

## Curriculum Drivers:

**Personal** – our world - context – society

**Originality** – oracy – adventure – risk – aspiration – creativity

**Well-being** – mental and physical – meta cognitive – learning powers

**Environment and Nature** – environment – sustainability

**Real** – Here and Now - current affairs – topical

## Music

Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.

	Knowledge (EYFS)	Skills	Vocabulary
FS1	<ul style="list-style-type: none"> <li>To listen with increased attention to sounds</li> <li>To remember and sing entire songs</li> <li>To sing the melodic shape (moving melody such as up and down, down and up) of familiar songs</li> <li>To explore a range of rhythm and rhyme through nursery rhymes and other appropriate songs and poems.</li> <li>To enjoy joining in with dancing and singing activities</li> <li>To sing to themselves and make up simple songs and rhymes.</li> <li>To play instruments with increasing control to express their feelings and ideas</li> <li>To begin to move in response to music and follow a simple rhythm</li> <li>To begin to use their imagination and respond through music and art to show how they feel</li> </ul>	<ul style="list-style-type: none"> <li>I can use movement and sounds to express myself</li> <li>I can make up sounds, movements and drawings to accompany stories</li> <li>I can create rhythmic sounds and movements</li> <li>I can use things around me to represent other things</li> <li>I can describe sounds and music</li> <li>I can create a range of everyday familiar sounds</li> <li>I can listen with increased attention to sounds</li> <li>I can play instruments with increasing control to respond to stories and express my feelings / ideas</li> <li>I can explore how sounds can be changed</li> <li>I can work collaboratively, sharing my ideas, resources and skills</li> </ul>	<p><b>Singing:</b> sing, song</p> <p><b>Playing and performing:</b> instrument names</p> <p><b>Creating and developing musical ideas:</b> action, sound</p> <p><b>Appraising:</b> pulse, beat, music</p> <p><b>Listening and applying knowledge:</b> voice, tongue, lips, teeth</p>

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	Knowledge (EYFS)	Skills	Vocabulary
FS2	<ul style="list-style-type: none"> <li>To listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>With increasing confidence know and recall rhymes and songs</li> <li>Continually add to their repertoire of songs, rhymes and dances and be confident to perform these</li> <li>To sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>To watch and talk about dance and performance art, expressing their feelings and responses</li> <li>To select and use instruments for a particular purpose with dynamics</li> <li>Know what a rhythm is; follow and make up their own</li> <li>To explore and engage in music making and dance, performing solo or in groups</li> </ul> <p>ELG Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music; Co-construct, invent, adapt and recount narratives and stories with peers and their teacher.</p>	<ul style="list-style-type: none"> <li>I can hear the rhythm and beat within the music and respond using my body</li> <li>I can explain how a piece of music makes me feel</li> <li>I can remember and join in with the songs and rhymes taught.</li> <li>I can sing in front of my friends or with my friends as part of a group</li> <li>I can hear and follow the melody and pitch within a song</li> <li>I can discuss what I am seeing and feeling when I watch dance, music</li> <li>I can use instruments to accompany my singing or to represent something within my play</li> <li>I can hear and follow a rhythm and make up rhythms of my own</li> <li>I can take part in music and dancing performances eg at Christmas or within my play</li> <li>I can adapt or recount stories and create my own stories in my play with my teacher or friends</li> </ul>	<p><b>Singing:</b> speak, chant, sing</p> <p><b>Playing and performing:</b> instrument names</p> <p><b>Creating and developing musical ideas:</b> make up, action, sound</p> <p><b>Appraising:</b> pulse, beat, faster, slower</p> <p><b>Listening and applying knowledge:</b> listen, squeaky, low, high, bouncy (and other vocabulary to describe sounds)</p>

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	Knowledge (National Curriculum)	Skills	Vocabulary
Year 1	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<p>speak and chant together</p> <p>sing in time to a steady beat</p> <p>co-ordinate actions to go with a song</p> <p>follow simple signals: stop/start</p> <p>sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment</p> <p>perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing</p> <p>sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</p>	<p><b>Singing:</b> High, low, pitch, beat, pulse, rhythm, long, short, duration, loud, quiet, soft, unison</p> <p><b>Playing and performing:</b> Instrument names, tuned, un-tuned, leader, long, short, duration, perform, appraise, improve, feedback</p>
	Play tuned and untuned instruments musically	<p>Play instruments by shaking, scraping, rattling, tapping etc</p> <p>Play in time to a steady beat, using instruments or body sounds</p> <p>Play loudly, quietly, fast, slow</p> <p>Imitate a rhythm pattern on an instrument</p> <p>Play a repeated rhythmic pattern (<b>rhythmic ostinato</b>) to accompany a song</p> <p>Play a single pitched note to accompany a song (<b>drone</b>)</p> <p>Play with help the rhythmic pattern of a spoken word or sentence, e.g. 'sausages, chocolate or Hungry caterpillar'</p> <p>Follow simple hand signals indicating: loud/quiet and start/stop</p>	<p><b>Creating and developing musical ideas:</b> Repeat, melody, rhythm, notes, symbols, improvise, compose, long, short, duration, high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, inkling etc – timbre, melodic phrases</p> <p>Notation: tap a beat, speaking voice, thinking voice, rhythm, melody, rhythm, tap a rhythm</p>
	Listen with concentration and understanding to a range of high-quality live and recorded music.	<p><b>Listening:</b> Listen to a piece of music and move in time to its steady beat.</p> <p>Recognise and respond through movement /dance to the different musical characteristics and moods of music</p> <p>Recognise the sounds of the percussion instruments used in the classroom and identify and name them</p> <p><b>Appraising:</b> Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</p> <p>Begin to articulate how changes in speed, pitch and dynamics effect the mood</p>	<p><b>Appraising:</b> Emotions/feelings eg. happy, sad, excited, angry, scared, describe,, because, dancing, marching, names of instruments heard, like, dislike, represent, composer, musicians, low pitched notes, high pitched notes, higher, lower, slowly, faster, repeats, hear, identify, layers up</p>
	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<p>Add sound effects to a story</p> <p>Choose musical sound effects to follow a story line or match a picture.</p> <p><b>These could include:</b></p> <p><i>Different sounds made by the voice and hands (timbre)</i></p> <p><i>High and low sounds (pitch)</i></p> <p><i>Long and short sounds (duration)</i></p> <p><i>Loud and quiet sounds (dynamics)</i></p> <p><i>Fast and slow sounds (tempo)</i></p> <p><i>Pitch shapes (moving up and down) and rhythmic patterns</i></p> <p>Use graphics/symbols to portray the sounds they have made</p> <p>Sequence these symbols to make a simple structure (<b>score</b>)</p> <p>Compose own sequence of sounds without help and perform.</p>	<p><b>Listening and applying knowledge:</b> Audience, pulse, rhythms, names of nouns, effects, different emotions/feelings eg. happy, sad, excited, angry, scared, describe,, because, dancing, marching, names of instruments heard, like, dislike, represent, composer, musicians, low pitched notes, high pitched notes, higher, lower, slowly, faster, repeats, hear, identify, layers up</p>

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Year 2	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<p>sing a variety of songs with more accuracy of pitch</p> <p>echo short sung melodic phrases</p> <p>identify if pitch is getting higher/lower/staying the same</p> <p>sing words clearly and breathing at the end of phrases</p> <p>convey the mood or meaning of the song</p> <p>follow a leader (teacher) starting and stopping together</p> <p>sing with a sense of control of <b>dynamics</b> [volume] and <b>tempo</b> [speed]</p> <p>demonstrate some confidence in performing as a group and as an individual</p>	<p><b>Singing:</b>  Pianissimo (quietly), forte (loud), loudly, softly, unison, tempo, rapping, warm up, rise, falls, voice, rhythm, melody, stick notation</p> <p><b>Playing and performing:</b>  Patterns, rhythm, names of notes being played, names of instruments being played, leader, performance, audience, tuned, untuned, glockenspiel, boom whackers, small group compositions, polish, refine</p> <p><b>Creating and developing musical ideas:</b>  Patterns, rhythm, names of notes being played, names of instruments being played, leader, tuned, untuned, glockenspiel, boom whackers, improvising, composing, rehearsing, beginning, middle, end, small group, choir, noises, voices, body parts, sequence  Notation: tap a beat, singing, speaking voice, thinking voice, rhythm, melody, rhythm, tap a rhythm, stick notation, pause, rest symbol</p>
	Play tuned and untuned instruments musically	<p>Play with control:</p> <p>a) maintaining steady beat b) getting faster or slower c) getting louder or quieter</p> <p>Perform a repeated two note melodic ostinato to accompany a song (two different notes played in repeated pattern CD CDC CD CDC)</p> <p>Perform a rhythm accompaniment to a song</p> <p>Perform a sequence of sounds using a graphic score (eg pictures)</p> <p>Work and perform in smaller groups</p> <p>Follow a leader (teacher) starting and stopping together</p> <p>Demonstrate some confidence in performing as a group and as an individual</p>	<p><b>Appraising:</b>  Chorus, call and response, musical style, notations, timbre, (sound quality – smooth, crisp, scratchy, rattling, tinkling etc), dynamics, loud, quiet, tempo (fast and slow) and pitch (high and low), conductor, beginning, middle, end, retell, good, bad, scary, evil, kind, innocent, favourite,</p> <p><b>Listening and applying knowledge:</b>  Chorus, call and response, musical style, notations, timbre, (sound quality – smooth, crisp, scratchy, rattling, tinkling etc), dynamics, loud, quiet, tempo (fast and slow) and pitch (high and low), conductor, beginning, middle, end, retell, good, bad, scary, evil, kind, innocent, favourite, pulse</p>
	Listen with concentration and understanding to a range of high-quality live and recorded music.	<p><b>Listening and appraising</b> Listen with increased concentration</p> <p>Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds</p> <p>Recognise how sounds are made – tapping, rattling, scraping, blowing etc</p> <p>Identify different qualities of sound such as smooth, scratchy, clicking, ringing (<b>timbre</b>)</p> <p>Recognise and respond to different changes of speed (<b>tempo</b>)/volume (<b>dynamics</b>) and <b>pitch</b></p> <p>Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)</p> <p>Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</p>	
	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<p>Create short melodic phrases</p> <p>Create short repeated rhythmic patterns (<b>ostinati</b>)</p> <p>Explore rhythm patterns from words (coca-cola, sausages etc)</p> <p>Create a piece of music that has a beginning, middle and end (<b>structure</b>)</p> <p>Create a piece of music that has long and short sounds, and/or changes in tempo (speed), timbre(tone), dynamics, changes in <b>pitch</b> (higher and lower) in small groups</p> <p>Explore and create music that conveys different moods</p> <p>Explore ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed</p> <p>Know how sounds can be manipulated to convey different effects and moods</p>	

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	Knowledge (National Curriculum)	Skills	Vocabulary
Year 3	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressions	<p><b>Using their voices:</b> Sing songs in a variety of styles with confidence, singing an increasing number from memory</p> <p>Show increasing accuracy of pitch (high and low sounds) and awareness of the shape of a melody.</p> <p>Imitate increasingly longer phrases with accuracy</p> <p>Understand that posture, breathing and diction are important.</p> <p>Demonstrate an awareness of character or style in performance.</p> <p>Chant or sing a round in two parts</p> <p>Sing songs with a recognised structure (verse and chorus/ call and response)</p> <p><b>Using instruments:</b> Keep a steady beat on an instrument in a group or individually</p> <p>Maintain a rhythmic or melodic ostinato (repeated pattern) simultaneously with a different ostinato and/or steady beat</p> <p>Use tuned percussion with increasing confidence, copy a short melodic phrase by ear on a pitched instrument ( eg xylophone, trumpet, violin)</p> <p>Follow simple hand directions from a leader, and perform with an awareness of others</p> <p>Combine musical sounds with narrative and movement</p> <p>Perform a composed piece to a friendly audience, as a member of a group or class</p>	<p><b>Singing:</b> Choir, conductor, ensemble, pulse, diaphragm, two-part songs, round, harmony</p>
	Improvise and compose music for a range of purposes using the inter-related dimensions of music	<p><b>Explore:</b> Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices; Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them); Symbols to represent sound (graphic scores / traditional notation)</p> <p>The sounds of different instruments – (timbre) and how they can represent pictures/ stories/ moods; The different sounds (timbres) that one instrument can make; How the musical elements can be combined to compose descriptive music</p> <p><b>Compose:</b> Words and actions to go with songs; A simple rhythmic accompaniment to go with a song, using ostinato patterns; Music that has a recognisable structure; beginning, middle and end or verse/chorus; Music that tells a story, paints a picture or creates a mood; Music that uses repetition / echo</p>	<p><b>Playing and performing:</b> Names of notes being played, names of instruments being played, audience, performance, composition, pentatonic scale (remove 4 and 7. note –F and B), ipads, laptops, appraise, polish, refine feedback</p>
	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	<p>Listen with concentration to longer pieces / extracts of music</p> <p>Listen to live/recorded extracts of different kinds of music and identify where appropriate: a steady beat / no steady beat; a specific rhythm pattern or event; the speed (tempo) of the music; the volume (dynamics); the melody</p> <p>Identify common characteristics and recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc)</p> <p>Identify repetition in music ie a song with a chorus</p> <p>Recognise wooden, metal, skin percussion instruments and begin to know their names</p> <p>Listen to their own compositions and use musical language to describe what happens in them</p>	<p><b>Creating and developing musical ideas:</b> Names of notes being played, names of instruments being played, audience, performance, composition, pulse, rhythm, texture, dynamics, call and response, compose, pentatonic music, five notes repeated, bars, beats, louder, softer</p> <p>Notation: tap a beat, speaking voice, thinking voice, rhythm, melody, rhythm, tap a rhythm, stick notation, pause, rest symbol, pentatonic scale, five notes, stave</p>
	Use and understand staff and other musical notations	Play using symbols including graphic and / or simple traditional notation	<p><b>Appraising:</b> Lyrics, chorus, verse, musical dimensions – duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, phrase, pulse, emotions, feelings, reasons, describe, internalise, instrument families eg woodwind, brass, strings, sections, story, poem, visualise</p>
	Develop an understanding of the history of music	<p>Know that there have been different periods of musical composition ( eg modern, jazz, baroque etc) and some of the features of these periods of music.</p> <p>Understand how technology has changed and influenced styles of music (eg gramophones, CD's, digital music players)</p>	<p><b>Listening and applying knowledge:</b> Repeated patterns, composer, steady beat, question and answer, lyrics, chorus, verse, musical dimensions – duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, phrase, pulse, emotions, feelings, reasons, describe, internalise, instrument families eg woodwind, brass, strings, sections, story, poem, visualise</p>

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Year 4	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressions	<p><b>Using their voices:</b> Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody</p> <p>Sing songs showing musical expression (phrasing, changes of tempo (speed), dynamics (loud and quiet); reflecting the mood and character of the song and its context)</p> <p>Sing two/three part rounds with more confidence and increasing pitch accuracy</p> <p>Sing confidently as part of a small group or solo being aware of posture and good diction.</p> <p>Copy short phrases and be able to sing up and down in step independently.</p> <p><b>Using instruments:</b> Maintain two or more different ostinato (repeated patterns) patterns in a small instrumental group against a steady beat</p> <p>Play music that includes rests (silence)</p> <p>Use tuned percussion instruments with increasing confidence to accompany songs and improvise</p> <p>Play by ear – find known phrases or short melodies using tuned instruments</p> <p>Combine instrumental playing with narrative and movement</p> <p>Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.</p> <p>Perform to an audience of adults, an assembly or other classes with increasing confidence.</p>	<p><b>Singing:</b></p> <p>Ostinato (repeating pattern), texture (layers of sound), solo, pitch, control, expression, tempo, dynamics, two-part songs, round, harmony</p> <p><b>Playing and performing:</b></p> <p>Names of notes being played, names of instruments being played, solo, ensemble, recorder, band, orchestra, audience, rehearse, leader, conductor, body percussion, record, video, playback, clear feedback, perform</p> <p><b>Creating and developing musical ideas:</b></p> <p>Names of notes being played, names of instruments being played, solo, ensemble, recorder, band, orchestra, audience, rehearse, leader, conductor, improvisation, composition, tempo, dynamics, timbre, texture, pulse, rhythm, body percussion, body parts, represents, contrast, silent, loud crescendo, diminishing, direct, musicians</p> <p>Notation: speaking voice, thinking voice, rhythm, melody, rhythm, tap a rhythm, stick notation, pause, rest symbol, pentatonic scale, five notes, stave, fixed notes, C,D,E,F,G,A,B, recorder, reading music, formal stave notation</p>
	Improvise and compose music for a range of purposes using the inter-related dimensions of music	<p><b>Explore:</b> Sounds to create particular effects; Rhythm patterns in music from different times and places; The pentatonic scale (5 notes within an octave eg CEGAB or DFGAB); Pitched notes that move by steps and/ or leaps to make short phrases/melodies; Music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics (loud, soft), different tempos (speeds), different timbres (sounds)etc; Combining and controlling sounds to achieve a desired effect; Music that incorporates effective silences (rests); Different groupings of beats (metre of 2/3)</p> <p><b>Compose:</b> A simple rhythmic accompaniment to a song using ostinato ( repeated) patterns and drones(sustained note); A simple melody from a selected group of notes (i.e. a pentatonic scale)-using 5 notes; Music that has a recognisable structure; A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect</p>	<p><b>Appraising:</b></p> <p>Pulse, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p> <p>orchestral family timbres, cyclic patterns, repeating phrases, different pitches, fast moving, melodic phrases, chords</p> <p><b>Listening and applying knowledge:</b></p> <p>Names of some composers, long and short patterns, high, low ,musical ideas, notation, notes, sequences, pulse, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p> <p>orchestral family timbres, cyclic patterns, repeating phrases, different pitches, fast moving, melodic phrases, chords</p>
	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	<p>Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.</p> <p>Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre)</p> <p>Recognise music from different times and countries identifying key elements that give it its unique sound.</p> <p>Identify repeated rhythmic or melodic phrases in live or recorded music</p> <p>Identify whether a song has a verse/chorus or call and response structure</p> <p>Identify the use of metre in 2 or 3 in a piece of recorded or live music (2 or 3 beats in a bar)</p> <p>Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.</p>	
	Use and understand staff and other musical notations	Read and play from some conventional music symbols	
	Develop an understanding of the history of music	Identify some of the features of different periods of musical composition ( eg modern, jazz, baroque etc)	



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Year 5	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressions	<b>Using their voices:</b> Sing confidently in a wide variety of styles with expression Communicate the meaning and mood of the song Maintain own part in a round Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion <b>Using instruments:</b> Perform on a range of instruments in mixed groups to an audience, with confidence Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. Perform with sensitivity to different dynamics, tempo Maintain a rhythmic or melodic accompaniment to a song Maintain own part on a pitched instrument in a small ensemble Perform own compositions to an audience	<b>Singing:</b> Solo, lead vocal, backing vocals, rapping, unison, posture, 'in tune', expression, cannon, harmony, clarity of projection <b>Playing and performing:</b> Names of notes being played, names of instruments being played, control, solo, ensemble, staff notation, symbols, orchestra, quaver, crochet, minim, semibreve, rest, treble clef, line notes, space notes, time signature, small group, innovated composition, set rhythm, interrelated dimensions of music, appraise,
	Improvise and compose music for a range of purposes using the inter-related dimensions of music	<b>Explore:</b> Chords / harmony – concord and discord; Scales, such as pentatonic (5 notes); Texture created by layering rhythmic and/or melodic ostinatos; Developing ideas, using musical devices such as repetition, question and answer, ostinato (repeating pattern); Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc; Improvising in a variety of styles <b>Compose / Arrange:</b> (Always considering the musical elements) Create own simple songs reflecting the meaning of the words Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment Arrange a song for class performance with an appropriate pitched and unpitched accompaniment Refine own compositions after discussion Use a range of symbols (conventional or graphic) to record compositions. Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions	<b>Creating and developing musical ideas:</b> Names of notes being played, names of instruments being played, control, solo, ensemble, staff notation, symbols, orchestra, quaver, crochet, minim, semibreve, rest, treble clef, line notes, space notes, time signature, improvisation, composition, tempo, dynamics, timbre, texture, pulse, rhythm, innovation, key rhythmic patterns, memorable phrases, musical terminology, steady beat, rhythm combinations, long sounds, short sounds, pitch, high, low, fast, slow, loud, quiet, structure, plan, map, texture, combination, layering sounds, enhance Notation: stick notation, pause, rest symbol, pentatonic scale, five notes, stave, moveable, fixed notes, C,D,E,F,G,A,B, chord, reading music, formal stave notation, group of notes
	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	Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation Identify and discuss 'what happens when' within simple musical structures Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions Use musical vocabulary and knowledge to help identify areas for development or refinement when composing	<b>Appraising:</b> Duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo., call and response, ostinato, rhythmic accompaniment, harmonic accompaniment, melody, narrative, tastes, listen, appraise, preferences
	Use and understand staff and other musical notations	Play using symbols including graphic and / or simple traditional notation Independently recognise rhythmic notation. Have an awareness between the relationship between pitch and staff notation.	<b>Listening and applying knowledge:</b> Contrast famous composer names, leadership, copy, respond, riff, syncopated patterns, inventing, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo., call and response, ostinato, rhythmic accompaniment, harmonic accompaniment, melody, narrative, tastes, listen, appraise, preferences
	Develop an understanding of the history of music	Listen to music from at least two contrasting periods and identify features of that musical genre. Explain how technology has influenced musical development.	

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Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.

	Knowledge (National Curriculum)	Skills	Vocabulary
Year 6	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressions	<b>Using their voices:</b> Sing confidently in a wide variety of styles with expression; Communicate the meaning and mood of the song Sing a simple second part of a two-part song with confidence; Maintain own part in a round; Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion <b>Using instruments:</b> Perform on a range of instruments in mixed groups to an audience, with confidence Read and play with confidence from conventional or graphic notation Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. Perform with sensitivity to different dynamics, tempo Lead/conduct a group of instrumental performers Maintain a rhythmic or melodic accompaniment to a song Maintain own part on a pitched instrument in a small ensemble Perform own compositions to an audience	<b>Singing:</b> Notation, directing, harmony (singing higher or lower than the main melody), clear diction, pulse, vocals, posture, conductor, rounds, descant parts (harmony), clarity of projection <b>Playing and performing:</b> Names of notes being played, names of instruments being played, quaver, crochet, minim, semibreve, rest, treble clef, line notes, space notes, time signature, bar line, body percussion, constructively appraise, <b>Creating and developing musical ideas:</b> <b>Appraising:</b> Names of notes being played, names of instruments being played, quaver, crochet, minim, semibreve, rest, treble clef, line notes, space notes, time signature, bar line, body percussion, improvisation, composition, tempo, dynamics, timbre, texture, pulse, rhythm, combinations, pitch, layering sounds, musical elements, interrelated dimensions of music Notation: stick notation, pause, rest symbol, pentatonic scale, five notes, stave, moveable, fixed notes, C,D,E,F,G,A,B, chord, reading music, formal stave notation, group of notes, accompanying notes <b>Appraising:</b> Musical dimensions, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo, musical arrangements, swing, jazz, brass, woodwind, percussion, skipping rhythm, upbeat tempo, repeating refrain, theme tune <b>Listening and applying knowledge:</b> Compare contrast names of famous composers, leadership copy, respond, analyse, riff, syncopated patterns, inventing, syncopation (off beat), notation, musical dimensions, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo, musical arrangements, swing, jazz, brass, woodwind, percussion, skipping rhythm, upbeat tempo, repeating refrain, theme tune
	Improvise and compose music for a range of purposes using the inter-related dimensions of music	<b>Explore:</b> Chords / harmony – concord and discord; Scales, such as pentatonic, rag, blues; Texture created by layering rhythmic and/or melodic ostinatos; Developing ideas, using musical devices such as repetition, question and answer, ostinato; Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc; Improvising in a variety of styles <b>Compose / Arrange:</b> (Always considering the musical elements) Create own simple songs reflecting the meaning of the words Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment Arrange a song for class performance with an appropriate pitched and unpitched accompaniment Refine own compositions after discussion Use a range of symbols (conventional or graphic) to record compositions. Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions	
	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	Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation Identify and discuss 'what happens when' within simple musical structures Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions Use musical vocabulary and knowledge to help identify areas for development or refinement when composing	
	Use and understand staff and other musical notations	Read and play from some conventional music symbols Use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Use simple staff notation to record my work. Name and play (FACE EGBD)	
	Develop an understanding of the history of music	Listen to music from at least two contrasting periods and identify features of that musical genre. Explain how technology has influenced musical development. Make links between historical events and musical development eg the type of music listen to during WW1 and WW2	