

LISTENING							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listening, appraising, responding:</p> <p>Listening to a range of high-quality live and recorded music</p>	<ul style="list-style-type: none"> • Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music • Exploring lyrics by suggesting appropriate actions • Exploring the story behind the lyrics or music • Listening to and following a beat using body percussion and instruments • Considering whether a piece of music has a fast, moderate or slow tempo • Expressing their response to different music and lyrics 	<ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm • Understanding that different types of sounds are called timbres • Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower) • Describing the character, mood, or 'story' of music they listen to, both verbally and through movement • Describing the differences between two pieces of music. • Expressing a basic opinion about music (like/dislike) 	<ul style="list-style-type: none"> • Recognising timbre changes in music they listen to • Recognising structural features in music they listen to. • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Identifying melodies that move in steps. • Identifying melodies that move in steps. 	<ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). • Understanding that music from different parts of the world, and different times, have different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Recognising and beginning to discuss changes within a piece of music 	<ul style="list-style-type: none"> • Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Rock and Roll, Blues). • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. 	<ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African,, Dance Remix, Classical). • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. 	<ul style="list-style-type: none"> • Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (pop art, film music). • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
<p>Listening with attention to detail and recall sounds with increasing aural memory</p>	<ul style="list-style-type: none"> • Listening to sounds and matching to the object or instrument • Listening to sounds and identifying high and low pitch • Listening to and repeating a simple rhythm • Listening to and repeating simple lyrics • Understanding that different instruments make different sounds and grouping them accordingly 	<ul style="list-style-type: none"> • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. 	<ul style="list-style-type: none"> • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work. 	<ul style="list-style-type: none"> • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> • Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work 	<ul style="list-style-type: none"> • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.

COMPOSING

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composing: Create sounds and music using interrelated dimensions of music	<ul style="list-style-type: none"> • Playing untuned percussion 'in time' with a piece of music • Selecting classroom objects to use as instruments • Experimenting with body percussion and vocal sounds to respond to music • Selecting appropriate instruments to represent action and mood • Experimenting with playing instruments in different ways 	<ul style="list-style-type: none"> • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using three notes. • Choosing dynamics, tempo and timbre for a piece of music. • Creating a simple graphic score to represent a composition. • Beginning to make improvements to their work as suggested by the teacher. 	<ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from 5 or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. 	<ul style="list-style-type: none"> • Composing a piece of music in a given style with voices and instruments (Battle Song, Classical, Jazz, Swing). • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary. 	<ul style="list-style-type: none"> • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure. • Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. 	<ul style="list-style-type: none"> • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Using staff notation to record rhythms and melodies. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work. 	<ul style="list-style-type: none"> • Improvising coherently and creatively within a given style, incorporating given features. • Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. • Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Recording own composition using appropriate forms of notation and/or technology and incorporating. • Constructively critique their own and others' work, using musical vocabulary.

Performing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<ul style="list-style-type: none"> • Using their voices to join in with well-known nursery rhymes and songs from memory (ELG) • Remembering and maintaining their role within a group performance • Perform songs and rhymes with others and (where appropriate) try to move in time with music (ELG) • Participating in performances to a small audience • Stopping and starting playing at the right time 	<ul style="list-style-type: none"> • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. • Performing from graphic notation. 	<ul style="list-style-type: none"> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. 	<ul style="list-style-type: none"> • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. 	<ul style="list-style-type: none"> • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers, with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. 	<ul style="list-style-type: none"> • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Performing with accuracy and fluency from graphic and simple staff notation. • Playing a simple chord progression with accuracy and fluency. 	<ul style="list-style-type: none"> • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. • Performing a solo or taking a leadership role within a performance. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor's

INTER - RELATED DIMENSIONS OF MUSIC

Pitch	to understand what high and low notes are	to understand that pitch means how high or low a note sounds to understand that 'tuned' instruments play more than one pitch of notes.	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.	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	to understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	to know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.
Duration	to recognise that different sounds can be long or short	to know that rhythm means a pattern of long and short notes	To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.	To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can be a repeated rhythm.	to know that 'poly-rhythms' means many different rhythms played at once. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	to understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat.
Dynamics	to understand that instruments can be played loudly or softly	to know that dynamics means how loud or soft a sound is. to understand that sounds can be adapted to change their mood, eg through dynamics.	to know that dynamics can change the effect a sound has on the audience	To know that the word 'crescendo' means a sound getting gradually louder.	to know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	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	to know that a melody can be adapted by changing its dynamics.
Tempo	to recognise that music is fast or slow. To understand that we can match our body movements to the speed (tempo) or pulse (beat of music)	to know that the 'pulse' is the steady beat that goes through music. to know that tempo is the speed of the music	To understand that the tempo of a musical phrase can be changed to achieve a different effect.		to know that playing in time means all performers playing together at the same speed.	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.	to know that a melody can be adapted by changing its dynamics, pitch or tempo.
Timbre	to know that different instruments can sound like a particular character	to know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.	To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.	To understand that the timbre of instruments played affects the mood and style of a piece of music.	To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.	to understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	to know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.
Texture	to know that music often has more than one instrument being played at a time	to know that music has layers called 'texture'	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	To know that many types of music from around the world consist of more than one layer of sound	to know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually	to understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.	to understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as

					sound good together.		well as complementary notes.
Structure	to recognise the chorus in a familiar song	To know that a piece of music can have more than one section, eg a verse and a chorus.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	to know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	to know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	to know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way
Notation	to know that signals can tell us when to start or stop playing	To know that a piece of music can have more than one section, eg a verse and a chorus.	To know that 'notation' means writing music down so that someone else can play it to know that a graphic score can show a picture of the structure and / or texture of music.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	to know that 'performance directions' are words added to music notation to tell the performers how to play.	to know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	to know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.

KEY KNOWLEDGE FROM UNIT

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Pulse and rhythm (all about me)</p> <p>To know that rhythm means a pattern of long and short notes.</p> <p>To know that pulse is the regular beat that goes through music.</p> <p>To understand that the pulse of music can get faster or slower.</p> <p>To know that a piece of music can have more than one section, eg a verse and a chorus.</p>	<p>Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p>To know that a 'soundscape' is a landscape created using only sounds.</p> <p>To know that a composer is someone who creates music and writes it down.</p> <p>To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.</p>	<p>Jazz</p> <p>To understand that 'syncopation' means a rhythm that is played off the natural beat.</p> <p>To know that Ragtime is piano music that uses syncopation and a fast tempo.</p> <p>To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.</p> <p>To know that 'scat singing' is using made-up words to create the sound of an instrument playing.</p>	<p>Adapting and transposing motifs (Theme: Romans)</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p>	<p>Composition notation (Ancient Egypt)</p> <p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p> <p>To know that simple pictures can be used to represent the structure (organisation) of music.</p>	<p>Advanced rhythms</p> <p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972.</p> <p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms</p> <p>To know that a quaver is worth half a beat</p>
	<p>Celebration music</p> <p>To know that there are special songs we can sing to celebrate events.</p> <p>To understand that my voice or an instrument can match an action in a song.</p>	<p>Nativity performance</p>	<p>Nativity performance</p>	<p>Ballads</p> <p>To know that a ballad tells a story through song.</p> <p>To know that lyrics are the words of a song.</p> <p>To know that in a ballad, a 'stanza' is a verse.</p>	<p>Rock and roll</p> <p>To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.</p>	<p>South Africa instrumental unit</p> <p>To know the key features of South African Gumboot music.</p> <p>To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.</p>	<p>Film music</p> <p>To know that a film soundtrack includes the background music and any songs in a film.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key</p>

	<p>To know that moving to music can be part of a celebration.</p> <p>To recognise that different sounds can be long or short.</p> <p>To recognise music that is 'fast' or 'slow'.</p>				<p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that playing in time means all performers playing together at the same speed.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p>	<p>To know the correct technique for playing tuned percussion instruments.</p>	<p>signatures use note pitches that can suggest sadness and tension.</p> <p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p>
	<p>Musical stories To understand that a piece of music can tell a story with sounds.</p> <p>To know that different instruments can sound like a particular character.</p> <p>To understand what 'high' and 'low' notes are.</p>	<p>Musical vocabulary (Theme: Under the sea) To understand that pitch means how high or low a note sounds.</p> <p>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</p> <p>To know that music has layers called 'texture'.</p>	<p>Myths and legends I know that a graphic score can show a picture of the structure of music.</p> <p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.</p>	<p>Pentatonic melodies and composition (Theme: Chinese New Year) To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>South Africa instrumental unit To know the key features of South African Gumboot music.</p> <p>To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.</p> <p>To know the correct technique for playing tuned percussion instruments.</p>	<p>Blues To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>To understand that a chord is the layering of several pitches played at the same time.</p>	<p>Songs of World War 2 To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</p> <p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>A 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>
	<p>Music and movement To know that the beat is the steady pulse of a song.</p> <p>To know that tempo is the speed of the music.</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>To know that signals can tell us when to start or stop playing.</p>	<p>Timbre and rhythmic patterns (Theme: Fairytales) To know that an instrument or rhythm pattern can represent a character in a story.</p> <p>To know that my voice can create different timbres to help tell a story.</p> <p>To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</p>	<p>Musical me To understand that 'melody' means a tune.</p> <p>To know that 'notation' means writing music down so that someone else can play it.</p> <p>To understand that 'accompaniment' can mean playing instruments along with a song.</p> <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>	<p>Developing singing technique (Vikings) To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>To know that written music tells you how long to play a note for.</p>	<p>Changes in pitch, tempo and dynamics (Theme: Rivers) To know that when you sing without accompaniment it is called 'A Capella'.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p>	<p>Composition to represent the festival of colour (Theme: Holi) To know that a vocal composition is a piece of music created only using voices.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p> <p>To know that a vocal composition is a piece of music created only using voices.</p>	<p>Themes and variations (Pop Art) To know that a 'theme' is a main melody in a piece of music.</p> <p>To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</p> <p>To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly</p>

	<p>Exploring sound</p> <p>To understand how to listen carefully and talk about what I hear.</p> <p>To know that sounds can be copied by my voice, body percussion and instruments.</p> <p>To understand that instruments can be played loudly or softly.</p> <p>To know that music often has more than one instrument being played at a time.</p>	<p>Pitch and tempo (Theme: Superheroes)</p> <p>To understand that tempo can be used to represent mood or help tell a story.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that following a leader when we perform helps everyone play together accurately.</p>	<p>West African call and response song (Theme: Animals)</p> <p>To know that dynamics can change the effect a sound has on the audience.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>To understand that structure means the organization of sounds within music, eg a chorus and verse pattern in a song.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To understand that an instrument can be matched to an animal noise based on its timbre.</p>	<p>South Africa instrumental unit</p> <p>To know the key features of South African Gumbo music.</p> <p>To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.</p> <p>To know the correct technique for playing tuned percussion instruments.</p>	<p>Caribbean instrumental unit</p> <p>To know the key features of Calypso music.</p> <p>To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.</p> <p>To be able to play tuned percussion with the correct technique.</p>	<p>Caribbean instrumental unit</p> <p>To know the key features of Calypso music.</p> <p>To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.</p> <p>To be able to play tuned percussion with the correct technique.</p>	<p>Dynamics, pitch and temp: (Theme: Fingal's Cave)</p> <p>To know that the conductor beats time to help the performers work well together.</p> <p>To understand that improvisation means making up music 'on the spot'.</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p>
	<p>Big band</p> <p>To know that an orchestra is a big group of people playing a variety of instruments together.</p> <p>To know that music often has more than one instrument being played at a time.</p> <p>To understand that performing means playing a finished piece of music for an audience.</p>	<p>Vocal and body sounds: (Theme: By the sea)</p> <p>To know that dynamics can change how someone listening feels about music.</p> <p>To know that your voice can be used as a musical instrument.</p> <p>To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.</p> <p>To understand that music can be represented by pictures or symbols.</p>	<p>Orchestral instruments (Theme: Traditional stories)</p> <p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</p> <p>To know that stringed instruments, like violins, make a sound when their strings vibrate.</p> <p>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p>	<p>Caribbean instrumental unit</p> <p>To know the key features of Calypso music.</p> <p>To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.</p> <p>To be able to play tuned percussion with the correct technique.</p>	<p>Body and tuned percussion (Theme: Rainforests)</p> <p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To know that a 'loop' in music is a repeated melody or rhythm.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>South and West Africa</p> <p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p> <p>To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that poly-rhythms means many rhythms played at once</p> <p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p>	<p>Composing and performing a Leavers' song</p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p> <p>To understand that all types of music notation show note duration.</p>