect, inspiration, interpretation, mood, motif, notate, sound scape, visual interpretation, body percussion, duration, inter-related dimensions of music, layered effect, lyrics, pitch, voice percussion, chorus, verse,	Actions, copy, dynamics, instrument, in time, performance, rhythm, rhythmic notation, sequence, sound, structure, tempo, timbre, vary, volume, brass, characters, clarinet, composition, cymbals, emotion, french horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, trombone, tuba, vocals, woodwind, letter, melody, notation, pattern, pulse, tune, accuracy, atmosphere, effect, improvise, inspiration, interpretation, mood, motif, notate, orchestra, sound scape, body percussion, duration, lyrics, pitch, , voice percussion, chorus, verse,	
KS2	LISTENING	COMPOSING	PERFORMING	THE HISTORY OF MUSIC
	NC LINK: listen with attention to detail and recall sounds with increasing aural memory	NC LINK: improvise and compose music for a range of purposes using the inter-related dimensions of music	NC LINK: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations	NC LINK: 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
Year 3	<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. 	<ul style="list-style-type: none"> Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology 	<ul style="list-style-type: none"> Understanding that music from different times has different features. (Also part of the Listening strand)

Key Vocabulary	Ballad, chorus, dynamic, emotions, feelings, instrumentals, melody, performance, tune, verse, volume, atmosphere, compose, melodic pattern, melody, pitch, repeated rhythm, soundscape, story, tempo, tension, crescendo, dynamic, harmony, lyrics,	Jaz, dixie land, improvisation, jazz, off beat, motif, pitch, ragtime, rhythm, scat singing, swung rhyme, swing music, syncopated rhythm syncopation, tune.	straight quaver, strung quaver, accuracy, co-orinated, crotchet, dynamic, minim, key, change, major key, minor key, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, tempo, tension, tune, vocal warm up, crescendo, grid notion, octaves, pentatonic melody, pentatonic scale,	Folk music, musical, jazz, ragtime, scat singing, swung rhythm, Bollywood
Year 4	<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 and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. Suggesting improvements to others' work, using musical vocabulary 	<ul style="list-style-type: none"> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency 	<ul style="list-style-type: none"> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)
Key Vocabulary	Contrasting rhythms, loop, motif, crochet, dotted minim, key signature, minim, quavers, semibreve, transpose, vocal warm-ups, dynamics, forte, piano, glissando, sliding pitch, sharp notes, flat notes, rock and roll, samba, haiku, pitch, melody line, harmony line, rhythm, sections, tempo, texture, tune, timbre, off-beat, percussion, pulse, in-time, in-tune, bass line, walking bass line, syncopated rhythms, ostinato, pizzicato, staccato, rhythmic break, syncopated rhythms	Combine, compose, inspiration, layers, loops, organisation , repeated melodies, melody line, verse, chorus, notation, flat notes, sharp notes, parts, sections, sequence,	Body percussion, record, hand-jive, vocals, untuned percussion, a capella, breath control, cue, diction, in the round, parts, rhythm, col legno, chocalho, caixa, cowbell, agago, vocal ostinato, bateria, ganza, metronome, repique, surdo, tamborim,	Originate, carnival, samba, samba breaks, rock & roll
Year 5	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical 	<ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). 	<ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have

	<p>vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <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 inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<ul style="list-style-type: none"> • 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. • Using staff notation to record rhythms and melodies. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work 	<ul style="list-style-type: none"> • 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. • Playing a simple chord progression with accuracy and fluency. 	<p>developed over time. (Also part of the Listening strand)</p>
Key Vocabulary	<p>Accuracy, balance, features, lyrics, structure, tempo, backing track, break, dynamics, soloist, vocals, ascending scale, descending scale, break, diction, djembe, eight beat break, master drummer, polyrhythm, pronunciation</p>	<p>Accuracy, backing track, balance, composition, control, crotchet, minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm ups, dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synaesthesia, tempo, texture, timbre, visual representation, vocal sounds, back-beat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure, chord, improvisation,</p>	<p>Accuracy, back-beat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure. 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, timbre, transitions.</p>	<p>Twelve bar blues, blues scale, opera, operetta, comic opera, musical theatre, acapella,</p>
Year 6	<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. • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. 	<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. • Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Recording own composition using appropriate forms of notation and/or technology and incorporating. • Constructively critique their own and others' work, using musical vocabulary. 	<ul style="list-style-type: none"> • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. • Performing a solo or taking a leadership role within a performance. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor's cues and directions. 	<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. (Also, part of the Listening strand)

	<ul style="list-style-type: none"> Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. 			
Key Vocabulary	Compare, contrast, era, inter-related dimensions of music, purpose, diminuendo, ritardando, tremolo, imagery, music critic, music critic, military	Body percussion, diaphragm, orchestra, percussion, woodwind, timbre, ensemble, complement, features, backing track, improvise, legato, clashing, polished, conversation, timpani	Performance techniques, composition,	Era, Kodaly, characterise, characteristics, chromatics

Progression of inter-related dimensions

YEAR GROUP	PITCH	DURATION	DYNAMICS	TEMPO	TIMBRE	TEXTURE	STRUCTURE	NOTATION
YR	<ul style="list-style-type: none"> Understand that what 'high' and 'low' notes are. 	<ul style="list-style-type: none"> Recognise that different sounds can be long or short 	<ul style="list-style-type: none"> To understand that instruments can be played loudly or softly. 	<ul style="list-style-type: none"> To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. 	<ul style="list-style-type: none"> To know that different instruments can sound like a particular character. 	<ul style="list-style-type: none"> To know that music often has more than one instrument being played at a time. 	<ul style="list-style-type: none"> To recognise the chorus in a familiar song. 	<ul style="list-style-type: none"> To know that signals can tell us when to start or stop playing.
Key Vocabulary	High, low, pitch, note.	Short, long, different.	Instruments, loudly, softly.	Fast, slow, temp, beat, pulse.	Instruments, character.	Instrument.	Chorus.	Signals, start, stop.
Year 1	<ul style="list-style-type: none"> To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes. 	<ul style="list-style-type: none"> To know that rhythm means a pattern of long and short notes. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To know that music has layers called 'texture'. 	<ul style="list-style-type: none"> To know that a piece of music can have more than one section, eg a versed and a chorus. 	<ul style="list-style-type: none"> To understand that music can be represented by pictures or symbols.

					different timbres to help tell a story.			
Key Vocabulary	High, low, pitch, note	Note , Short, Long	Loud, soft, dynamics, instrument	Pulse, tempo, speed, beat,	Timbre, instruments, pitch, voice	Texture,	Structure, chorus, verse	Symbols, inspiring
Year 2	<ul style="list-style-type: none"> To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. 	<ul style="list-style-type: none"> To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm. 	<ul style="list-style-type: none"> To know that dynamics can change the effect a sound has on the audience. 	<ul style="list-style-type: none"> To understand that the tempo of a musical phrase can be changed to achieve a different effect. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. 	<ul style="list-style-type: none"> To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. 	<ul style="list-style-type: none"> 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.
Key Vocabulary	Tuned instruments, range of pitch, high, low, pitch, melody, tune	Duration, length, notes, rhythm, sections, structure	Loud, quiet, dynamics, structure	Tempo, pulse, beat, pace, in time,	Soundscape, timbre, character, sound effects, imitate, represent, inspiration	Layered effect, texture,	Pattern, chorus, verse, motif, structure, sequence,	Graphic score, notation, stave notation, rhythmic notation, notate, notes
Year 3	<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 some traditional music around the world is based on five-notes called a 'pentatonic' scale. 	<ul style="list-style-type: none"> To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for. 	<ul style="list-style-type: none"> To know that the word 'crescendo' means a sound getting gradually louder. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> To understand that the timbre of instruments played affect the mood and style of a piece of music. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.

	<ul style="list-style-type: none"> To understand that a pentatonic melody uses only the five notes C D E G A. 							
Key Vocabulary	•	•	•	•	•	•	•	•
Year 4	<ul style="list-style-type: none"> 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 a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched. 	<ul style="list-style-type: none"> To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can be a repeated rhythm. 	<ul style="list-style-type: none"> 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"> To know that playing in time means all performers playing together at the same speed. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<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 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 	<ul style="list-style-type: none"> To know that 'performance directions' are words added to music notation to tell the performers how to play.
Key Vocabulary								
Year 5	<ul style="list-style-type: none"> To understand that a minor key (pitch) can be used to make music sound sad. To understand that major 	<ul style="list-style-type: none"> To know that 'poly-rhythms' means many different rhythms played at once. To know that the duration of 	<ul style="list-style-type: none"> To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic 	<ul style="list-style-type: none"> To understand that a slow tempo can be used to make music sound sad. To understand that varying 	<ul style="list-style-type: none"> To understand that human voices have their own individual timbre, and that this can be adapted by using the voice 	<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 poly-rhythms 	<ul style="list-style-type: none"> To know that a loop is a repeated rhythm or melody, and is another word for ostinato. 	<ul style="list-style-type: none"> To know that simple pictures can be used to represent the structure (organisation) of music.

	<p>chords create a bright, happy sound.</p> <ul style="list-style-type: none"> To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. 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>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>or tempo of the sounds made.</p>	<p>effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>in different ways.</p>	<p>means many rhythms played at once.</p>	<ul style="list-style-type: none"> To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. 	<ul style="list-style-type: none"> To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.
Key Vocabulary	<p>Pitch, pitch notation, sheet music, staff notation, stave, ascending scale, bar, descending scale, blue scale, chord, minor key</p>	<p>Control, crotchet, dotted minim, notation, quaver, semi-breve,</p>	<p>Control, expression, features, convey, call and response, dynamics, rest, tempo,</p>	<p>Tempo, pulse,</p>	<p>Ensemble, unison, solo, timbre,</p>	<p>Composition, features, texture, chord, major chord, minor chord,</p>	<p>Structure, composition, repeating, rhythm, improvisation, call and response, chord progression, looped rhythm,</p>	<p>Notation, sheet music, staff notation, stave, pitch notation, visual representation, fragment,</p>
Year 6	<ul style="list-style-type: none"> To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest 	<ul style="list-style-type: none"> To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To understand that representing beats of silence or 'rests' in written music is important as 	<ul style="list-style-type: none"> To know that a melody can be adapted by changing its dynamics. 	<ul style="list-style-type: none"> To know that a melody can be adapted by changing its dynamics, pitch or tempo. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<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 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way. 	<ul style="list-style-type: none"> 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

	<p>sadness and tension.</p> <ul style="list-style-type: none"> To know that a melody can be adapted by changing its pitch. 	<p>it helps us play rhythms correctly.</p> <ul style="list-style-type: none"> To know that a quaver is worth half a beat 				as complementary notes.		are represented in music by Roman numerals.
Key Vocabulary	<p>Syllable, TA, TiTi, Solfa, Solfa ladder, (TIKI-TIKI, TI-TIKI, TIKI, TI), $\frac{3}{4}$ time, 4/4 time, accidentals, melody, melodic, counter-melody, melody line, mood, minor, major, morale, interpret, expression, depict, tremolo, urgency, phrasing, evoke</p>	<p>Notation, notate, semi-quaver, quaver, crotchet, crotchet rest, minim, interval,</p>	<p>Dynamics, control</p>	<p>Pitch, tempo, upbeat, tempo, largo</p>	<p>Timbre, tension</p>	<p>Texture, dynamics, arrangement, harmonise, conductor, repetitive, rhythm, rhythmic elements, rhythmic patterns, rhythmic canon</p>	<p>Chords, repetition, chord progression,</p>	<p>Score, stave notation, structure, compose, chord progression</p>