Transitional Curriculum Progression Map

Music

National Curriculum:

- Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Each term, the relevant knowledge organiser and musical vocabulary will be shared with pupils. Assessment will draw on listening, composing and performance outcomes across the six units taught during the year.

Curriculum overview

	Year 3/4	Year 4/5	Year 5/6
Units	Body and tuned percussion (Rainforests link) Rock and Roll Changes in pitch, tempo and dynamics (link with rivers) Haiku, music and performance Samba and carnival sounds and instruments Adapting and transposing motifs (tbc)	Composition and notation (Links with ancient Egypt) Blues South and West Africa Composition for the festival of colour (Links with Holi Festival) Looping and remixing Musical Theatre (TBC)	Dynamics, pitch and texture (Links with Coast) Film Music Songs of WW2 Theme and Variation Baroque Composing and performing (TBC)

Listening and evaluating

Skills

Year 3/4	Year 4/5	Year 5/6
• Listening with attention to detail, focusing on a specific feature of the music (e.g. 'What do you notice about the pitch?'). • Beginning to explain their responses to music using musical features to support their ideas (e.g. 'This music makes me feel tense because it is low and slow'). • Beginning to identify a wider range of instruments and their role within a piece of music (e.g. a flute playing the melody). • Identifying instruments heard in music from a given selection (e.g. identifying an instrument from a selection of pictures). • Recognising simple patterns that combine rhythm and pitch. • Recognising and discussing how pitch changes (e.g. getting higher, getting lower, stays the same). • Recognising and discussing how speed (tempo) changes (e.g. getting faster or getting slower). • Recognising and discussing how volume (dynamics) change (e.g. getting louder or getting quieter). • Sharing their opinion based on a specific part of the music (e.g. 'I liked how the music got quieter at the end'). • Using some musical vocabulary when describing music (e.g. 'The bass line is playing on beat one'). • Developing understanding of the history of a diverse range of music (e.g. reggae, blues, the music of China and India). • Noticing similarities and differences between music from different time periods or cultures.	• Listen with increasing independence, focusing on more than one musical feature and noticing relevant detail. • Explain responses using musical vocabulary and begin to link musical features to mood, effect and personal response. • Identify a wider range of instruments and describe their role or effect within a piece. • Recognise how rhythm, pitch, tempo, dynamics, texture and instrumentation combine to create contrast and mood. • Compare music from different genres, cultures and periods, identifying common and contrasting features. • Give increasingly critical appraisals, referring to specific sections of music and using appropriate musical vocabulary. • Develop understanding of the historical and social context of a diverse range of music and begin to use knowledge of genre and style when discussing it.	• Listening and noticing relevant details with increasing independence and focusing on a range of musical features. • Explaining their responses to music, using a range of musical features and personal experiences (e.g. 'The fast tempo and loud dynamics make it feel exciting. It reminds me of a football match because it feels energetic'). • Identifying an increasing range of instruments and sounds and their function within a piece of music (e.g. the strings creating a tip-toe effect). • Describing unknown instruments by relating them to known instruments or using adjectives (e.g. 'It sounds like a flute because it is floaty'). • Considering how the composer uses rhythm and pitch to create a mood. • Beginning to understand how the inter-related dimensions of music work together to create contrast and mood (e.g.' There's a crescendo and the music is getting faster to build tension'). • Give increasingly critical appraisals of music using appropriate musical vocabulary and referring to specific elements and sections of a piece (e.g. 'I liked how the trumpets played a crescendo in the middle of the piece - it made the music feel more intense'). • Using musical vocabulary when describing music and its effect on the listener (e.g. The crescendo and building rhythm in the pre-chorus create energy and excitement for the listener.) • Developing an understanding of the history and social context of a diverse range of music, (e.g. samba, rap, the music of some African countries). • Using knowledge of genre and style when talking about music they hear.

Knowledge

Year 3/4	Year 4/5	Year 5/6
• To know that music can be described using musical elements such as pitch, rhythm, tempo and dynamics. • To know that rhythm is created by combining sounds of different durations (e.g. crotchet = 1 beat, minim = 2 beats; long/longer, short/shorter). • To know that contrast in music means using differences (e.g. loud/quiet or fast/slow) to make it more interesting. • To know that music can be classified or 'sorted' in different ways (e.g. genre, culture, historical period, instrument/technique, purpose and mood). • To know that the way music is produced and shared has changed over time (e.g. music technology). • To know that music from different cultures and time periods sound different because of their musical features (e.g. improvised or composed, types of instruments used).	• To know that composers use musical elements such as pitch, rhythm, tempo, dynamics, texture and instrumentation to create effects and moods. • To know that contrast can be created by changing one or more musical elements. • To know that instruments have different roles within a piece of music. • To know that music can be classified by genre, culture, historical period, instrumentation, purpose and mood. • To know that musical styles develop over time and can be influenced by earlier styles, social context and technology.	• To know that composers choose musical elements (e.g. tempo, dynamics and instrumentation) to create particular effects or moods. • To know a range of instruments and understand the roles they play within a piece of music. • To know that different styles of music follow different structure (e.g. pop music often follows a verse-chorus structure, Western Classical may use a theme and variation structure). • To know that contrast is created by changing elements, such as dynamics, tempo or instruments. • To know that new musical styles are always developing, often inspired by existing styles (e.g. blues influencing popular music). • To know that advancements in musical technology can lead to new genres of music (e.g. EDM). • To know that music is shaped by historical and social influence (e.g. rap, samba).

Creating sound

Skills

Year 3/4	Year 4/5	Year 5/6
• Competently singing songs with a range of five notes. • Beginning to maintain a singing part within a group (e.g. singing alongside instruments). • Singing songs where the melody moves up and down in small steps. • Singing simple melodies built on repetition and call-and-response. • Singing in a round, maintaining an independent part with a group. • Considering their own volume (dynamics) when singing in a group. • Actively trying to match the correct pitch when singing. • Beginning to recognise how posture improves the singing voice (e.g. stand tall, feet shoulder-width apart, shoulders back, etc). • Beginning to sing clearly, pronouncing words accurately. • Using simple breathing techniques to help support their voice (e.g. standing tall, filling the lungs). • Using correct technique to hold instruments and accessories (e.g. beaters) comfortably and with control (e.g. relaxed grip, thumb on top, curved fingers). • Exploring different techniques for playing the same instrument to create different sounds (e.g. using the handle of the beater instead of the head, body percussion). • Maintaining a steady beat using an instrument. • Adapting their playing to be loud or quiet at the direction of a leader. • Beginning to play simple two-note chords. • Beginning to play simple melodies on their instrument.	• Sing confidently across an increasing pitch range and begin to sustain an independent part in two-part or layered singing. • Sing melodies that move by step and leap, with improving accuracy, fluency, control and expression. • Use posture, articulation and breath control consistently to improve vocal quality and projection. • Maintain a steady beat on an instrument while listening and responding to other performers. • Select and justify different instrumental sounds for a musical purpose. • Play simple melodies with increasing fluency and develop from two-note chords towards simple chord patterns. • Adapt dynamics and playing technique deliberately to create contrast and mood.	• Competently singing songs with an octave pitch range. • Maintaining an independent singing part within an ensemble. • Singing songs that include leaps (e.g. jumping between notes rather than moving by step). • Singing melodies following a verse-chorus structure. • Singing in harmony, maintaining an independent part with accuracy. • Developing technique to project their voice clearly and confidently (e.g. open mouth, tall posture, facing the audience). • Accurately pitching their voice to sing a broad range of songs with varied pitch ranges. • Demonstrating the correct posture when singing. • Singing with consistent clarity and control, articulating words accurately. • Controlling breath to sustain phrases and support tone quality. • Recognising how different playing actions change the way an instrument sounds (e.g. bouncing the beater on the glockenspiel creates a longer sound). • Selecting and justifying the use of different classroom instruments for a purpose (e.g. 'We chose the djembe for a strong pulse and the tambourine to make the chorus brighter and more energetic'). • Maintaining the beat on their instrument whilst being aware of other musicians. • Adapting their playing to be loud or quiet to create contrast and add to the mood of a piece. • Beginning to play a simple pattern of chords. • Playing melodies with fluency on their instrument.

Knowledge

Year 3/4	Year 4/5	Year 5/6
• Details to be confirmed in the supplied Kapow planning.	• To know that good posture, breath control, clear articulation and accurate pitching support effective singing. • To know that different playing techniques change an instrument's timbre and effect. • To know that chords combine more than one pitch and can support a melody. • To know that performers need to listen to one another to maintain balance, pulse and ensemble.	• Details to be confirmed in the supplied Kapow planning.

Notation

Skills

Year 3/4	Year 4/5	Year 5/6
• Reading and creating simple staff notation to represent either pitch or rhythm in music. • Working out the pitch of notes by counting up or down from a labelled starting note. • Reading and playing simple melodies by following how notes move up and down the stave. • Beginning to recognise and notate notes C to G on a stave, with support. • Recognising common note values such as crotchet, paired quavers, minims and crotchet rests. • Clapping, playing or reading simple rhythmic patterns using these note values. • Using simple notation to record rhythmic patterns (e.g. crotchet, paired quavers, minims and crotchet rests). • Using words or syllables to create and represent rhythmic patterns (e.g. sunshine to represent quavers).	• Read and create graphic, rhythmic and staff notation, selecting an appropriate form for the musical idea. • Read and play simple melodies by following pitch movement on the stave and recognise an increasing number of notes by sight. • Place notes on or between stave lines with increasing accuracy to record simple ideas. • Recognise and use crotchets, paired quavers, minims and rests securely, and begin to use semibreves and corresponding rests. • Read, clap and record increasingly complex rhythmic patterns. • Begin to recognise common time signatures such as 3/4 and 4/4.	• Reading and creating different forms of notation, recognising how they represent musical elements such as pitch and rhythm. • Placing notes on the stave to record simple musical ideas. • Recognising some common notes on the stave by sight (e.g. middle C and nearby notes). • Reading and playing simple melodies using staff notation within a limited pitch range (e.g. C to C). • Beginning to place notes accurately on the stave to record musical ideas. • Recognising further common note values such as crotchet, paired quavers, minims, semibreves and their corresponding rests. • Playing or clapping simple rhythmic patterns using these note values. • Using notation to record simple rhythmic patterns using crotchets, paired quavers, minims, semibreves and rests • Recognising 3/4 and 4/4 time signatures in notation.

Knowledge

Year 3/4	Year 4/5	Year 5/6
• To know that notation can be used to write down music that has been created. • To know that notation can help musicians play music created by someone else. • To know that musical ideas can be written down in a variety of ways (e.g. using the stave, graphic score or technology). • To know that staff notation is a commonly used system for writing music. • To know that each position on the stave represents a different note name. • To know that when notes move step by step up or down the stave the pitch becomes higher or lower. • To know that there are different ways to represent getting higher, getting lower or staying the same (e.g. drawing a mountain shape to represent pitch). • To know that the shape of a note shows how long a sound should last. • To know that a crotchet is a note that lasts for one beat. • To know that a minim is a note that lasts for two beats. • To know that a quaver is a note that lasts for half a beat (a pair of quavers = one beat). • To know that a crotchet rest lasts for one beat. • To know that a minim rest lasts for two beats.	• To know that notation records music so that it can be remembered and performed by others. • To know that staff notation communicates both pitch and duration. • To know that notes occupy different positions on the stave and that pitch rises and falls as notes move up and down. • To know the duration of crotchets, quavers, minims and semibreves and their common rests. • To know that symbols and markings can communicate information about tempo, dynamics and performance.	• To know that musicians use different types of notation for different purposes. • To know that in staff notation a note shows both the pitch of a sound and its duration. • To know that symbols and markings can give performers information about how music should be played, such as tempo or dynamics. • To know that middle C sits on a small line just below the stave and can help musicians work out nearby notes. • To know that a semibreve lasts for four beats. • To know that a quaver rest represents a silence lasting for half a beat.

Improvising and composing

Skills

Year 3/4	Year 4/5	Year 5/6
• Improvising or composing short pieces that represent a stimulus, choosing sounds or instruments to match an idea or character. • Beginning to improvise using up to five pitches. • Improvising melodies over an accompaniment or drone. • Exploring a different idea before selecting one. • Beginning to consider the inter-related dimensions of music when improvising (e.g. speed, getting higher, volume). • Creating short sequences of sound within certain parameters (e.g. using given notes or rhythms, such as the pentatonic scale). • Exploring how the inter-related dimensions of music can be used to improve a piece or create contrast (e.g. changing speed or volume). • Beginning to choose words that match a melody or rhythm, considering the syllables (e.g. 'hap-py' using paired quavers). • Beginning to develop a repeated melody within given parameters (e.g. adding suggested notes). • Composing to a simple given structure (e.g. beginning, middle and end).	• Improvise and compose from a stimulus, choosing sounds to communicate a clear mood, atmosphere, character or message. • Improvise coherently using an increasing range of pitches over an accompaniment or drone and keep in time. • Explore several musical ideas before selecting, refining and justifying choices. • Create and develop melodies using rhythm, pitch, repetition and variation. • Apply inter-related dimensions deliberately to create contrast and musical interest. • Compose within a clear structure and begin to reflect the conventions of a particular style. • Record compositions using graphic, rhythmic or staff notation and, where appropriate, technology.	• Improvising or composing music to represent a stimulus and create a specific mood, atmosphere or message (e.g. tense music to represent stormy clouds). • Improvising or composing music to represent a stimulus and create a specific mood, atmosphere or message (e.g. tense music to represent stormy clouds). • Improvising melodies over an accompaniment or drone, keeping in time. • Exploring a range of ideas before selecting one. • Confidently applying the inter-related dimensions of music and explaining their choices (e.g. 'I sped up in the middle section to add excitement'). • Creating musical ideas whilst carefully considering rhythm, pitch and notation. • Making musical decisions to create different moods, such as choosing appropriate notes, tempo (speed) or dynamics (volume). • Writing lyrics to fit a melody, carefully matching syllables to the rhythm. • Confidently developing melodic ideas, exploring different pitches and rhythms. • Considering the structure of a composition to reflect a style of music.

Knowledge

Year 3/4	Year 4/5	Year 5/6
• Details to be confirmed in the supplied Kapow planning.	• To know that improvisation is music created spontaneously within agreed musical parameters. • To know that composers make deliberate choices about rhythm, pitch, dynamics, tempo, texture and instrumentation. • To know that repeated ideas such as motifs, ostinati and loops can organise and develop a composition. • To know that structure helps organise musical ideas and may reflect a particular style.	• Details to be confirmed in the supplied Kapow planning.

Performing

Skills

Year 3/4	Year 4/5	Year 5/6
• Beginning to offer constructive thoughts and opinions on peer performances. • Reflecting on their own performance and expressing what went well. • Beginning to offer simple, constructive feedback relating to specific elements of the performance. • Performing simple parts and keeping a steady beat with support from a backing track. • Beginning to have an awareness of the difference between practice and performance. • Beginning to use body language and facial expressions to support a performance. • Beginning to recognise suitable points to rejoin a performance if they lose their place. • Beginning to maintain an individual part (e.g. bass, chords or melody) within a group. • Following cues from a leader or backing track to start or stop performing. • Beginning to use simple non-verbal cues, such as eye contact or nodding, to help coordinate group performances.	• Perform in time with a backing track or ensemble with increasing independence and confidence. • Maintain an individual singing or instrumental part within a group and respond accurately to cues. • Use eye contact, body language and stage awareness to improve rehearsal and performance. • Recover from mistakes and rejoin a performance without disrupting its flow. • Use non-verbal communication to coordinate entries, endings and changes within an ensemble. • Evaluate own and others' performances using specific musical vocabulary, identifying strengths and realistic next steps. • Give constructive, balanced feedback linked to particular musical elements.	• Offering constructive thoughts and opinions of peer performances, using musical vocabulary and reasoning. • Evaluating their performance by identifying strengths and suggesting next steps for improvement. • Giving balanced feedback relating to specific elements of the performance (e.g. 'I liked how you used a crescendo to build excitement but next time you could get faster too'). • Performing confidently and independently in time with a backing track or ensemble. • Applying simple techniques to improve rehearsal and performance (e.g. making eye contact during a rehearsal; looking at the audience during a performance). • Performing with stage awareness, showing confidence, focus and engagement with the audience. • Recovering smoothly from mistakes while maintaining the flow of the performance. • Maintaining an individual part (e.g. bass, chords, melody) within a group. • Recognising and responding to cues within a performance to enter, stop or change sections. • Using non-verbal communication confidently to coordinate ensemble performance, such as signalling entries, endings or changes.

Knowledge

Year 3/4	Year 4/5	Year 5/6
• Details to be confirmed in the supplied Kapow planning.	• To know that successful ensemble performance depends on pulse, listening, balance, communication and responding to cues. • To know that rehearsal and performance require different kinds of focus and preparation. • To know that musical feedback is most useful when it identifies a specific feature and explains its effect.	• Details to be confirmed in the supplied Kapow planning.

Inter-related dimensions

Knowledge

Year 3/4	Year 4/5	Year 5/6
• To know that dynamics describe the volume of music and can change within a piece. • To know that dynamics describe the volume of music and can change within a piece. • To know that music can be organised into sections such as 'beginning', 'middle' and 'end'. • To know that melodies are made from a sequence of pitches that move higher, lower or stay the same. • To know that instruments belong to families and can have different roles in a piece of music. • To know that tempo can change within a piece of music, becoming faster or slower. • To know that harmony is created when two or more different notes are played together.	• To know that dynamics describe volume and that crescendo and decrescendo can create contrast and mood. • To know that rhythm can be organised into repeated patterns and bars. • To know that musical structures organise sections and that different styles may use characteristic structures. • To know that melodies are sequences of pitches that can be repeated, developed or varied. • To know that instrumentation and timbre affect the character and effect of music. • To know that changes in tempo can create contrast, tension or excitement. • To know that harmony is created by combining pitches and that chords can support and add depth to a melody.	• To know that changes in dynamics (e.g. crescendo and decrescendo) can create contrast or mood. • To know that rhythms can be organised into bars and different time signatures. • To know that musical styles often follow particular structures (e.g. verse-chorus, theme and variation). • To know that melodic ideas can be repeated, developed or varied. • To know that composers choose different instruments to create particular musical effects. • To know that composers use changes in tempo to create contrast, tension or excitement in music. • To know that chords and harmony support melody and add depth to music.

Year 3/4

Body and tuned percussion (Rainforests link)

Key knowledge	Key skills	Key vocabulary
• To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. • To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. • To know that a 'loop' in music is a repeated melody or rhythm. • To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	• Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure. • Suggesting improvements to others work, using musical vocabulary. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style.	• body percussion • combine • compose • contrast • contrasting rhythms • dynamics • inspiration • layers • loop • melody line • organisation • pitch • record • repeated melodies • rhythm • sections • structure • tempo • texture • tune • tuned percussion

Year 3/4

Rock and Roll

Key knowledge	Key skills	Key vocabulary
• 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. • 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 playing in time means all performers playing together at the same speed. • To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.	• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • 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. • Explaining their preferences for a piece of music using musical vocabulary.	• bass line • beat • chorus • dynamics • flat notes • hand jive • in-time • in-tune • notation • originate • pitch • rhythm • rhythmic patterns • rock and roll • sections • sequence • style • sharp notes • tempo • untuned percussion • verse • vocals • walking bass line

Year 3/4

Changes in pitch, tempo and dynamics (link with rivers)

Key knowledge	Key skills	Key vocabulary
• When you sing without accompaniment it is called 'a cappella'. • Harmony means playing two notes at the same time that usually sound good together. • An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. • 'Performance directions' are words added to musical notation to tell the performers how to play.	• 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. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • 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. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • 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. • Explaining their preferences for a piece of music using musical vocabulary.	• a cappella • dynamics • mood • ostinato • parts • percussion • rhythm • round • texture • tempo

Year 3/4

Haiku, music and performance

Key knowledge	Key skills	Key vocabulary
• To know that a glissando in music means a sliding effect played on instruments or made by your voice. • To know that expressive language (like a poem) can be used as inspiration for composing music. • To understand that both instruments and voices can create audio effects that describe something you can see. • To know that grouping instruments according to their timbre can create contrasting 'textures' in music.	• Recognising, naming and explaining the effect of the interrelated dimensions of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • 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 musical vocabulary to label and record their compositions. • 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.	• col legno • composing • descriptive • duration • dynamics • effect • forte • glissando • haiku • inspiration • inter-related dimensions of music • melody • piano • pitch • pizzicato • represent • silent • sliding pitch • sound • sound effects • staccato • structure • syllable • tempo • texture • timbre • verse • vocabulary

Year 3/4

Samba and carnival sounds and instruments

Key knowledge	Key skills	Key vocabulary
• To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. • To understand that the 'on-beat' is the pulse of a piece of music, and the 'off-beat' falls in between these. • To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.	• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Beginning to improvise musically within a given style. • Creating a piece of music with at least four different layers and a clear structure. • Suggesting improvements to others' work, using musical vocabulary. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing syncopated rhythms with accuracy, control and fluency.	• agogo • bateria • caixa • carnival • chocalho • composition • crescendo • cowbell • dynamics • ensemble • features • ganza • influenced • metronome • off-beat • percussion • pulse • repique • rhythm • rhythmic break • samba • samba breaks • structure • surdo • syncopated rhythms • tamborim • texture • unison • untuned percussion

Year 3/4

Adapting and transposing motifs (tbc)

Key knowledge	Key skills	Key vocabulary

Year 4/5

Composition and notation (Links with ancient Egypt)

Key knowledge	Key skills	Key vocabulary
• To know that simple pictures can be used to represent the structure (organisation) of music. • To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. • To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • 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. • 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. • 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. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	• accuracy • backing track • balance • composition • control • crotchet • dotted minim • ensemble • expression • features • fluency • lyrics • minim • minor key • notation • parts • pitch • pitch notation • quaver • repeating • rhythm • semibreve • sheet music • staff notation • stave • structure • tempo • tune • tuned percussion • unison • vocal warm-ups

Year 4/5

Blues

Key knowledge	Key skills	Key vocabulary
• To understand that a chord is the layering of several pitches played at the same time. • To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. • To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. • To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. • To understand that a chord is the layering of several pitches played at the same time.	• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • 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. • Improvising coherently within a given style. • 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. • 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. • 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. • Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. • Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. • Using musical vocabulary to offer constructive and precise feedback on others' performances.	• 12-bar blues • ascending scale • backing track • bar • bent notes • blues • blues scale • chord • convey • descending scale • expression • features • flat • improvisation • lyrics • pitch • quavers • scale • sharp • solo • staff notation

Year 4/5

South and West Africa

Key knowledge	Key skills	Key vocabulary
• To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. • To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. • To understand that major chords create a bright, happy sound. • To know that poly-rhythms means many rhythms played at once.	• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • 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. • 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. • Using staff notation to record rhythms and melodies.	• a capella • break • call and response • chords • chord progression • diction • djembe • duo • dynamics • eight-beat break • ensemble • expression • improvisation • major chord • master drummer • metronome • performance • polyrhythms • pronunciation • pulse • ostinato • rests • rhythm • soloist • syncopation • tempo • tuned percussion • unaccompanied • vocals

Year 4/5

Composition for the festival of colour (Links with Holi Festival)

Key knowledge	Key skills	Key vocabulary
• To know that a vocal composition is a piece of music created only using voices. • To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. • 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 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.	• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama). • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • 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. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest. • Using musical vocabulary to offer constructive and precise feedback on others' performances.	• dynamics • graphic score • inspiration • layering • mood • pitch • represent • soundtrack • synesthesia • tempo • texture • timbre • visual representation • vocal sounds

Year 4/5

Looping and remixing

Key knowledge	Key skills	Key vocabulary
• To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. • To know that a loop is a repeated rhythm or melody, and is another word for ostinato. • To know that remix is music that has been changed, usually so it is suitable for dancing to.	• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • 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. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • 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.	• accuracy • backbeat • body percussion • fragment • layers • loop • looped rhythm • melody • melody line • notation • ostinato • remix • rhythm • riff • structure

Year 4/5

Musical Theatre (TBC)

Key knowledge	Key skills	Key vocabulary

Year 5/6

Dynamics, pitch and texture (Links with Coast)

Key knowledge	Key skills	Key vocabulary
• To know that the conductor beats time to help the performers work well together. • To understand that improvisation means making up music 'on the spot'. • 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 timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.	• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Using musical vocabulary correctly when describing and evaluating the features of a piece of music. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. • 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. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Recording own composition using appropriate forms of notation and/or technology. • Constructively critiquing their own and others' work, using musical vocabulary. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. • Performing a solo or taking a leadership role within a performance. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor's cues and directions.	• classical • characterise • composition • conductor • depict • dynamics • ensemble • graphic score • improvisation • notation • orchestra • pitch • texture

Year 5/6

Film Music

Key knowledge	Key skills	Key vocabulary
• To know that a film soundtrack includes the background music and any songs in a film. • 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 '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'.	• Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying how features of a song can complement one another to create a coherent overall effect. • Using musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affect the way a piece of music sounds. • Confidently using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. • Improvising coherently and creatively within a given style, incorporating given features. • Recording compositions using an appropriate form of notation and/or technology. • Constructively critique their own and others' work, using musical vocabulary. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. • Using musical vocabulary to offer constructive and precise feedback on others' performances.	• accelerando • body percussion • brass • characteristics • chords • chromatics • clashing • composition • conversation • convey • crescendo • descending • dynamics • emotion • evoke • features • imagery • improvise • interpret • interval • major • melodic • military • minor • modulate • orchestral • pitch • polished • sequence • solo • soundtrack • symbol • timpani • tension • texture • tremolo • unison • urgency

Year 5/6

Songs of WW2

Key knowledge	Key skills	Key vocabulary
• To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. • To know that the Solfa syllables represent the pitches in an octave. • To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. • To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.	• Discussing musical eras in context, identifying how they have influenced each other and discussing the impact of different composers on the development of musical styles. • Recognising and confidently discussing the stylistic features of music and relating them to other aspects of the Arts. • 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. • Evaluating how the venue, occasion and purpose affect the way a piece of music sounds. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • 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 and communicating with the group. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following conductor's cues and directions. • Using musical vocabulary to offer constructive and precise feedback on others' performances.	• accuracy • backing track • compare • contrast • complement • control • counter-melody • diaphragm • dynamics • era • expression • features • graphic score • harmony • harmonise • lyrics • melody • melody line • morale • notate • octave • parts • performance techniques • phrase • phrasing • pitch • purpose • score • Solfa • Solfa ladder • tempo

Year 5/6

Theme and Variation

Key knowledge	Key skills	Key vocabulary
• To know that a 'theme' is a main melody in a piece of music. • To know that 'variations' in music are when a main melody is changed in some way throughout the piece. • To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. • To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.	• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • 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. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • 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. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Constructively critique their own and others' work, using musical vocabulary. • 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 and communicating with the group. • Performing with accuracy and fluency from graphic and staff notation and from their own notation.	• 3/4 time • 4/4 time • accidentals • body percussion • diaphragm • legato • motif • orchestra • percussion • phrases • pitch • pizzicato • pulse • quaver • rhythm • rhythmic elements • section • semi-quaver • staccato • tempo • theme • TIKI-TIKI, TI-TIKI, TIKI-TI • translate • variations • vocal line • woodwind

Year 5/6

Baroque

Key knowledge	Key skills	Key vocabulary
• To know that music in which very similar parts are introduced one by one to overlap is called a canon. • To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. • To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon. • To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. • To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. • To know that ground bass is a repeating melody played on a bass instrument in Baroque music.	• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • 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. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. • 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. • 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. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing a solo or taking a leadership role within a performance (some children). • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.	• Baroque • bass clef • bass instrument • canon • counter melody • counter-subject • fugue • ground bass • improvise • melodic ostinato • melody • musical structure • opera • ostinato part • pitch • polyphonic • oratorio • recitative • a round • rhythmic ostinato • sharp note • staff notation • subject • texture

Year 5/6

Composing and performing (TBC)

Key knowledge	Key skills	Key vocabulary