

MUSIC YEAR A

THEMES	Performing <i>(technique, collaboration, emotions)</i>	Composing <i>(Process, Effect, Notation/Symbols)</i>	Appraising <i>(Culture, Preference, History)</i>	Describing Music <i>(Styles and periods, Composers, Musical Language)</i>
KS1	Pulse Rhythm and Pitch Exploring instruments	Exploring instruments Exploring composition	Appraising/Exploring styles Music History	Pulse Rhythm and Pitch Music History
LKS2	Trumpets Recorders Ukulele	Trumpets Recorders Ukulele	Trumpets Recorders Ukulele	Trumpets Recorders Ukulele
UKS2	Confidence through performance	Chords and Structure Respecting each other through composition	Respecting each other through composition	Chords and Structure

MUSIC YEAR B

KS1	Exploring feelings through music Exploring improvisation	Inventing a musical story Exploring improvisation	Exploring Sound Exploring feelings through music Great composers	Dynamics and Tempo Great composers
LKS2	Djembe Gospel Singing Ocarina	Djembe Gospel Singing Ocarina	Djembe Gospel Singing Ocarina	Djembe Gospel Singing Ocarina
UKS2	Chords and Structure Developing pulse and groove through improvisation	Notation Developing pulse and groove through improvisation	Structure and form Composition Performance	Chords and Structure Musical Elements

MUSIC – TIER 3 VOCABULARY

KS1	LKS2	UKS2
<p>Pulse, Rhythm and Pitch Pulse, beat, tempo, dynamics, texture, pitch, duration</p> <p>Appraising and Exploring instruments Timbre, woodwind, brass, tuned percussion, untuned percussion, texture</p> <p>Exploring Composition Notation, improvise, compose, composer, melody</p> <p>Sound, Dynamics and Tempo Forte, pianissimo, tempo, dynamics</p> <p>Creating and Improvising Improvise, call and response, rhythmic pattern</p> <p>Listening and Responding Audience, structure, conductor, dynamics, duration</p>	<p>Instrumental Vocabulary Time signature, timbre, texture, dynamics, forte, piano, mezzo forte, mezzo piano, largo, lento, round, harmony, coda, chorus, ostinato, polyrhythm, crotchet, quaver, minim, semibreve,</p>	<p>Chords and structure Arpeggio, scale, chord, major, minor</p> <p>Performance A Capella, unison, accompaniment, upbeat, intonation</p> <p>Composition Ensemble, legato, motif, structure, pentatonic</p> <p>Musical Elements Overtone, timbre, tonality, form, harmony, texture, staccato</p> <p>Structure and Form Canon, Da Capo, pedal note</p> <p>Notation Bar, dotted note, glissando, key, key signature, range, treble clef</p>

Category of Knowledge	Year Group	Content
Dynamics	Year 1	<ul style="list-style-type: none"> ● Play sounds that get louder and softer ● Understand different volumes in performance and be able to perform with an awareness of loud and quiet. ● Identify changes in dynamics
	Year 2	<ul style="list-style-type: none"> ● Listen to and identify loud and soft dynamics (including getting louder/softer) ● Perform loud and quiet dynamics as well as gradual and sudden changes in dynamics. ● Consider how rests can create a sense of tension/excitement or anticipation
	Year 3	<ul style="list-style-type: none"> ● Describe changes in dynamics ● Use dynamics to help communicate the meaning of a song ● Use musical vocabulary related to dynamics
	Year 4	<ul style="list-style-type: none"> ● Build on musical vocabulary related to dynamics ● Identify and play an increasing range of dynamics
	Year 5	<ul style="list-style-type: none"> ● Identify how dynamics can support the structure of a song or piece of music
	Year 6	<ul style="list-style-type: none"> ● Recognise that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.

Rhythm	Year 1	<ul style="list-style-type: none"> ● Recognise and clap long sounds and short sounds, and simple combinations. ● Perform short, copycat rhythm patterns accurately, led by the teacher. ● Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat. ● Perform word-pattern chants; create, retain and perform your own rhythm patterns.
	Year 2	<ul style="list-style-type: none"> ● Recognise long sounds and short sounds, and match them to syllables and movement. ● Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. ● Create rhythms using word phrases as a starting point.
	Year 3	<ul style="list-style-type: none"> ● Recognise by ear and notation: minims, crotchets, quavers and their rests. ● Copy simple rhythm patterns created from minims, crotchets, quavers and their rests. ● Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. ● Alternate between a steady beat and rhythm
	Year 4	<ul style="list-style-type: none"> ● Recognise by ear and notation a range of rhythms ● Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests. ● Create rhythm patterns by ear and using simple notation ● Recall the most memorable rhythms in a song or piece of music.
	Year 5	<ul style="list-style-type: none"> ● Recognise by ear and notation and increasing range of rhythms ● Recognise by ear and notation 6/8 rhythm patterns
	Year 6	<ul style="list-style-type: none"> ● Recognise dotted rhythm in melodies.

Pitch	Year 1	<ul style="list-style-type: none"> ● Understand that pitch means how high or low a note sounds. ● Understand that 'tuned' instruments play more than one pitch of notes. ● Perform music with a range of melodies and pitches and be able to identify where the pitch is higher, lower, or of medium pitch
	Year 2	<ul style="list-style-type: none"> ● Perform music with a range of melodies and pitches ● Develop awareness of how notes move by step or leap or notes that are the same in pitch. ● To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. ● To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.
	Year 3	<ul style="list-style-type: none"> ● Understand that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. ● Show the shape of a melody as rising and falling in pitch ● Learn to sing a melody by ear or from notation ● Learn to rehearse and perform a melodic instrument by ear or from notation ● Copy simple melodies by ear or from notation
	Year 4	<ul style="list-style-type: none"> ● Understand that 'transposing' a melody means changing its key, making it higher or lower pitched. ● Create melodies by ear and notate them ● Learn to play in more than one melodic part ● Identify an increasing range of pitched notes on a stave
	Year 5	<ul style="list-style-type: none"> ● Identify and explain steps, jumps and leaps in the pitch of a melody ● Learn a simple chord progression ● Perform a range of songs using a simple chord progression
	Year 6	<ul style="list-style-type: none"> ● Develop new chords from a given tonality ● Identify major and minor tonality by ear ● Perform using the pentatonic scale

Tempo	Year 1	<ul style="list-style-type: none"> ● Recognise music that is 'fast' or 'slow'. ● Understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.
	Year 2	<ul style="list-style-type: none"> ● To know that the 'pulse' is the steady beat that goes through music. ● To know that tempo is the speed of the music

		<ul style="list-style-type: none"> To understand that the tempo of a musical phrase can be changed to achieve a different effect
	Year 4	<ul style="list-style-type: none"> To know that playing in time means all performers playing together at the same speed.
	Year 5	<ul style="list-style-type: none"> To understand that a slow tempo can be used to make music sound sad. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made
	Year 6	<ul style="list-style-type: none"> To know that a melody can be adapted by changing its dynamics, pitch or tempo.

Texture	Year 1	<ul style="list-style-type: none"> Sing together. Listen out for combinations of instruments together.
	Year 2	<ul style="list-style-type: none"> Understand that singing and playing together creates a musical texture. Add body percussion accompaniments.
	Year 3	<ul style="list-style-type: none"> Listen to the accompaniment to a song. Identify large numbers of people playing and singing, by ear. Listen for solo players.
	Year 4	<ul style="list-style-type: none"> Identify and explain texture Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music. Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music. Explain the term 'unison' and the difference between unison and solo.
	Year 5	<ul style="list-style-type: none"> Identify changes in texture. Talk about the different textures created by intervals and chords.
	Year 6	<ul style="list-style-type: none"> Refer to repeated rhythmic or melodic patterns as riffs/ostinati. Understand how texture builds throughout a piece as voices are layered.