

Progression of Skills - VOCAL PERFORMANCE

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
REPertoire	<ul style="list-style-type: none"> Sing a variety of songs both accompanied and unaccompanied including action songs Speak/chant or sing short phrases/responses with an awareness of the pulse (steady beat) 	<ul style="list-style-type: none"> Sing a variety of songs in different styles Speak/chant or sing short phrases/responses with increased accuracy and greater awareness of the pulse 	<ul style="list-style-type: none"> Sing a variety of songs in different styles conveying different moods Speak/chant or sing longer phrases/responses in a group or on their own with increased accuracy in time with the pulse 	<ul style="list-style-type: none"> Sing a variety of songs in different styles with recognised structures such as call and response, verse/chorus and rounds Sing two part rounds with some confidence and accuracy of pitch 	<ul style="list-style-type: none"> Sing a variety of songs in different styles with recognised structures such as call and response, verse/chorus and rounds Sing two or three part rounds with more confidence and increased accuracy of pitch 	<ul style="list-style-type: none"> Sing a wide variety of songs in different styles with recognised structures including songs in two parts Sing a simple second part of a two part song with some confidence 	<ul style="list-style-type: none"> Sing a wide variety of songs in different styles with recognised structures including songs in two parts and songs for special occasions Sing a simple second part of a two part song with increased confidence
TECHNIQUE	<ul style="list-style-type: none"> Identify singing voice and begin to develop an awareness of pitch using a limited range of notes Co-ordinate actions to go with a song 	<ul style="list-style-type: none"> Sing songs with a narrow range demonstrating increased vocal control; increased accuracy of pitches, appropriate breathing and improved diction Perform an action or a sound (clapping, stamping etc.) on the steady beat whilst singing 	<ul style="list-style-type: none"> Sing songs with a narrow range demonstrating greater vocal control; increased accuracy of pitch, appropriate breathing and improved diction Perform an action or a sound (clapping, stamping etc.) on the steady beat whilst singing 	<ul style="list-style-type: none"> Demonstrate increased vocal control using a wider range of pitches displaying an awareness of the shape of the melody and phrasing Identify if the pitch is getting higher or lower, or staying the same and copy with their voices 	<ul style="list-style-type: none"> Demonstrate greater vocal control using a wider range of pitches displaying an awareness of the shape of the melody and tone of voice Identify if the pitch moving by step or by leap and copy with their voices 	<ul style="list-style-type: none"> Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch demonstrating an awareness of the intent of the lyrics Maintain own part in a song whilst others are singing a different part 	<ul style="list-style-type: none"> Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch demonstrating an awareness of the intent of the lyrics and appropriate expression Maintain own part in a song whilst others are singing a different part with confidence
EXPRESSION	<ul style="list-style-type: none"> Make changes in their voices to express different moods/feelings 	<ul style="list-style-type: none"> Sing with a sense of control of dynamics and tempo to express different moods/feelings 	<ul style="list-style-type: none"> Sing with a sense of control of dynamics and tempo to convey the mood or meaning of a song 	<ul style="list-style-type: none"> Sing songs demonstrating an awareness of character or style in the performance 	<ul style="list-style-type: none"> Sing songs with some confidence demonstrating an awareness of character or style in the performance 	<ul style="list-style-type: none"> Sing songs with increased confidence demonstrating musical expression (tone of voice, phrasing, changes of tempi or dynamics) reflecting the mood and character of the song 	<ul style="list-style-type: none"> Sing songs with greater confidence demonstrating musical expression (tone of voice, phrasing, changes of tempi or dynamics) reflecting the mood and character of the song and its context

Progression of Skills - INSTRUMENTAL PERFORMANCE¹

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
INSTRUMENTS	<ul style="list-style-type: none"> Play percussion instruments by tapping, blowing, scraping, shaking, rattling etc. with a sense of purpose 	<ul style="list-style-type: none"> Play percussion instruments by tapping, blowing, scraping, shaking, rattling etc. with some control 	<ul style="list-style-type: none"> Play percussion instruments by tapping, blowing, scraping, shaking, rattling etc. with control 	<ul style="list-style-type: none"> Use tuned and untuned instruments with some confidence 	<ul style="list-style-type: none"> Use tuned and untuned instruments with increased confidence 	<ul style="list-style-type: none"> Perform with some confidence on a range of tuned and untuned instruments and in a variety of different ensembles 	<ul style="list-style-type: none"> Perform with increased confidence on a range of tuned and untuned instruments and in a variety of different ensembles
DIMENSIONS	<ul style="list-style-type: none"> Play with an awareness of contrasts in musical dimensions (e.g. loud/quiet, fast/slow, long/short etc.) 	<ul style="list-style-type: none"> Play with an awareness of changes in musical dimensions (getting louder/quieter, getting faster/slower, longer/shorter etc.) 	<ul style="list-style-type: none"> Play with an increased awareness of changes in musical dimensions (louder/medium/quieter, faster/medium/slower, longer/medium/shorter, staying the same etc.) 	<ul style="list-style-type: none"> Play with some awareness of the interrelated dimensions of music (including gradual and sudden changes in tempo and dynamics) 	<ul style="list-style-type: none"> Play with some awareness of the interrelated dimensions of music (including gradual and sudden changes in tempo and dynamics) 	<ul style="list-style-type: none"> Play with some awareness of the interrelated dimensions of music (including reading Italian Terms) and different playing techniques (e.g. <i>legato/staccato</i>, slurred/accented) 	<ul style="list-style-type: none"> Play with some awareness of the interrelated dimensions of music (including reading Italian Terms) and different playing techniques (e.g. <i>legato/staccato</i>, slurred/accented)
RHYTHM	<ul style="list-style-type: none"> Copy a simple rhythm played on an instrument and perform the rhythmic pattern of a word or phrase demonstrating a developing awareness of the pulse (steady beat) 	<ul style="list-style-type: none"> Perform the rhythmic pattern of a group of words or sentence in time with the pulse demonstrating some accuracy 	<ul style="list-style-type: none"> Use the rhythmic patterns of words or sentences to perform short ostinati in time with the pulse demonstrating increased accuracy 	<ul style="list-style-type: none"> Perform different rhythms simultaneously to create polyrhythms while maintaining a steady pulse in a group or individually with some confidence 	<ul style="list-style-type: none"> Perform more complex rhythmic patterns including syncopation while maintaining a steady pulse in a group or individually with increased confidence 	<ul style="list-style-type: none"> Perform multiple rhythms simultaneously while maintaining a steady pulse in a group or individually with some accuracy 	<ul style="list-style-type: none"> Perform multiple rhythms simultaneously while maintaining a steady pulse in a group or individually with increased accuracy
MELODY	<ul style="list-style-type: none"> Perform simple melodic patterns comprising of one or two notes 	<ul style="list-style-type: none"> Perform simple melodic patterns comprising of a limited range of notes that ascend/descend or stay the same 	<ul style="list-style-type: none"> Perform simple melodic patterns comprising of a limited range of notes that ascend/descend or stay the same 	<ul style="list-style-type: none"> Perform melodic sequences that move by steps and leaps derived from a specific scale 	<ul style="list-style-type: none"> Perform melodic sequences that move by steps and leaps derived from a specific scale in major and minor keys 	<ul style="list-style-type: none"> Perform melodies and accompaniments (including harmony and bass line) following specific chord sequences 	<ul style="list-style-type: none"> Perform melodies and accompaniments (including harmony and bass line) following specific chord sequences
DEVICES	<ul style="list-style-type: none"> Perform simple patterns by echoing/repeating 	<ul style="list-style-type: none"> Perform a simple repeated rhythmic pattern (ostinato) and a single pitched note (drone) simultaneously 	<ul style="list-style-type: none"> Perform a more complex rhythmic ostinato and a two note melodic ostinato simultaneously 	<ul style="list-style-type: none"> Maintain a simple accompaniment comprised of a rhythmic or melodic ostinato simultaneously with a 	<ul style="list-style-type: none"> Maintain a more complex accompaniment comprised of a rhythmic or melodic ostinato simultaneously with a different ostinato, drone 	<ul style="list-style-type: none"> Maintain multiple parts (including harmony/ chords and bass line) supporting a melody derived from a specific scale with some accuracy 	<ul style="list-style-type: none"> Maintain multiple parts (including harmony/ chords and bass line) supporting a melody derived from a specific scale with some accuracy

¹ The school also buy into the "Lincolnshire Music Service" who deliver specialist instrumental provision via a trained music professional. In 2022 for example Year4 have had a specialist lesson each week all year. Years 3,5 and 6 have had a term each.



				different ostinato, drone and/or steady beat	and/or steady beat incorporating improvisation		scale with increased accuracy
ENSEMBLE	<ul style="list-style-type: none"> Play instruments showing an awareness of others 	<ul style="list-style-type: none"> Maintain a simple part within a group with some control and awareness of what others in the group are playing 	<ul style="list-style-type: none"> Maintain a simple part within a group with increased control and awareness of what others in the group are playing 	<ul style="list-style-type: none"> Maintain own part with as awareness of how the different parts fit together and achieve an overall effect with some confidence 	<ul style="list-style-type: none"> Maintain own part with as awareness of how the different parts fit together and achieve an overall effect with increased confidence 	<ul style="list-style-type: none"> Demonstrate awareness of own contribution in ensemble (leading others, taking solo part and/or providing rhythmic/melodic support/accompaniment) with some confidence 	<ul style="list-style-type: none"> Demonstrate awareness of own contribution in ensemble (leading others, taking solo part and/or providing rhythmic/melodic support/accompaniment) with increased confidence
LEADER	<ul style="list-style-type: none"> Follow a leader, starting and stopping together, responding to verbal cues and hand signals 	<ul style="list-style-type: none"> Follow a leader including hand signals to indicate pulse, start/stop, loud/quiet, and louder/quieter 	<ul style="list-style-type: none"> Follow a leader including hand signals to indicate pulse, start/stop, loud/quiet, louder/quieter and faster/slower 	<ul style="list-style-type: none"> Follow a leader including separate cues for entries of different parts with some confidence 	<ul style="list-style-type: none"> Follow a leader including separate cues for entries of different parts with increased confidence 	<ul style="list-style-type: none"> Follow a leader including unplanned changes to performance or adjusting to others performers with some confidence 	<ul style="list-style-type: none"> Follow a leader including unplanned changes to performance or adjusting to others performers with increased confidence

Progression of Skills - EXPLORING MUSIC

Progression of Skills - EXPLORING MUSIC							
	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DYNAMICS	<ul style="list-style-type: none"> Explore loud and quiet sounds 	<ul style="list-style-type: none"> Explore loud and quiet sounds and dynamic shapes including getting louder and getting quieter 	<ul style="list-style-type: none"> Explore more frequent changes in dynamics (loud, medium and quiet) including when they stay the same 	<ul style="list-style-type: none"> Explore frequent changes in dynamics including gradual and sudden changes Explore basic Italian terms to describe dynamics (<i>forte</i> and <i>piano</i>) 	<ul style="list-style-type: none"> Explore how different dynamic shapes can create contrasting moods/atmospheres 	<ul style="list-style-type: none"> Explore the use of more Italian terms to describe dynamics and dynamic changes (<i>fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo and diminuendo</i>) 	<ul style="list-style-type: none"> Use Italian terms to describe dynamics and dynamic changes demonstrating greater understanding
TEMPO	<ul style="list-style-type: none"> Explore fast and slow sounds 	<ul style="list-style-type: none"> Explore fast and slow sounds and tempo arcs including getting faster and getting slower 	<ul style="list-style-type: none"> Explore more frequent changes in tempo (fast, moderate and quiet) including when it stays the same 	<ul style="list-style-type: none"> Explore frequent changes in tempo including gradual and sudden changes 	<ul style="list-style-type: none"> Explore how different tempo arcs can create contrasting moods/atmospheres 	<ul style="list-style-type: none"> Explore the use of Italian terms to describe tempo (<i>adagio, andante, moderato, allegro and presto</i>) and tempo changes (<i>accelerando and rallentando</i>) 	<ul style="list-style-type: none"> Use Italian terms to describe tempo changes demonstrating greater understanding
RHYTHM	<ul style="list-style-type: none"> Explore the difference between the pulse (steady beat) and rhythm Explore long and short sounds Explore the use of words and syllables to represent rhythms 	<ul style="list-style-type: none"> Explore long and short sounds in relation to each other (e.g. a minim is longer than a crotchet and a quaver is shorter than a crotchet) Explore how the syllables of words can be used as rhythmic starting points 	<ul style="list-style-type: none"> Explore how long and short sounds are combined to create short repeated rhythmic patterns (<i>ostinati</i>) Explore the rhythm patterns of words and sentences Explore how effective silences enhance music 	<ul style="list-style-type: none"> Explore how rhythmic patterns (<i>ostinati</i>) are combined to create rhythmic accompaniments (<i>polyrhythms</i>) 	<ul style="list-style-type: none"> Explore how different rhythmic ideas can create contrasting moods/atmospheres Explore more complex rhythm patterns including syncopation 	<ul style="list-style-type: none"> Explore how rhythmic ideas can be developed from pre-existing melodies 	<ul style="list-style-type: none"> Explore how different rhythm patterns are associated with different genres Explore how different rhythmic accompaniments can drastically change the mood/atmosphere of a song
PITCH	<ul style="list-style-type: none"> Explore high and low sounds Understand that the melody is the main tune in a piece of music 	<ul style="list-style-type: none"> Explore high and low sounds and pitch shapes including ascending (getting higher) and descending (getting lower) Explore repeated rhythmic patterns (<i>ostinati</i>) and single notes accompaniments (<i>drones</i>) 	<ul style="list-style-type: none"> Explore differences in pitch (high, medium and low) including when they stay the same Explore how pitches are combined to make short melodic patterns/<i>ostinati</i> (repeated patterns) 	<ul style="list-style-type: none"> Explore differences in pitch including those that move by step (notes adjacent to each other) and those that move by leap (notes with gaps between them) Explore the difference between melody and accompaniment and musical devices such as 	<ul style="list-style-type: none"> Explore how different melodic shapes can create contrasting moods/atmospheres Explore melody, harmony, chords (major/minor), bass line and how they are used within given sequences/structures Explore improvisation as form of expression as well 	<ul style="list-style-type: none"> Explore how melodic ideas can be developed from pre-existing melodies Further explore melody, harmony (concord/discord) and chords and how they are used within given structures Explore improvisation as form of expression as 	<ul style="list-style-type: none"> Explore how different melodic patterns are associated with different genres Explore how the use of different chord sequences can drastically change the mood/atmosphere of a song Explore improvisation as form of expression as

				ostinati, sequences, scales and drones	as a tool for developing melodic ideas	well as a tool for developing melodic ideas	well as a tool for developing melodic ideas
TEXTURE	<ul style="list-style-type: none"> Explore thick and thin textures 	<ul style="list-style-type: none"> Explore thick and thin textures including getting thicker and getting thinner 	<ul style="list-style-type: none"> Explore more frequent changes in texture (thick, medium and thin) including when it stays the same 	<ul style="list-style-type: none"> Explore frequent changes in texture including gradual and sudden changes Explore how music is created by layering different melodic and/or rhythmic ideas on top of each other (including melody and accompaniment) 	<ul style="list-style-type: none"> Explore how different texture changes can create contrasting moods/atmospheres 	<ul style="list-style-type: none"> Explore different types of ensembles (e.g. solo, duet, trio, quartet, orchestra, choir, rock band etc.) in relation to texture 	<ul style="list-style-type: none"> Explore how the use of texture changes between the different sections of a song can add interest and help to enhance its mood/atmosphere
TIMBRE	<ul style="list-style-type: none"> Explore different sounds made by the voice, body and classroom percussion Explore the way in which instruments are played (tapped, blown, scraped, shaken etc.) Explore how different materials create different sounds (such as wood, metal and skin) 	<ul style="list-style-type: none"> Explore common orchestral instruments from the four main families (string, woodwind, brass and percussion) Begin to recognise instruments aurally 	<ul style="list-style-type: none"> Explore common orchestral instruments from the four main families (string, woodwind, brass and percussion) Develop ability to recognise instruments aurally 	<ul style="list-style-type: none"> Explore how different instruments/sounds can be used to tell a story, paint a picture or create a mood Explore combining different sounds to achieve a desired effect 	<ul style="list-style-type: none"> Explore how different instruments/sounds can be used to reflect images or create an atmosphere 	<ul style="list-style-type: none"> Explore different types of ensembles (e.g. solo, duet, trio, orchestra, choir, rock band etc.) in relation to timbre Explore how different playing techniques effect timbre (e.g. <i>legato</i>/ <i>staccato</i>, slurred/ accented) 	<ul style="list-style-type: none"> Explore how the use of timbre changes between the different sections of a song can add interest and help to enhance its mood/atmosphere
STRUCTURE	<ul style="list-style-type: none"> Explore basic structural concepts – repeat, echo, pattern and sequence Explore how sounds can be used in a particular order (sequence) for effect Explore how some sections of songs are the 	<ul style="list-style-type: none"> Explore how sound effects can be sequenced to follow a story line or match a picture Explore how repeating/echoing simple rhythms can create a pattern Explore how graphic symbols/notation can 	<ul style="list-style-type: none"> Explore how pieces of music commonly have a defined structure (e.g. beginning, middle and end) Explore how rhythmic repetition (ostinati) can be used to develop simple structures 	<ul style="list-style-type: none"> Explore how music can be structured to tell a story, paint a picture or create a mood Explore structural devices (e.g. Question and Answer, Call and Response etc.) Explore simple musical structures (e.g. Binary 	<ul style="list-style-type: none"> Explore music with a set structure related to its genre (e.g. Pop Song Structure, Samba Groove, 12 Bar Blues etc.) 	<ul style="list-style-type: none"> Explore structures within a variety of genres of music 	<ul style="list-style-type: none"> Explore structures within different genres of music and how they can be manipulated to reflect an intended style or change an intended effect



	same (repeat) and some are different	represent a simple structure		Form (AB), Ternary Form (ABA), Round or Pop Song Structure)			
NOTATION	<ul style="list-style-type: none"> Explore the use of graphics/symbols to portray sounds and create a score Explore conventional notation; minim, crotchet, crotchet rest and quaver 	<ul style="list-style-type: none"> Explore sequencing graphic symbols/notation to create a simple structure and create a score Explore previously covered conventional notation and in addition; minim rest 	<ul style="list-style-type: none"> Explore sequencing graphic symbols/notation to create a simple structure and create a score Explore previously covered conventional notation and in addition; semibreve and repeat marks 	<ul style="list-style-type: none"> Explore how to use a range of symbols (conventional or graphic) to record a composition and create a score Explore previously covered conventional notation and in addition; quaver rest, whole bar rest, stave, treble clef, bar, bar line, time signature, meter (2/3/4), identifying notes on the stave (lines and spaces), accidentals (sharps and flats), breath marks, dynamics (<i>forte</i> and <i>piano</i>) 	<ul style="list-style-type: none"> Explore sequencing graphic symbols/notation to make a simple structure to make a score Explore previously covered conventional notation 	<ul style="list-style-type: none"> Explore the use of conventional notation (relative to the genre) to realise musical scores Explore previously covered conventional notation and in addition; semiquaver, semiquaver rest, notes below the stave, tied notes, dotted notes, articulation (<i>legato</i>, <i>staccato</i> and accented notes) 	<ul style="list-style-type: none"> Explore the use of conventional notation (relative to the genre) to realise musical scores Explore previously covered conventional notation

Progression of Skills - COMPOSING MUSIC

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PIECE	<ul style="list-style-type: none"> Create a sequence of different sounds in response to a given stimuli 	<ul style="list-style-type: none"> Compose own sequence of sounds to a given stimuli without help and perform 	<ul style="list-style-type: none"> Compose a piece of music that has a beginning, middle and end (structure), using long and short sounds, and/or changes in tempo, timbre and dynamics 	<ul style="list-style-type: none"> Compose music that has a recognisable structure (beginning, middle and end or verse/chorus) and uses repetition/echo 	<ul style="list-style-type: none"> Compose music that has a clearly defined plan and a recognisable structure, making adjustments to achieve the intended effect 	<ul style="list-style-type: none"> Compose music that reflects given intentions (e.g. descriptive music, a rap, a melody with an ostinato accompaniment), refining own compositions after discussion 	<ul style="list-style-type: none"> Create own simple songs reflecting the meaning of the words, refining own compositions after discussion
EFFECT	<ul style="list-style-type: none"> Add chosen sound effects at an appropriate moment in a story or song 	<ul style="list-style-type: none"> Choose musical sound effects to follow a story line or match a picture or mood 	<ul style="list-style-type: none"> Compose music that conveys different moods 	<ul style="list-style-type: none"> Compose music that tells a story, paints a picture or creates a mood 	<ul style="list-style-type: none"> Compose music that reflects images or creates an atmosphere 	<ul style="list-style-type: none"> Compose music that reflects the intended style 	<ul style="list-style-type: none"> Compose idiomatic music that reflects the atmosphere and meaning of the words
DEVICES	<ul style="list-style-type: none"> Create and manipulate different effects on a sound source or instrument 	<ul style="list-style-type: none"> Compose rhythm patterns from words and melodic phrases from a narrow range of notes 	<ul style="list-style-type: none"> Compose short melodic phrases and short repeated rhythmic patterns (ostinati) 	<ul style="list-style-type: none"> Compose a simple melody from a selected group of notes (e.g. a pentatonic scale) accompanied by a simple rhythmic and melodic accompaniment using ostinato patterns and/or drones 	<ul style="list-style-type: none"> Compose a melody from a selected group of notes (e.g. a blues scale) accompanied by a rhythmic and melodic accompaniment using ostinato patterns and/or drones 	<ul style="list-style-type: none"> Compose music that contains musical ideas associated with the given genre including an arranged accompaniment developed from ideas in the main melody 	<ul style="list-style-type: none"> Compose idiomatic music that contains musical ideas associated with the given genre including an appropriately arranged accompaniment
SCORES	<ul style="list-style-type: none"> Use graphics/symbols to portray the sounds they have made 	<ul style="list-style-type: none"> Sequence graphic symbols/notation to make a simple structure 	<ul style="list-style-type: none"> Sequence graphic symbols/notation to make a simple structure 	<ul style="list-style-type: none"> Use a range of symbols (conventional or graphic) to record compositions 	<ul style="list-style-type: none"> Use a range of symbols (conventional or graphic) to record compositions 	<ul style="list-style-type: none"> Use conventional notation (relative to the genre) to realise musical scores to record their compositions 	<ul style="list-style-type: none"> Use conventional notation (relative to the genre) to realise musical scores to record their compositions

Progression of Skills - LISTENING TO MUSIC

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DIMENSIONS	<ul style="list-style-type: none"> Recognise and identify the key features of a piece of music including extreme dimensional contrasts (e.g. fast and slow) 	<ul style="list-style-type: none"> Recognise and identify the key features of a piece of music including dimensional contrasts over a period of time (e.g. getting faster) 	<ul style="list-style-type: none"> Recognise and identify the key features of a piece of music including dimensional contrasts over a period of time (e.g. getting faster) as well as when dimensions stay the same 	<ul style="list-style-type: none"> Recognise and identify the key features of a piece of music including dimensional contrasts over a period of time using appropriate musical terms/language with some confidence 	<ul style="list-style-type: none"> Recognise and identify the key features of a piece of music including dimensional contrasts over a period of time using appropriate musical terms/language with increased confidence 	<ul style="list-style-type: none"> Recognise and identify the interrelated dimensions of music within a piece of music using appropriate musical terms/language (including Italian Terms) in greater detail 	<ul style="list-style-type: none"> Recognise and identify the interrelated dimensions of music within a piece of music using appropriate musical terms/language (including Italian Terms) in greater detail and with more precision
STRUCTURE	<ul style="list-style-type: none"> Recognise and identify the pulse of a piece of music and when sections are the same and different 	<ul style="list-style-type: none"> Recognise and identify repeated patterns, echoes and sequences with some confidence 	<ul style="list-style-type: none"> Recognise and identify repeated patterns, echoes and sequences with increased confidence 	<ul style="list-style-type: none"> Recognise and identify simple musical structures and specifically where sections repeat 	<ul style="list-style-type: none"> Recognise and explore musical structures including those related to a specific genre 	<ul style="list-style-type: none"> Recognise and explore a variety of musical structures from different periods and genres with some confidence 	<ul style="list-style-type: none"> Recognise and explore a variety of musical structures from different periods and genres with increased confidence
INSTRUMENTS	<ul style="list-style-type: none"> Recognise the sound of, identify and name the percussion instruments used in the classroom 	<ul style="list-style-type: none"> Recognise the sound of, identify and name the instruments in the traditional orchestra as well as classroom percussion 	<ul style="list-style-type: none"> Recognise the sound of, identify and name the instruments in the traditional orchestra as well as classroom percussion 	<ul style="list-style-type: none"> In addition to the instruments, recognise different types of male and female voices (soprano, alto, tenor and bass) 	<ul style="list-style-type: none"> In addition to the instruments, recognise different types of male and female voices (soprano, alto, tenor and bass) 	<ul style="list-style-type: none"> In addition to the instruments and voices, recognise different types of instrumental groupings/ensembles (e.g. solo, duet, trio, quartet, orchestra, choir, rock band etc.) 	<ul style="list-style-type: none"> In addition to the instruments and voices, recognise different types of instrumental groupings/ensembles (e.g. solo, duet, trio, quartet, orchestra, choir, rock band etc.)
GENRES/STYLES	<ul style="list-style-type: none"> Recognise and respond appropriately to a range of classroom songs (e.g. tidy up songs, circle time songs, line up songs) 	<ul style="list-style-type: none"> Recognise and respond appropriately to different musical characteristics and moods (sad, happy, angry etc.) 	<ul style="list-style-type: none"> Recognise and respond appropriately to different musical characteristics and moods (sad, happy, angry etc.) making connections with the musical features 	<ul style="list-style-type: none"> Begin to identify common characteristics in a variety of styles of music from different genres and countries 	<ul style="list-style-type: none"> Identify common characteristics in a variety of styles of music from different genres and countries identifying key elements that give it its unique sound 	<ul style="list-style-type: none"> Begin to 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 	<ul style="list-style-type: none"> 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 with increased confidence



Progression of Skills - APPRAISING MUSIC

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
RESPOND	<ul style="list-style-type: none"> Begin to respond using musical terms (e.g. loud/quiet) Begin to respond using the correct terminology to describe musical features (e.g. melody, pulse, rhythm) 	<ul style="list-style-type: none"> Respond using musical terms (e.g. loud/quiet, getting louder/getting quieter) Continue to develop the ability to respond using the correct terminology to describe simple musical features (e.g. drone, ostinato) 	<ul style="list-style-type: none"> Respond using musical terms (e.g. loud/quiet, getting louder/getting quieter) Respond using the correct terminology to describe simple musical features (e.g. drone, ostinato) 	<ul style="list-style-type: none"> Begin to respond using more advanced musical terms including basic Italian Terms Begin to respond using the correct terminology to describe more advanced musical features (e.g. bass line, accompaniment) 	<ul style="list-style-type: none"> Respond using more advanced musical terms including basic Italian Terms Continue to develop the ability to respond using the correct terminology to describe more advanced musical features (e.g. chords, harmony, improvisation) 	<ul style="list-style-type: none"> Begin to respond in greater detail using a wide variety of musical language including more advanced Italian Terms Begin to respond using the correct terminology to describe a variety of musical features and how they are combined 	<ul style="list-style-type: none"> Respond in greater detail using a wide variety of musical language including more advanced Italian Terms with greater confidence and precision Respond using the correct terminology to describe a variety of musical features and how they are combined with greater confidence and precision
EVALUATE	<ul style="list-style-type: none"> Evaluate the effectiveness of a chosen sound to represent a particular effect using basic musical language 	<ul style="list-style-type: none"> Evaluate the effectiveness of music composed to represent an effect, story or picture using basic musical language 	<ul style="list-style-type: none"> Evaluate the effectiveness of music composed to represent a mood using basic musical language 	<ul style="list-style-type: none"> Evaluate their own compositions and use musical language to describe what happens in them 	<ul style="list-style-type: none"> Evaluate their own compositions and use musical language to describe what happens in them and why they made those choices 	<ul style="list-style-type: none"> Evaluate their own compositions using musical knowledge to identify strengths and weaknesses 	<ul style="list-style-type: none"> Evaluate their own compositions using musical knowledge to help identify areas for development or refinement when composing

Music Progression of Vocabulary and Terms

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DYNAMICS	<ul style="list-style-type: none"> LOUD and QUIET 	<ul style="list-style-type: none"> LOUD and QUIET GETTING LOUDER and GETTING QUIETER 	<ul style="list-style-type: none"> LOUD, MEDIUM and QUIET GETTING LOUDER and GETTING QUIETER STAYING THE SAME 	<ul style="list-style-type: none"> LOUD, MEDIUM and QUIET GETTING LOUDER and GETTING QUIETER STAYING THE SAME GRADUAL and SUDDEN CHANGES <p>ITALIAN TERMS</p> <ul style="list-style-type: none"> FORTE (loud) PIANO (quiet) 	<ul style="list-style-type: none"> LOUD, MEDIUM and QUIET GETTING LOUDER and GETTING QUIETER STAYING THE SAME GRADUAL and SUDDEN CHANGES <p>ITALIAN TERMS</p> <ul style="list-style-type: none"> FORTE (loud) PIANO (quiet) 	<ul style="list-style-type: none"> LOUD, MEDIUM and QUIET GETTING LOUDER and GETTING QUIETER STAYING THE SAME GRADUAL and SUDDEN CHANGES <p>ITALIAN TERMS</p> <ul style="list-style-type: none"> FORTE (loud) FORTISSIMO (very loud) MEZZO FORTE (moderately loud) MEZZO PIANO (moderately quiet) PIANO (quiet) PIANISSIMO (VERY quiet) CRESCENDO (gradually getting louder) DIMINUENDO (gradually getting quieter) 	<ul style="list-style-type: none"> LOUD, MEDIUM and QUIET GETTING LOUDER and GETTING QUIETER STAYING THE SAME GRADUAL and SUDDEN CHANGES <p>ITALIAN TERMS</p> <ul style="list-style-type: none"> FORTE (loud) FORTISSIMO (very loud) MEZZO FORTE (moderately loud) MEZZO PIANO (moderately quiet) PIANO (quiet) PIANISSIMO (VERY quiet) CRESCENDO (gradually getting louder) DIMINUENDO (gradually getting quieter)
TEMPO	<ul style="list-style-type: none"> FAST and SLOW 	<ul style="list-style-type: none"> FAST and SLOW GETTING FASTER and GETTING SLOWER 	<ul style="list-style-type: none"> FAST, MEDIUM and SLOW GETTING FASTER and GETTING SLOWER STAYING THE SAME 	<ul style="list-style-type: none"> FAST, MEDIUM and SLOW GETTING FASTER and GETTING SLOWER STAYING THE SAME GRADUAL and SUDDEN CHANGES 	<ul style="list-style-type: none"> FAST, MEDIUM and SLOW GETTING FASTER and GETTING SLOWER STAYING THE SAME GRADUAL and SUDDEN CHANGES 	<ul style="list-style-type: none"> FAST, MEDIUM and SLOW GETTING FASTER and GETTING SLOWER STAYING THE SAME GRADUAL and SUDDEN CHANGES <p>ITALIAN TERMS</p> <ul style="list-style-type: none"> ACCELERANDO (gradually getting faster) RALLENTANDO (gradually getting slower) ADAGIO (very slow) ANDANTE (slow) MODERATO (moderate) ALLEGRO (fast) PRESTO (very fast) 	<ul style="list-style-type: none"> FAST, MEDIUM and SLOW GETTING FASTER and GETTING SLOWER STAYING THE SAME GRADUAL and SUDDEN CHANGES <p>ITALIAN TERMS</p> <ul style="list-style-type: none"> ACCELERANDO (gradually getting faster) RALLENTANDO (gradually getting slower) ADAGIO (very slow) ANDANTE (slow) MODERATO (moderate) ALLEGRO (fast) PRESTO (very fast)

PITCH	<ul style="list-style-type: none"> HIGH and LOW MELODY (main tune) 	<ul style="list-style-type: none"> HIGH and LOW MELODY (main tune) DRONE (single note accompaniment) ASCENDING (getting higher) and DESCENDING (getting lower) RHYTHMIC OSTINATI (repeated patterns) 	<ul style="list-style-type: none"> HIGH, MEDIUM and LOW MELODY (main tune) DRONE (single note accompaniment) ASCENDING (getting higher) and DESCENDING (getting lower) STAYING THE SAME RHYTHMIC OSTINATI (repeated patterns) MELODIC PATTERNS MELODIC OSTINATI (repeated patterns) 	<ul style="list-style-type: none"> HIGH, MEDIUM and LOW MELODY (main tune) DRONE (single note accompaniment) ASCENDING (getting higher) and DESCENDING (getting lower) STAYING THE SAME MOVING BY STEP (notes adjacent to each other) MOVING BY LEAP (notes with gaps between them) RHYTHMIC OSTINATI (repeated patterns) MELODIC PATTERNS MELODIC OSTINATI (repeated patterns) ACCOMPANIMENT BASS LINE MELODIC SEQUENCES SCALES 	<ul style="list-style-type: none"> HIGH, MEDIUM and LOW MELODY (main tune) DRONE (single note accompaniment) ASCENDING (getting higher) and DESCENDING (getting lower) STAYING THE SAME MOVING BY STEP (notes adjacent to each other) MOVING BY LEAP (notes with gaps between them) RHYTHMIC OSTINATI (repeated patterns) MELODIC PATTERNS MELODIC OSTINATI (repeated patterns) ACCOMPANIMENT BASS LINE MELODIC SEQUENCES SCALES HARMONY CHORDS (MAJOR and MINOR) CHORD SEQUENCES IMPROVISATION 	<ul style="list-style-type: none"> HIGH, MEDIUM and LOW MELODY (main tune) DRONE (single note accompaniment) ASCENDING (getting higher) and DESCENDING (getting lower) STAYING THE SAME MOVING BY STEP (notes adjacent to each other) MOVING BY LEAP (notes with gaps between them) RHYTHMIC OSTINATI (repeated patterns) MELODIC PATTERNS MELODIC OSTINATI (repeated patterns) ACCOMPANIMENT BASS LINE MELODIC SEQUENCES SCALES HARMONY CHORDS (MAJOR and MINOR) CHORD SEQUENCES IMPROVISATION CONCORD and DISCORD 	<ul style="list-style-type: none"> HIGH, MEDIUM and LOW MELODY (main tune) DRONE (single note accompaniment) ASCENDING (getting higher) and DESCENDING (getting lower) STAYING THE SAME MOVING BY STEP (notes adjacent to each other) MOVING BY LEAP (notes with gaps between them) RHYTHMIC OSTINATI (repeated patterns) MELODIC PATTERNS MELODIC OSTINATI (repeated patterns) ACCOMPANIMENT BASS LINE MELODIC SEQUENCES SCALES HARMONY CHORDS (MAJOR and MINOR) CHORD SEQUENCES IMPROVISATION CONCORD and DISCORD
	TEXTURE	<ul style="list-style-type: none"> THICK and THIN 	<ul style="list-style-type: none"> THICK and THIN GETTING THICKER and GETTING THINNER 	<ul style="list-style-type: none"> THICK, MEDIUM and THIN GETTING THICKER and GETTING THINNER STAYING THE SAME 	<ul style="list-style-type: none"> THICK, MEDIUM and THIN GETTING THICKER and GETTING THINNER STAYING THE SAME GRADUAL and SUDDEN CHANGES MELODY and ACCOMPANIMENT 	<ul style="list-style-type: none"> THICK, MEDIUM and THIN GETTING THICKER and GETTING THINNER STAYING THE SAME GRADUAL and SUDDEN CHANGES MELODY and ACCOMPANIMENT 	<ul style="list-style-type: none"> THICK, MEDIUM and THIN GETTING THICKER and GETTING THINNER STAYING THE SAME GRADUAL and SUDDEN CHANGES MELODY and ACCOMPANIMENT ENSEMBLES Solo Duet



						Trio Quartet Orchestra Choir Rock Band Other Ensembles	Trio Quartet Orchestra Choir Rock Band Other Ensembles
TIMBRE	<ul style="list-style-type: none"> SOUND VOICE INSTRUMENT PERCUSSION (various classroom percussion instruments) BODY PERCUSSION TECHNIQUES: Tapping, Blowing, Scraping, Shaking and Rattling MATERIALS: Wood, Metal and Skin 	<ul style="list-style-type: none"> SOUND VOICE INSTRUMENT PERCUSSION (various classroom percussion instruments) BODY PERCUSSION TEQUINQUES: Tapping, Blowing, Scraping, Shaking and Rattling MATERIALS: Wood, Metal and Skin FAMILIES OF INSTRUMENTS: <ul style="list-style-type: none"> STRING: violin, viola, cello, double bass and harp WOODWIND: piccolo, flute, oboe, clarinet and bassoon BRASS: trumpet, French horn, trombone and tuba PERCUSSION: various classroom and orchestral percussion 	<ul style="list-style-type: none"> SOUND VOICE INSTRUMENT PERCUSSION (various classroom percussion instruments) BODY PERCUSSION TEQUINQUES: Tapping, Blowing, Scraping, Shaking and Rattling MATERIALS: Wood, Metal and Skin FAMILIES OF INSTRUMENTS: <ul style="list-style-type: none"> STRING: violin, viola, cello, double bass and harp WOODWIND: piccolo, flute, oboe, clarinet and bassoon BRASS: trumpet, French horn, trombone and tuba PERCUSSION: various classroom and orchestral percussion 	<ul style="list-style-type: none"> SOUND VOICE INSTRUMENT PERCUSSION (various classroom percussion instruments) BODY PERCUSSION TEQUINQUES: Tapping, Blowing, Scraping, Shaking and Rattling MATERIALS: Wood, Metal and Skin FAMILIES OF INSTRUMENTS: <ul style="list-style-type: none"> STRING: violin, viola, cello, double bass and harp WOODWIND: piccolo, flute, oboe, clarinet and bassoon BRASS: trumpet, French horn, trombone and tuba PERCUSSION: various classroom and orchestral percussion TYPES OF VOICES: soprano, alto, tenor and bass 	<ul style="list-style-type: none"> SOUND VOICE INSTRUMENT PERCUSSION (various classroom percussion instruments) BODY PERCUSSION TEQUINQUES: Tapping, Blowing, Scraping, Shaking and Rattling MATERIALS: Wood, Metal and Skin FAMILIES OF INSTRUMENTS: <ul style="list-style-type: none"> STRING: violin, viola, cello, double bass and harp WOODWIND: piccolo, flute, oboe, clarinet and bassoon BRASS: trumpet, French horn, trombone and tuba PERCUSSION: various classroom and orchestral percussion TYPES OF VOICES: <ul style="list-style-type: none"> STRING: soprano, alto, tenor and bass 	<ul style="list-style-type: none"> SOUND VOICE INSTRUMENT PERCUSSION (various classroom percussion instruments) BODY PERCUSSION TEQUINQUES: Tapping, Blowing, Scraping, Shaking and Rattling MATERIALS: Wood, Metal and Skin FAMILIES OF INSTRUMENTS: <ul style="list-style-type: none"> STRING: violin, viola, cello, double bass and harp WOODWIND: piccolo, flute, oboe, clarinet and bassoon BRASS: trumpet, French horn, trombone and tuba PERCUSSION: various classroom and orchestral percussion TYPES OF VOICES: <ul style="list-style-type: none"> STRING: soprano, alto, tenor and bass ARTICULATION: SLURRED and ACCENTED ITALIAN TERMS <ul style="list-style-type: none"> LEGATO (smooth) STACCATO (short and detached) 	<ul style="list-style-type: none"> SOUND VOICE INSTRUMENT PERCUSSION (various classroom percussion instruments) BODY PERCUSSION TEQUINQUES: Tapping, Blowing, Scraping, Shaking and Rattling MATERIALS: Wood, Metal and Skin FAMILIES OF INSTRUMENTS: <ul style="list-style-type: none"> STRING: violin, viola, cello, double bass and harp WOODWIND: piccolo, flute, oboe, clarinet and bassoon BRASS: trumpet, French horn, trombone and tuba PERCUSSION: various classroom and orchestral percussion TYPES OF VOICES: <ul style="list-style-type: none"> STRING: soprano, alto, tenor and bass ARTICULATION: SLURRED and ACCENTED ITALIAN TERMS <ul style="list-style-type: none"> LEGATO (smooth) STACCATO (short and detached)

RHYTHM	<ul style="list-style-type: none"> PULSE (steady beat) RHYTHM LONG and SHORT 	<ul style="list-style-type: none"> PULSE (steady beat) RHYTHM LONG and SHORT LONGER NOTES and SHORTER NOTES 	<ul style="list-style-type: none"> PULSE (steady beat) RHYTHM LONG and SHORT LONGER NOTES and SHORTER NOTES RHYTHMIC OSTINATO/OSTINATI (repeated patterns) 	<ul style="list-style-type: none"> PULSE (steady beat) RHYTHM LONG and SHORT LONGER NOTES and SHORTER NOTES OSTINATO/OSTINATI (repeated patterns) POLYRHYTHMS 	<ul style="list-style-type: none"> PULSE (steady beat) RHYTHM LONG and SHORT LONGER NOTES and SHORTER NOTES OSTINATO/OSTINATI (repeated patterns) POLYRHYTHMS SYNCOPATION 	<ul style="list-style-type: none"> PULSE (steady beat) RHYTHM LONG and SHORT LONGER NOTES and SHORTER NOTES OSTINATO/OSTINATI (repeated patterns) POLYRHYTHMS SYNCOPATION 	<ul style="list-style-type: none"> PULSE (steady beat) RHYTHM LONG and SHORT LONGER NOTES and SHORTER NOTES OSTINATO/OSTINATI (repeated patterns) POLYRHYTHMS SYNCOPATION
STRUCTURE	<ul style="list-style-type: none"> STRUCTURE SECTIONS SAME and DIFFERENT REPEAT/ECHO PATTERN/SEQUENCE 	<ul style="list-style-type: none"> STRUCTURE SECTIONS SAME and DIFFERENT REPEAT/ECHO PATTERN/SEQUENCE 	<ul style="list-style-type: none"> STRUCTURE SECTIONS SAME and DIFFERENT REPEAT/ECHO PATTERN/SEQUENCE 	<ul style="list-style-type: none"> STRUCTURE SECTIONS SAME and DIFFERENT REPEAT/ECHO PATTERN/SEQUENCE QUESTION and ANSWER CALL & RESPONSE BINARY FORM (AB) TERNARY FORM (ABA) RONDO FORM (ABACA) ROUND POP SONG STRUCTURE 	<ul style="list-style-type: none"> STRUCTURE SECTIONS SAME and DIFFERENT REPEAT/ECHO PATTERN/SEQUENCE QUESTION and ANSWER CALL & RESPONSE BINARY FORM (AB) TERNARY FORM (ABA) RONDO FORM (ABACA) ROUND POP SONG STRUCTURE SAMBA GROOVE STRUCTURE 12 BAR BLUES STRUCTURE 	<ul style="list-style-type: none"> STRUCTURE SECTIONS SAME and DIFFERENT REPEAT/ECHO PATTERN/SEQUENCE QUESTION and ANSWER CALL & RESPONSE BINARY FORM (AB) TERNARY FORM (ABA) RONDO FORM (ABACA) ROUND POP SONG STRUCTURE SAMBA GROOVE STRUCTURE 12 BAR BLUES STRUCTURE 	<ul style="list-style-type: none"> STRUCTURE SECTIONS SAME and DIFFERENT REPEAT/ECHO PATTERN/SEQUENCE QUESTION and ANSWER CALL & RESPONSE BINARY FORM (AB) TERNARY FORM (ABA) RONDO FORM (ABACA) ROUND POP SONG STRUCTURE SAMBA GROOVE STRUCTURE 12 BAR BLUES STRUCTURE
NOTATION	<ul style="list-style-type: none"> SYMBOLS/GRAPHICS SCORE QUAVER (1/2 beat) CROTCHET (1 beat) MINIM (2 beats) CROTCHET REST 	<ul style="list-style-type: none"> SYMBOLS/GRAPHICS SCORE QUAVER (1/2 beat) CROTCHET (1 beat) MINIM (2 beats) CROTCHET REST MINIM REST 	<ul style="list-style-type: none"> SYMBOLS/GRAPHICS SCORE QUAVER (1/2 beat) CROTCHET (1 beat) MINIM (2 beats) SEMIBREVE (4 beats) CROTCHET REST MINIM REST REPEAT MARKS 	<ul style="list-style-type: none"> SYMBOLS/GRAPHICS SCORE QUAVER (1/2 beat) CROTCHET (1 beat) MINIM (2 beats) SEMIBREVE (4 beats) QUAVER REST CROTCHET REST MINIM REST WHOLE BAR REST REPEAT MARKS STAVE TREBLE CLEF BARS and BAR LINES TIME SIGNATURES METER (2/3/4) NOTES ON THE STAVE: Lines (E,G,B,D,F) 	<ul style="list-style-type: none"> SYMBOLS/GRAPHICS SCORE QUAVER (1/2 beat) CROTCHET (1 beat) MINIM (2 beats) SEMIBREVE (4 beats) QUAVER REST CROTCHET REST MINIM REST WHOLE BAR REST REPEAT MARKS STAVE TREBLE CLEF BARS and BAR LINES TIME SIGNATURES METER (2/3/4) NOTES ON THE STAVE: Lines (E,G,B,D,F) 	<ul style="list-style-type: none"> SYMBOLS/GRAPHICS SCORE SEMIQUAVER QUAVER (1/2 beat) CROTCHET (1 beat) MINIM (2 beats) SEMIBREVE (4 beats) SEMIQUAVER REST QUAVER REST CROTCHET REST MINIM REST WHOLE BAR REST REPEAT MARKS STAVE TREBLE CLEF BARS and BAR LINES TIME SIGNATURES METER (2/3/4) 	<ul style="list-style-type: none"> SYMBOLS/GRAPHICS SCORE SEMIQUAVER QUAVER (1/2 beat) CROTCHET (1 beat) MINIM (2 beats) SEMIBREVE (4 beats) SEMIQUAVER REST QUAVER REST CROTCHET REST MINIM REST WHOLE BAR REST REPEAT MARKS STAVE TREBLE CLEF BARS and BAR LINES TIME SIGNATURES METER (2/3/4)



				<ul style="list-style-type: none"> Spaces (F,A,C,E) ACCIDENTALS: Sharps and Flats BREATH MARKS DYNAMICS: <i>Forte (F) and Piano (P)</i> 	<ul style="list-style-type: none"> Spaces (F,A,C,E) ACCIDENTALS: Sharps and Flats BREATH MARKS DYNAMICS: <i>Forte (F) and Piano (P)</i> 	<ul style="list-style-type: none"> NOTES ON THE STAVE: Lines (E,G,B,D,F) Spaces (F,A,C,E) NOTES BELOW THE STAVE – Ledger Lines ACCIDENTALS: Sharps and Flats BREATH MARKS DYNAMICS: <i>Forte (F) and Piano (P)</i> TIED and DOTTED NOTES ARTICLUATION: <i>Legato, Staccato and Accented</i> 	<ul style="list-style-type: none"> NOTES ON THE STAVE: Lines (E,G,B,D,F) Spaces (F,A,C,E) NOTES BELOW THE STAVE – Ledger Lines ACCIDENTALS: Sharps and Flats BREATH MARKS DYNAMICS: <i>Forte (F) and Piano (P)</i> TIED and DOTTED NOTES ARTICLUATION: <i>Legato, Staccato and Accented</i>
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RECEPTION Music Overview

VOCAL PERFORMANCE	EXPLORING MUSIC	LISTENING TO MUSIC
<ul style="list-style-type: none"> Sing a variety of songs both accompanied and unaccompanied including action songs Speak/chant or sing short phases/responses with an awareness of the pulse (steady beat) Identify singing voice and begin to develop an awareness of pitch using a limited range of notes Co-ordinate actions to go with a song Make changes in their voices to express different moods/feelings 	<ul style="list-style-type: none"> Explore loud and quiet sounds Explore fast and slow sounds Explore the difference between the pulse (steady beat) and rhythm Explore long and short sounds Explore the use of words and syllables to represent rhythms Explore high and low sounds Understand that the melody is the main tune in a piece of music Explore thick and thin textures Explore different sounds made by the voice, body and classroom percussion Explore the way in which instruments are played (tapped, blown, scraped, shaken etc.) Explore how different materials create different sounds (such as wood, metal and skin) Explore basic structural concepts – repeat, echo, pattern and sequence Explore how sounds can be used in a particular order (sequence) for effect Explore how some sections of songs are the same (repeat) and some are different Explore the use of graphics/symbols to portray sounds and create a score Explore conventional notation; minim, crotchet, crotchet rest and quaver 	<ul style="list-style-type: none"> Recognise and identify the key features of a piece of music including extreme dimensional contrasts (e.g. fast and slow) Recognise and identify the pulse of a piece of music and when sections are the same and different Recognise the sound of, identify and name the percussion instruments used in the classroom Recognise and respond appropriately to a range of classroom songs (e.g. tidy up songs, circle time songs, line up songs)
INSTRUMENTAL PERFORMANCE	COMPOSING MUSIC	APPRAISING MUSIC



<ul style="list-style-type: none"> • Play percussion instruments by tapping, blowing, scraping, shaking, rattling etc. with a sense of purpose • Play with an awareness of contrasts in musical dimensions (e.g. loud/quiet, fast/slow, long/short etc.) • Copy a simple rhythm played on an instrument and perform the rhythmic pattern of a word or phrase demonstrating a developing awareness of the pulse (steady beat) • Perform simple melodic patterns comprising of one or two notes • Perform simple patterns by echoing/repeating • Play instruments showing an awareness of others • Follow a leader, starting and stopping together, responding to verbal cues and hand signals 	<ul style="list-style-type: none"> • Create a sequence of different sounds in response to a given stimuli • Add chosen sound effects at an appropriate moment in a story or song • Create and manipulate different effects on a sound source or instrument • Use graphics/symbols to portray the sounds they have made 	<ul style="list-style-type: none"> • Begin to respond using musical terms (e.g. loud/quiet) • Begin to respond using the correct terminology to describe musical features (e.g. melody, pulse, rhythm) • Evaluate the effectiveness of a chosen sound to represent a particular effect using basic musical language
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RECEPTION – Vocabulary and Terms

DYNAMICS (how loud or quiet the music is)	TEMPO (the speed of the music; fast or slow or in-between)	PITCH (high and low sounds)	TEXTURE (layers of sound. Layers of sound working together make music very interesting to listen to.)	TIMBRE (all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.)	RHYTHM (long and short sounds or patterns that happen over the pulse.)	STRUCTURE (every piece of music has a structure e.g. an introduction, verse and chorus ending)	NOTATION (the link between sound and symbol.)
<ul style="list-style-type: none"> • LOUD and QUIET 	<ul style="list-style-type: none"> • FAST and SLOW 	<ul style="list-style-type: none"> • HIGH and LOW • MELODY (main tune) 	<ul style="list-style-type: none"> • THICK and THIN 	<ul style="list-style-type: none"> • SOUND • VOICE • INSTRUMENT • PERCUSSION (various classroom percussion instruments) • BODY PERCUSSION • TECHNIQUES: Tapping, Blowing, Scraping, Shaking and Rattling • MATERIALS: Wood, Metal and Skin 	<ul style="list-style-type: none"> • PULSE (steady beat) • RHYTHM • LONG and SHORT 	<ul style="list-style-type: none"> • STRUCTURE • SECTIONS • SAME and DIFFERENT • REPEAT/ECHO • PATTERN/ SEQUENCE 	<ul style="list-style-type: none"> • SYMBOLS/ GRAPHICS • SCORE • QUAVER (1/2 beat) • CROTCHET (1 beat) • MINIM (2 beats) • CROTCHET REST

YEAR 1 Music Overview

VOCAL PERFORMANCE	EXPLORING MUSIC	LISTENING TO MUSIC
<ul style="list-style-type: none"> Sing a variety of songs in different styles Speak/chant or sing short phrases/responses with increased accuracy and greater awareness of the pulse Sing songs with a narrow range demonstrating increased vocal control; increased accuracy of pitches, appropriate breathing and improved diction Perform an action or a sound (clapping, stamping etc.) on the steady beat whilst singing <p>Sing with a sense of control of dynamics and tempo to express different moods/feelings</p>	<ul style="list-style-type: none"> Explore loud and quiet sounds and dynamic shapes including getting louder and getting quieter Explore fast and slow sounds and tempo arcs including getting faster and getting slower Explore long and short sounds in relation to each other (e.g. a minim is longer than a crotchet and a quaver is shorter than a crotchet) Explore how the syllables of words can be used as rhythmic starting points Explore high and low sounds and pitch shapes including ascending (getting higher) and descending (getting lower) Explore repeated rhythmic patterns (ostinati) and single notes accompaniments (drones) Explore thick and thin textures including getting thicker and getting thinner Explore common orchestral instruments from the four main families (string, woodwind, brass and percussion) Begin to recognise instruments aurally Explore how sound effects can be sequenced to follow a story line or match a picture Explore how repeating/echoing simple rhythms can create a pattern Explore how graphic symbols/notation can represent a simple structure Explore sequencing graphic symbols/notation to create a simple structure and create a score Explore previously covered conventional notation and in addition; minim rest 	<ul style="list-style-type: none"> Recognise and identify the key features of a piece of music including dimensional contrasts over a period of time (e.g. getting faster) Recognise and identify repeated patterns, echoes and sequences with some confidence Recognise the sound of, identify and name the instruments in the traditional orchestra as well as classroom percussion Recognise and respond appropriately to different musical characteristics and moods (sad, happy, angry etc.)
INSTRUMENTAL PERFORMANCE	COMPOSING MUSIC	APPRAISING MUSIC
<ul style="list-style-type: none"> Play percussion instruments by tapping, blowing, scraping, shaking, rattling etc. with some control Play with an awareness of changes in musical dimensions (getting louder/quieter, getting faster/slower, longer/shorter etc.) Perform the rhythmic pattern of a group of words or sentence in time with the pulse demonstrating some accuracy Perform simple melodic patterns comprising of a limited range of notes that ascend/descend or stay the same Perform a simple repeated rhythmic pattern (ostinato) and a single pitched note (drone) simultaneously Maintain a simple part within a group with some control and awareness of what others in the group are playing Follow a leader including hand signals to indicate pulse, start/stop, loud/quiet, and louder/quieter 	<ul style="list-style-type: none"> Compose own sequence of sounds to a given stimuli without help and perform Choose musical sound effects to follow a story line or match a picture or mood Compose rhythm patterns from words and melodic phrases from a narrow range of notes Sequence graphic symbols/notation to make a simple structure 	<ul style="list-style-type: none"> Respond using musical terms (e.g. loud/quiet, getting louder/getting quieter) Continue to develop the ability to respond using the correct terminology to describe simple musical features (e.g. drone, ostinato) Evaluate the effectiveness of music composed to represent an effect, story or picture using basic musical language

YEAR 1 - Vocabulary and Terms

DYNAMICS	TEMPO	PITCH	TEXTURE	TIMBRE	RHYTHM	STRUCTURE	NOTATION
<ul style="list-style-type: none"> LOUD and QUIET GETTING LOUDER and GETTING QUIETER 	<ul style="list-style-type: none"> FAST and SLOW GETTING FASTER and GETTING SLOWER 	<ul style="list-style-type: none"> HIGH and LOW MELODY (main tune) DRONE (single note accompaniment) ASCENDING (getting higher) and DESCENDING (getting lower) RHYTHMIC OSTINATI (repeated patterns) 	<ul style="list-style-type: none"> THICK and THIN GETTING THICKER and GETTING THINNER 	<ul style="list-style-type: none"> SOUND VOICE INSTRUMENT PERCUSSION (various classroom percussion instruments) BODY PERCUSSION TEQUINQUES: Tapping, Blowing, Scraping, Shaking and Rattling MATERIALS: Wood, Metal and Skin FAMILIES OF INSTRUMENTS: STRING: violin, viola, cello, double bass and harp WOODWIND: piccolo, flute, oboe, clarinet and bassoon BRASS: trumpet, French horn, trombone and tuba PERCUSSION: various classroom and orchestral percussion 	<ul style="list-style-type: none"> PULSE (steady beat) RHYTHM LONG and SHORT LONGER NOTES and SHORTER NOTES 	<ul style="list-style-type: none"> STRUCTURE SECTIONS SAME and DIFFERENT REPEAT/ECHO PATTERN/SEQUENCE 	<ul style="list-style-type: none"> SYMBOLS/ GRAPHICS SCORE QUAVER (1/2 beat) CROTCHET (1 beat) MINIM (2 beats) CROTCHET REST MINIM REST

Other Key Vocabulary –

Improvise, compose, bass guitar, drums, decks, perform, singers, keyboard, saxophones, Blues, Baroque, Latin, Irish Fold, Funk, groove, audience, imagination.



YEAR 2 Music Overview

VOCAL PERFORMANCE	EXPLORING MUSIC	LISTENING TO MUSIC
<ul style="list-style-type: none"> • Sing a variety of songs in different styles conveying different moods • Speak/chant or sing longer phrases/ responses in a group or on their own with increased accuracy in time with the pulse • Sing songs with a narrow range demonstrating greater vocal control; increased accuracy of pitch, appropriate breathing and improved diction • Perform an action or a sound (clapping, stamping etc.) on the steady beat whilst singing • Sing with a sense of control of dynamics and tempo to convey the mood or meaning of a song 	<ul style="list-style-type: none"> • Explore more frequent changes in dynamics (loud, medium and quiet) including when they stay the same • Explore more frequent changes in tempo (fast, moderate and quiet) including when it stays the same • Explore how long and short sounds are combined to create short repeated rhythmic patterns (ostinati) • Explore the rhythm patterns of words and sentences • Explore how effective silences enhance music • Explore differences in pitch (high, medium and low) including when they stay the same • Explore how pitches are combined to make short melodic patterns/ostinati (repeated patterns) • Explore more frequent changes in texture (thick, medium and thin) including when it stays the same • Explore common orchestral instruments from the four main families (string, woodwind, brass and percussion) • Develop ability to recognise instruments aurally • Explore how pieces of music commonly have a defined structure (e.g. beginning, middle and end) • Explore how rhythmic repetition (ostinati) can be used to develop simple structures • Explore sequencing graphic symbols/ notation to create a simple structure and create a score • Explore previously covered conventional notation and in addition; semibreve and repeat marks 	<ul style="list-style-type: none"> • Recognise and identify the key features of a piece of music including dimensional contrasts over a period of time (e.g. getting faster) as well as when dimensions stay the same • Recognise and identify repeated patterns, echoes and sequences with increased confidence • Recognise the sound of, identify and name the instruments in the traditional orchestra as well as classroom percussion • Recognise and respond appropriately to different musical characteristics and moods (sad, happy, angry etc.) making connections with the musical features
INSTRUMENTAL PERFORMANCE	COMPOSING MUSIC	APPRAISING MUSIC
<ul style="list-style-type: none"> • Play percussion instruments by tapping, blowing, scraping, shaking, rattling etc. with control • Play with an increased awareness of changes in musical dimensions (louder/medium/quieter, faster/medium/slower, longer/medium/shorter, staying the same etc.) • Use the rhythmic patterns of words or sentences to perform short ostinati in time with the pulse demonstrating increased accuracy • Perform simple melodic patterns comprising of a limited range of notes that ascend/descend or stay the same • Perform a more complex rhythmic ostinato and a two note melodic ostinato simultaneously • Maintain a simple part within a group with increased control and awareness of what others in the group are playing • Follow a leader including hand signals to indicate pulse, start/stop, loud/quiet, louder/quieter and faster/slower 	<ul style="list-style-type: none"> • Compose a piece of music that has a beginning, middle and end (structure), using long and short sounds, and/or changes in tempo, timbre and dynamics • Compose music that conveys different moods • Compose short melodic phrases and short repeated rhythmic patterns (ostinati) • Sequence graphic symbols/notation to make a simple structure 	<ul style="list-style-type: none"> • Respond using musical terms (e.g. loud/quiet, getting louder/getting quieter) • Respond using the correct terminology to describe simple musical features (e.g. drone, ostinato) • Evaluate the effectiveness of music composed to represent a mood using basic musical language

YEAR 2 – Vocabulary and Terms							
DYNAMICS	TEMPO	PITCH	TEXTURE	TIMBRE	RHYTHM	STRUCTURE	NOTATION
<ul style="list-style-type: none"> LOUD, MEDIUM and QUIET GETTING LOUDER and GETTING QUIETER STAYING THE SAME 	<ul style="list-style-type: none"> FAST, MEDIUM and SLOW GETTING FASTER and GETTING SLOWER STAYING THE SAME 	<ul style="list-style-type: none"> HIGH, MEDIUM and LOW MELODY (main tune) DRONE (single note accompaniment) ASCENDING (getting higher) and DESCENDING (getting lower) STAYING THE SAME RHYTHMIC OSTINATI (repeated patterns) MELODIC PATTERNS MELODIC OSTINATI (repeated patterns) 	<ul style="list-style-type: none"> THICK, MEDIUM and THIN GETTING THICKER and GETTING THINNER STAYING THE SAME 	<ul style="list-style-type: none"> SOUND VOICE INSTRUMENT PERCUSSION (various classroom percussion instruments) BODY PERCUSSION TEQUINQUES: Tapping, Blowing, Scraping, Shaking and Rattling MATERIALS: Wood, Metal and Skin FAMILIES OF INSTRUMENTS: STRING: violin, viola, cello, double bass and harp WOODWIND: piccolo, flute, oboe, clarinet and bassoon BRASS: trumpet, French horn, trombone and tuba PERCUSSION: various classroom and orchestral percussion 	<ul style="list-style-type: none"> PULSE (steady beat) RHYTHM LONG and SHORT LONGER NOTES and SHORTER NOTES RHYTHMIC OSTINATO/ OSTINATI (repeated patterns) 	<ul style="list-style-type: none"> STRUCTURE SECTIONS SAME and DIFFERENT REPEAT/ECHO PATTERN/SEQUENCE 	<ul style="list-style-type: none"> SYMBOLS/ GRAPHICS SCORE QUAVER (1/2 beat) CROTCHET (1 beat) MINIM (2 beats) SEMIBREVE (4 beats) CROTCHET REST MINIM REST REPEAT MARKS

Other Key Vocabulary –

Keyboard, drums, bass, electric guitar, saxophone, trumpet, improvise, compose, audience, question and answer, perform/performance, audience, rap, Reggae, glockenspiel.



YEAR 3 Music Overview

VOCAL PERFORMANCE	EXPLORING MUSIC	LISTENING TO MUSIC
<ul style="list-style-type: none"> • Sing a variety of songs in different styles with recognised structures such as call and response, verse/chorus and rounds • Sing two part rounds with some confidence and accuracy of pitch • Demonstrate increased vocal control using a wider range of pitches displaying an awareness of the shape of the melody and phrasing • Identify if the pitch is getting higher or lower, or staying the same and copy with their voices • Sing songs demonstrating an awareness of character or style in the performance 	<ul style="list-style-type: none"> • Explore frequent changes in dynamics including gradual and sudden changes • Explore basic Italian terms to describe dynamics (<i>forte</i> and <i>piano</i>) • Explore frequent changes in tempo including gradual and sudden changes • Explore how rhythmic patterns (ostinati) are combined to create rhythmic accompaniments (polyrhythms) • Explore differences in pitch including those that move by step (notes adjacent to each other) and those that move by leap (notes with gaps between them) • Explore the difference between melody and accompaniment and musical devices such as ostinati, sequences, scales and drones • Explore frequent changes in texture including gradual and sudden changes • Explore how music is created by layering different melodic and/or rhythmic ideas on top of each other (including melody and accompaniment) • Explore how different instruments/sounds can be used to tell a story, paint a picture or create a mood • Explore combining different sounds to achieve a desired effect • Explore how music can be structured to tell a story, paint a picture or create a mood • Explore structural devices (e.g. Question and Answer, Call and Response etc.) • Explore simple musical structures (e.g. Binary Form (AB), Ternary Form (ABA), Round or Pop Song Structure) • Explore how to use a range of symbols (conventional or graphic) to record a composition and create a score • Explore previously covered conventional notation and in addition; quaver rest, whole bar rest, stave, treble clef, bar, bar line, time signature, meter (2/3/4), identifying notes on the stave (lines and spaces), accidentals (sharps and flats), breath marks, dynamics (<i>forte</i> and <i>piano</i>) 	<ul style="list-style-type: none"> • Recognise and identify the key features of a piece of music including dimensional contrasts over a period of time using appropriate musical terms/language with some confidence • Recognise and identify simple musical structures and specifically where sections repeat • In addition to the instruments, recognise different types of male and female voices (soprano, alto, tenor and bass) • Begin to identify common characteristics in a variety of styles of music from different genres and countries
INSTRUMENTAL PERFORMANCE	COMPOSING MUSIC	APPRAISING MUSIC
<ul style="list-style-type: none"> • Use tuned and untuned instruments with some confidence • Play with some awareness of the interrelated dimensions of music (including gradual and sudden changes in tempo and dynamics) • Perform different rhythms simultaneously to create polyrhythms while maintaining a steady pulse in a group or individually with some confidence • Perform melodic sequences that move by steps and leaps derived from a specific scale • Maintain a simple accompaniment comprised of a rhythmic or melodic ostinato simultaneously with a different ostinato, drone and/or steady beat • Maintain own part with as awareness of how the different parts fit together and achieve an overall effect with some confidence • Follow a leader including separate cues for entries of different parts with some confidence 	<ul style="list-style-type: none"> • Compose music that has a recognisable structure (beginning, middle and end or verse/chorus) and uses repetition/echo • Compose music that tells a story, paints a picture or creates a mood • Compose a simple melody from a selected group of notes (e.g. a pentatonic scale) accompanied by a simple rhythmic and melodic accompaniment using ostinato patterns and/or drones • Use a range of symbols (conventional or graphic) to record compositions 	<ul style="list-style-type: none"> • Begin to respond using more advanced musical terms including basic Italian Terms • Begin to respond using the correct terminology to describe more advanced musical features (e.g. bass line, accompaniment) • Evaluate their own compositions and use musical language to describe what happens in them

YEAR 3 – Vocabulary and Terms

DYNAMICS	TEMPO	PITCH	TEXTURE	TIMBRE	RHYTHM	STRUCTURE	NOTATION
<ul style="list-style-type: none"> LOUD, MEDIUM and QUIET GETTING LOUDER and GETTING QUIETER STAYING THE SAME GRADUAL and SUDDEN CHANGES ITALIAN TERMS <ul style="list-style-type: none"> <i>FORTE</i> (loud) <i>PIANO</i> (quiet) 	<ul style="list-style-type: none"> FAST, MEDIUM and SLOW GETTING FASTER and GETTING SLOWER STAYING THE SAME GRADUAL and SUDDEN CHANGES 	<ul style="list-style-type: none"> HIGH, MEDIUM and LOW MELODY (main tune) DRONE (single note accompaniment) ASCENDING (getting higher) and DESCENDING (getting lower) STAYING THE SAME MOVING BY STEP (notes adjacent to each other) MOVING BY LEAP (notes with gaps between them) RHYTHMIC OSTINATI (repeated patterns) MELODIC PATTERNS MELODIC OSTINATI (repeated patterns) ACCOMPANIMENT BASS LINE MELODIC SEQUENCES SCALES 	<ul style="list-style-type: none"> THICK, MEDIUM and THIN GETTING THICKER and GETTING THINNER STAYING THE SAME GRADUAL and SUDDEN CHANGES MELODY and ACCOMPANIMENT 	<ul style="list-style-type: none"> SOUND VOICE INSTRUMENT PERCUSSION (various classroom percussion instruments) BODY PERCUSSION TEQUINQUES: Tapping, Blowing, Scraping, Shaking and Rattling MATERIALS: Wood, Metal and Skin FAMILIES OF INSTRUMENTS: <ul style="list-style-type: none"> STRING: violin, viola, cello, double bass and harp WOODWIND: piccolo, flute, oboe, clarinet and bassoon BRASS: trumpet, French horn, trombone and tuba PERCUSSION: various classroom and orchestral percussion TYPES OF VOICES: soprano, alto, tenor and bass 	<ul style="list-style-type: none"> PULSE (steady beat) RHYTHM LONG and SHORT LONGER NOTES and SHORTER NOTES OSTINATO/ OSTINATI (repeated patterns) POLYRHYTHMS 	<ul style="list-style-type: none"> STRUCTURE SECTIONS SAME and DIFFERENT REPEAT/ECHO PATTERN/ SEQUENCE QUESTION and ANSWER CALL & RESPONSE BINARY FORM (AB) TERNARY FORM (ABA) RONDO FORM (ABACA) ROUND POP SONG STRUCTURE 	<ul style="list-style-type: none"> SYMBOLS/ GRAPHICS SCORE QUAVER (1/2 beat) CROTCHET (1 beat) MINIM (2 beats) SEMIBREVE (4 beats) QUAVER REST CROTCHET REST MINIM REST WHOLE BAR REST REPEAT MARKS STAVE TREBLE CLEF BARS and BAR LINES TIME SIGNATURES METER (2/3/4) NOTES ON THE STAVE: <ul style="list-style-type: none"> Lines (E,G,B,D,F) Spaces (F,A,C,E) ACCIDENTALS: Sharps and Flats BREATH MARKS DYNAMICS: <i>Forte (F)</i> and <i>Piano (P)</i>

Other Key Vocabulary –

Intro/introduction, verse, chorus, improvise, compose, bass, drums, guitar, keyboard, synthesizer, hook, electric guitar, organ, backing vocals, riff, Reggae, pentatonic scale, imagination, Disco.



YEAR 4 Music Overview

VOCAL PERFORMANCE	EXPLORING MUSIC	LISTENING TO MUSIC
<ul style="list-style-type: none"> • Sing a variety of songs in different styles with recognised structures such as call and response, verse/chorus and rounds • Sing two or three part rounds with more confidence and increased accuracy of pitch • Demonstrate greater vocal control using a wider range of pitches displaying an awareness of the shape of the melody and tone of voice • Identify if the pitch moving by step or by leap and copy with their voices • Sing songs with some confidence demonstrating an awareness of character or style in the performance 	<ul style="list-style-type: none"> • Explore how different dynamic shapes can create contrasting moods/atmospheres • Explore how different tempo arcs can create contrasting moods/atmospheres • Explore how different rhythmic ideas can create contrasting moods/atmospheres • Explore more complex rhythm patterns including syncopation • Explore how different melodic shapes can create contrasting moods/atmospheres • Explore melody, harmony, chords (major/minor), bass line and how they are used within given sequences/structures • Explore improvisation as form of expression as well as a tool for developing melodic ideas • Explore how different texture changes can create contrasting moods/atmospheres • Explore how different instruments/sounds can be used to reflect images or create an atmosphere • Explore music with a set structure related to its genre (e.g. Pop Song Structure, Samba Groove, 12 Bar Blues etc.) • Explore sequencing graphic symbols/notation to make a smile structure to make a score • Explore previously covered conventional notation 	<ul style="list-style-type: none"> • Recognise and identify the key features of a piece of music including dimensional contrasts over a period of time using appropriate musical terms/language with increased confidence • Recognise and explore musical structures including those related to a specific genre • In addition to the instruments, recognise different types of male and female voices (soprano, alto, tenor and bass) • Identify common characteristics in a variety of styles of music from different genres and countries identifying key elements that give it its unique sound
INSTRUMENTAL PERFORMANCE	COMPOSING MUSIC	APPRAISING MUSIC
<ul style="list-style-type: none"> • Use tuned and untuned instruments with increased confidence • Play with some awareness of the interrelated dimensions of music (including gradual and sudden changes in tempo and dynamics) • Perform more complex rhythmic patterns including syncopation while maintaining a steady pulse in a group or individually with increased confidence • Perform melodic sequences that move by steps and leaps derived from a specific scale in major and minor keys • Maintain a more complex accompaniment comprised of a rhythmic or melodic ostinato simultaneously with a different ostinato, drone and/or steady beat incorporating improvisation • Maintain own part with as awareness of how the different parts fit together and achieve an overall effect with increased confidence • Follow a leader including separate cues for entries of different parts with increased confidence 	<ul style="list-style-type: none"> • Compose music that has a clearly defined plan and a recognisable structure, making adjustments to achieve the intended effect • Compose music that reflects images or creates an atmosphere • Compose a melody from a selected group of notes (e.g. a blues scale) accompanied by a rhythmic and melodic accompaniment using ostinato patterns and/or drones • Use a range of symbols (conventional or graphic) to record compositions 	<ul style="list-style-type: none"> • Respond using more advanced musical terms including basic Italian Terms • Continue to develop the ability to respond using the correct terminology to describe more advanced musical features (e.g. chords, harmony, improvisation) • Evaluate their own compositions and use musical language to describe what happens in them and why they made those choices

YEAR 4 – Vocabulary and Terms

DYNAMICS	TEMPO	PITCH	TEXTURE	TIMBRE	RHYTHM	STRUCTURE	NOTATION
<ul style="list-style-type: none"> LOUD, MEDIUM and QUIET GETTING LOUDER and GETTING QUIETER STAYING THE SAME GRADUAL and SUDDEN CHANGES <p>ITALIAN TERMS</p> <ul style="list-style-type: none"> <i>FORTE</i> (loud) <i>PIANO</i> (quiet) 	<ul style="list-style-type: none"> FAST, MEDIUM and SLOW GETTING FASTER and GETTING SLOWER STAYING THE SAME GRADUAL and SUDDEN CHANGES 	<ul style="list-style-type: none"> HIGH, MEDIUM and LOW MELODY (main tune) DRONE (single note accompaniment) ASCENDING (getting higher) and DESCENDING (getting lower) STAYING THE SAME MOVING BY STEP (notes adjacent to each other) MOVING BY LEAP (notes with gaps between them) RHYTHMIC OSTINATI (repeated patterns) MELODIC PATTERNS MELODIC OSTINATI (repeated patterns) ACCOMPANIMENT BASS LINE MELODIC SEQUENCES SCALES HARMONY CHORDS (MAJOR and MINOR) CHORD SEQUENCES IMPROVISATION 	<ul style="list-style-type: none"> THICK, MEDIUM and THIN GETTING THICKER and GETTING THINNER STAYING THE SAME GRADUAL and SUDDEN CHANGES MELODY and ACCOMPANIMENT 	<ul style="list-style-type: none"> SOUND VOICE INSTRUMENT PERCUSSION (various classroom percussion instruments) BODY PERCUSSION TEQUINQUES: Tapping, Blowing, Scraping, Shaking and Rattling MATERIALS: Wood, Metal and Skin FAMILIES OF INSTRUMENTS: <ul style="list-style-type: none"> STRING: violin, viola, cello, double bass and harp WOODWIND: piccolo, flute, oboe, clarinet and bassoon BRASS: trumpet, French horn, trombone and tuba PERCUSSION: various classroom and orchestral percussion TYPES OF VOICES: soprano, alto, tenor and bass 	<ul style="list-style-type: none"> PULSE (steady beat) RHYTHM LONG and SHORT LONGER NOTES and SHORTER NOTES OSTINATO/OSTINATI (repeated patterns) POLYRHYTHMS SYNCOPATION 	<ul style="list-style-type: none"> STRUCTURE SECTIONS SAME and DIFFERENT REPEAT/ECHO PATTERN/SEQUENCE QUESTION and ANSWER CALL & RESPONSE BINARY FORM (AB) TERNARY FORM (ABA) RONDO FORM (ABACA) ROUND POP SONG STRUCTURE SAMBA GROOVE STRUCTURE 12 BAR BLUES STRUCTURE 	<ul style="list-style-type: none"> SYMBOLS/ GRAPHICS SCORE QUAVER (1/2 beat) CROTCHET (1 beat) MINIM (2 beats) SEMIBREVE (4 beats) QUAVER REST CROTCHET REST MINIM REST WHOLE BAR REST REPEAT MARKS STAVE TREBLE CLEF BARS and BAR LINES TIME SIGNATURES METER (2/3/4) NOTES ON THE STAVE: <ul style="list-style-type: none"> Lines (E,G,B,D,F) Spaces (F,A,C,E) ACCIDENTALS: Sharps and Flats BREATH MARKS DYNAMICS: <i>Forte (F)</i> and <i>Piano (P)</i>

Other Key Vocabulary –

Keyboard, electric guitar, bass, drums, improvise, compose, hook, riff, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, backing vocal, piano, organ, acoustic guitar, birdsong, civil rights, racism, equality.



YEAR 5 Music Overview

VOCAL PERFORMANCE	EXPLORING MUSIC	LISTENING TO MUSIC
<ul style="list-style-type: none"> • Sing a wide variety of songs in different styles with recognised structures including songs in two parts • Sing a simple second part of a two part song with some confidence • Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch demonstrating an awareness of the intent of the lyrics • Maintain own part in a song whilst others are singing a different part • Sing songs with increased confidence demonstrating musical expression (tone of voice, phrasing, changes of tempi or dynamics) reflecting the mood and character of the song 	<ul style="list-style-type: none"> • Explore the use of more Italian terms to describe dynamics and dynamic changes (<i>fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo</i> and <i>diminuendo</i>) • Explore the use of Italian terms to describe tempo (<i>adagio, andante, moderato, allegro</i> and <i>presto</i>) and tempo changes (<i>accelerando</i> and <i>rallentando</i>) • Explore how rhythmic ideas can be developed from pre-existing melodies • Explore how melodic ideas can be developed from pre-existing melodies • Further explore melody, harmony (concord/ discord) and chords and how they are used within given structures • Explore improvisation as form of expression as well as a tool for developing melodic ideas • Explore different types of ensembles (e.g. solo, duet, trio, quartet, orchestra, choir, rock band etc.) in relation to texture • Explore different types of ensembles (e.g. solo, duet, trio, orchestra, choir, rock band etc.) in relation to timbre • Explore how different playing techniques effect timbre (e.g. <i>legato/staccato, slurred/accented</i>) • Explore structures within a variety of genres of music • Explore the use of conventional notation (relative to the genre) to realise musical scores • Explore previously covered conventional notation and in addition; semiquaver, semiquaver rest, notes below the staff, tied notes, dotted notes, articulation (<i>legato, staccato</i> and accented notes) 	<ul style="list-style-type: none"> • Recognise and identify the interrelated dimensions of music within a piece of music using appropriate musical terms/language (including Italian Terms) in greater detail • Recognise and explore a variety of musical structures from different periods and genres with some confidence • In addition to the instruments and voices, recognise different types of instrumental groupings/ensembles (e.g. solo, duet, trio, quartet, orchestra, choir, rock band etc.) • Begin to 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
INSTRUMENTAL PERFORMANCE	COMPOSING MUSIC	APPRAISING MUSIC
<ul style="list-style-type: none"> • Perform with some confidence on a range of tuned and untuned instruments and in a variety of different ensembles • Play with some awareness of the interrelated dimensions of music (including reading Italian Terms) and different playing techniques (e.g. <i>legato/staccato, slurred/accented</i>) • Perform multiple rhythms simultaneously while maintaining a steady pulse in a group or individually with some accuracy • Perform melodies and accompaniments (including harmony and bass line) following specific chord sequences • Maintain multiple parts (including harmony/ chords and bass line) supporting a melody derived from a specific scale with some accuracy • Demonstrate awareness of own contribution in ensemble (leading others, taking solo part and/or providing rhythmic/melodic support/accompaniment) with some confidence • Follow a leader including unplanned changes to performance or adjusting to others performers with some confidence 	<ul style="list-style-type: none"> • Compose music that reflects given intentions (e.g. descriptive music, a rap, a melody with an ostinato accompaniment), refining own compositions after discussion • Compose music that reflects the intended style • Compose music that contains musical ideas associated with the given genre including an arranged accompaniment developed from ideas in the main melody • Use conventional notation (relative to the genre) to realise musical scores to record their compositions 	<ul style="list-style-type: none"> • Begin to respond in greater detail using a wide variety of musical language including more advanced Italian Terms • Begin to respond using the correct terminology to describe a variety of musical features and how they are combined • Evaluate their own compositions using musical knowledge to identify strengths and weaknesses

YEAR 5 – Vocabulary and Terms

DYNAMICS	TEMPO	PITCH	TEXTURE	TIMBRE	RHYTHM	STRUCTURE	NOTATION
<ul style="list-style-type: none"> LOUD, MEDIUM and QUIET GETTING LOUDER and GETTING QUIETER STAYING THE SAME GRADUAL and SUDDEN CHANGES <p>ITALIAN TERMS</p> <ul style="list-style-type: none"> <i>FORTE</i> (loud) <i>FORTISSIMO</i> (very loud) <i>MEZZO FORTE</i> (moderately loud) <i>MEZZO PIANO</i> (moderately quiet) <i>PIANO</i> (quiet) <i>PIANISSIMO</i> (VERY quiet) <i>CRESCENDO</i> (gradually getting louder) <i>DIMINUENDO</i> (gradually getting quieter) 	<ul style="list-style-type: none"> FAST, MEDIUM and SLOW GETTING FASTER and GETTING SLOWER STAYING THE SAME GRADUAL and SUDDEN CHANGES <p>ITALIAN TERMS</p> <ul style="list-style-type: none"> <i>ACCELERANDO</i> (gradually getting faster) <i>RALLENTANDO</i> (gradually getting slower) <i>ADAGIO</i> (very slow) <i>ANDANTE</i> (slow) <i>MODERATO</i> (moderate) <i>ALLEGRO</i> (fast) <i>PRESTO</i> (very fast) 	<ul style="list-style-type: none"> HIGH, MEDIUM and LOW MELODY (main tune) DRONE (single note accompaniment) ASCENDING (getting higher) and DESCENDING (getting lower) STAYING THE SAME MOVING BY STEP (notes adjacent to each other) MOVING BY LEAP (notes with gaps between them) RHYTHMIC OSTINATI (repeated patterns) MELODIC PATTERNS MELODIC OSTINATI (repeated patterns) ACCOMPANIMENT BASS LINE MELODIC SEQUENCES SCALES HARMONY CHORDS (MAJOR and MINOR) CHORD SEQUENCES IMPROVISATION CONCORD and DISCORD 	<ul style="list-style-type: none"> THICK, MEDIUM and THIN GETTING THICKER and GETTING THINNER STAYING THE SAME GRADUAL and SUDDEN CHANGES MELODY and ACCOMPANIMENT ENSEMBLES Solo Duet Trio Quartet Orchestra Choir Rock Band Other Ensembles 	<ul style="list-style-type: none"> SOUND VOICE INSTRUMENT PERCUSSION (various classroom percussion instruments) BODY PERCUSSION TEQUINQUES: Tapping, Blowing, Scraping, Shaking and Rattling MATERIALS: Wood, Metal and Skin FAMILIES OF INSTRUMENTS: STRING: violin, viola, cello, double bass and harp WOODWIND: piccolo, flute, oboe, clarinet and bassoon BRASS: trumpet, French horn, trombone and tuba PERCUSSION: various classroom and orchestral percussion TYPES OF VOICES: STRING: soprano, alto, tenor and bas ARTICULATION: SLURRED and ACCENTED <p>ITALIAN TERMS</p> <ul style="list-style-type: none"> <i>LEGATO</i> (smooth) <i>STACCATO</i> (short and detached) 	<ul style="list-style-type: none"> PULSE (steady beat) RHYTHM LONG and SHORT LONGER NOTES and SHORTER NOTES OSTINATO/OSTINATI (repeated patterns) POLYRHYTHMS SYNCOPIATION 	<ul style="list-style-type: none"> STRUCTURE SECTIONS SAME and DIFFERENT REPEAT/ECHO PATTERN/SEQUENCE QUESTION and ANSWER CALL & RESPONSE BINARY FORM (AB) TERNARY FORM (ABA) RONDO FORM (ABACA) ROUND POP SONG STRUCTURE SAMBA GROOVE STRUCTURE 12 BAR BLUES STRUCTURE 	<ul style="list-style-type: none"> SYMBOLS/ GRAPHICS SCORE SEMIQUAVER QUAVER (1/2 beat) CROTCHET (1 beat) MINIM (2 beats) SEMIBREVE (4 beats) SEMIQUAVER REST QUAVER REST CROTCHET REST MINIM REST WHOLE BAR REST REPEAT MARKS STAVE TREBLE CLEF BARS and BAR LINES TIME SIGNATURES METER (2/3/4) NOTES ON THE STAVE: Lines (E,G,B,D,F) Spaces (F,A,C,E) NOTES BELOW THE STAVE – Ledger Lines ACCIDENTALS: Sharps and Flats BREATH MARKS DYNAMICS: <i>Forte (F)</i> and <i>Piano (P)</i> TIED and DOTTED NOTES ARTICULATION: <i>Legato, Staccato</i> and <i>Accented</i>

Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, Swing, tune/head, Big bands, solo, ballad, verse, interlude, tag ending, piano, guitar, bass, drums, cover, Old-school Hip Hop, Rap, synthesizer, deck, backing loops, Funk, scratching, unison, cover, Soul, groove, bass line, brass section, harmony.

YEAR 6 Music Overview		
VOCAL PERFORMANCE	EXPLORING MUSIC	LISTENING TO MUSIC
<ul style="list-style-type: none"> • Sing a wide variety of songs in different styles with recognised structures including songs in two parts and songs for special occasions • Sing a simple second part of a two part song with increased confidence • Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch demonstrating an awareness of the intent of the lyrics and appropriate expression • Maintain own part in a song whilst others are singing a different part with confidence • Sing songs with greater confidence demonstrating musical expression (tone of voice, phrasing, changes of tempi or dynamics) reflecting the mood and character of the song and its context 	<ul style="list-style-type: none"> • Use Italian terms to describe dynamics and dynamic changes demonstrating greater understanding • Use Italian terms to describe tempo changes demonstrating greater understanding • Explore how different rhythm patterns are associated with different genres • Explore how different rhythmic accompaniments can drastically change the mood/atmosphere of a song • Explore how different melodic patterns are associated with different genres • Explore how the use of different chord sequences can drastically change the mood/ atmosphere of a song • Explore improvisation as form of expression as well as a tool for developing melodic ideas • Explore how the use of texture changes between the different sections of a song can add interest and help to enhance its mood/atmosphere • Explore how the use of timbre changes between the different sections of a song can add interest and help to enhance its mood/atmosphere • Explore structures within different genres of music and how they can be manipulated to reflect an intended style or change an intended effect • Explore the use of conventional notation (relative to the genre) to realise musical scores • Explore previously covered conventional notation 	<ul style="list-style-type: none"> • Recognise and identify the interrelated dimensions of music within a piece of music using appropriate musical terms/language (including Italian Terms) in greater detail and with more precision • Recognise and explore a variety of musical structures from different periods and genres with increased confidence • In addition to the instruments and voices, recognise different types of instrumental groupings/ensembles (e.g. solo, duet, trio, quartet, orchestra, choir, rock band etc.) • 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 with increased confidence
INSTRUMENTAL PERFORMANCE	COMPOSING MUSIC	APPRAISING MUSIC
<ul style="list-style-type: none"> • Perform with increased confidence on a range of tuned and untuned instruments and in a variety of different ensembles • Play with some awareness of the interrelated dimensions of music (including reading Italian Terms) and different playing techniques (e.g. <i>legato/staccato</i>, slurred/accented) • Perform multiple rhythms simultaneously while maintaining a steady pulse in a group or individually with increased accuracy • Perform melodies and accompaniments (including harmony and bass line) following specific chord sequences 	<ul style="list-style-type: none"> • Create own simple songs reflecting the meaning of the words, refining own compositions after discussion • Compose idiomatic music that reflects the atmosphere and meaning of the words • Compose idiomatic music that contains musical ideas associated with the given genre including an appropriately arranged accompaniment • Use conventional notation (relative to the genre) to realise musical scores to record their compositions 	<ul style="list-style-type: none"> • Respond in greater detail using a wide variety of musical language including more advanced Italian Terms with greater confidence and precision • Respond using the correct terminology to describe a variety of musical features and how they are combined with greater confidence and precision • Evaluate their own compositions using musical knowledge to help identify areas for development or refinement when composing



- Maintain multiple parts (including harmony/ chords and bass line) supporting a melody derived from a specific scale with increased accuracy
- Demonstrate awareness of own contribution in ensemble (leading others, taking solo part and/or providing rhythmic/melodic support/accompaniment) with increased confidence
- Follow a leader including unplanned changes to performance or adjusting to others performers with increased confidence

YEAR 6 – Vocabulary and Terms

DYNAMICS	TEMPO	PITCH	TEXTURE	TIMBRE	RHYTHM	STRUCTURE	NOTATION
<ul style="list-style-type: none"> • LOUD, MEDIUM and QUIET • GETTING LOUDER and GETTING QUIETER • STAYING THE SAME • GRADUAL and SUDDEN CHANGES <p>ITALIAN TERMS</p> <ul style="list-style-type: none"> • <i>FORTE</i> (loud) • <i>FORTISSIMO</i> (very loud) • <i>MEZZO FORTE</i> (moderately loud) • <i>MEZZO PIANO</i> (moderately quiet) • <i>PIANO</i> (quiet) • <i>PIANISSIMO</i> (VERY quiet) • <i>CRESCENDO</i> (gradually getting louder) • <i>DIMINUENDO</i> (gradually getting quieter) 	<ul style="list-style-type: none"> • FAST, MEDIUM and SLOW • GETTING FASTER and GETTING SLOWER • STAYING THE SAME • GRADUAL and SUDDEN CHANGES <p>ITALIAN TERMS</p> <ul style="list-style-type: none"> • <i>ACCELERANDO</i> (gradually getting faster) • <i>RALLENTANDO</i> (gradually getting slower) • <i>ADAGIO</i> (very slow) • <i>ANDANTE</i> (slow) • <i>MODERATO</i> (moderate) • <i>ALLEGRO</i> (fast) • <i>PRESTO</i> (very fast) 	<ul style="list-style-type: none"> • HIGH, MEDIUM and LOW • MELODY (main tune) • DRONE (single note accompaniment) • ASCENDING (getting higher) and DESCENDING (getting lower) • STAYING THE SAME • MOVING BY STEP (notes adjacent to each other) • MOVING BY LEAP (notes with gaps between them) • RHYTHMIC OSTINATI (repeated patterns) • MELODIC PATTERNS • MELODIC OSTINATI (repeated patterns) • ACCOMPANIMENT • BASS LINE • MELODIC SEQUENCES • SCALES • HARMONY • CHORDS (MAJOR and MINOR) • CHORD SEQUENCES • IMPROVISATION • CONCORD and DISCORD 	<ul style="list-style-type: none"> • THICK, MEDIUM and THIN • GETTING THICKER and GETTING THINNER • STAYING THE SAME • GRADUAL and SUDDEN CHANGES • MELODY and ACCOMPANIMENT • ENSEMBLES <p>Solo Duet Trio Quartet Orchestra Choir Rock Band Other Ensembles</p>	<ul style="list-style-type: none"> • SOUND • VOICE • INSTRUMENT • PERCUSSION (various classroom percussion instruments) • BODY PERCUSSION • TEQUINQUES: Tapping, Blowing, Scraping, Shaking and Rattling • MATERIALS: Wood, Metal and Skin • FAMILIES OF INSTRUMENTS: <ul style="list-style-type: none"> STRING: violin, viola, cello, double bass and harp WOODWIND: piccolo, flute, oboe, clarinet and bassoon BRASS: trumpet, French horn, trombone and tuba PERCUSSION: various classroom and orchestral percussion • TYPES OF VOICES: <ul style="list-style-type: none"> STRING: soprano, alto, tenor and bass • ARTICULATION: SLURRED and ACCENTED 	<ul style="list-style-type: none"> • PULSE (steady beat) • RHYTHM • LONG and SHORT • LONGER NOTES and SHORTER NOTES • OSTINATO/OSTINATI (repeated patterns) • POLYRHYTHMS • SYNCOPATION 	<ul style="list-style-type: none"> • STRUCTURE • SECTIONS • SAME and DIFFERENT • REPEAT/ECHO • PATTERN/SEQUENCE • QUESTION and ANSWER • CALL & RESPONSE • BINARY FORM (AB) • TERNARY FORM (ABA) • RONDO FORM (ABACA) • ROUND • POP SONG STRUCTURE • SAMBA GROOVE STRUCTURE • 12 BAR BLUES STRUCTURE 	<ul style="list-style-type: none"> • SYMBOLS/GRAPHICS • SCORE • SEMIQUAVER • QUAVER (1/2 beat) • CROTCHET (1 beat) • MINIM (2 beats) • SEMIBREVE (4 beats) • SEMIQUAVER REST • QUAVER REST • CROTCHET REST • MINIM REST • WHOLE BAR REST • REPEAT MARKS • STAVE • TREBLE CLEF • BARS and BAR LINES • TIME SIGNATURES • METER (2/3/4) • NOTES ON THE STAVE: <ul style="list-style-type: none"> Lines (E,G,B,D,F) Spaces (F,A,C,E) • NOTES BELOW THE STAVE – Ledger Lines • ACCIDENTALS: Sharps and Flats • BREATH MARKS • DYNAMICS: <i>Forte (F)</i> and <i>Piano (P)</i> • TIED and DOTTED NOTES • ARTICLUATION:

				<p>ITALIAN TERMS</p> <ul style="list-style-type: none"> • <i>LEGATO</i> (smooth) • <i>STACCATO</i> (short and detached) 			<p><i>Legato, Staccato and Accented</i></p>
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Other Key Vocabulary –

Style indicators, compose, cover, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, Blues, Jazz, improvise/ improvisation, by ear, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.