

Music

Intent

Our music curriculum acknowledges and builds on the positive impact that listening to, creating and performing music can have on self-esteem, self-confidence and mental health. Pupils are encouraged to express themselves through the music they listen to, create and perform and to incorporate healthy music habits as a positive influence in their lives. The intent is to develop a broad range of musical skills, knowledge and behaviours - including global and cultural experiences - in order to broaden their outlook. This will allow pupils from nursery to year six to appraise, create and perform music with the confidence to express themselves. Children will build upon their exploration and knowledge of musical instruments and genres to create and appraise as musicians. Through the four strands of the music curriculum, children will develop confidence, communication, thinking and creative skills and develop their emotional well-being.

Rationale

The KCT music curriculum allows pupils to develop musical and performance skills throughout their time in school. This will be developed year on year and children will build on progressive skills and knowledge. Children will develop these through four strands: Listening & Appraising, Singing & Performing, Musicianship and Composing. Each unit of work will include these four strands whilst having one particular strand as a focus for the half term. The general structure for each unit will be a progression from exploration of musical styles and/or instruments, through specific skill development in order to be able to create and perform at the end of the unit. Pupils often make the best progress when music skills are practised frequently in short bursts, however they may also need longer sessions towards the end of a unit in order to rehearse and perform. Therefore, teachers should feel free to use their music lesson time flexibly to best fit the music learning at different times during the unit.

Listening & Appraising:

Within each unit, pupils are presented with musical examples to listen to, respond to, talk about and appraise. Children are often encouraged, particularly in the younger years, to show their response to the music through movement and as they move through school their listening skills and depth of vocabulary are developed in order for them to analyse and talk about the music that they hear.

The music that the pupils respond to through their school journey covers a wide range of genres and time periods as well as including female composers and music from a diverse range of countries and cultures.

Singing & Performing:

Within most units, pupils will learn songs and broaden their song repertoire with opportunities to develop their performance skills within their class environment or to a partner class. In foundation stage and Key stage 1 most songs will be kept within a small vocal range starting with two or three notes in order to develop pupils' ability to pitch notes accurately and find their singing voice. Some performance songs however will include a wider pitch range for interest and enjoyment. At Key Stage 2, the

pitch and range of songs will broaden, challenging pupils to use their voice as an expressive instrument. Performance skills are also built on throughout a pupil's musical journey, allowing pupils to express themselves through singing and playing and to understand how to communicate through music.

Musicianship:

The musicianship strand develops the musical skills that pupils need to acquire in order to create and perform music successfully. It is divided into a further five interrelated strands: pitch, pulse, rhythm, musical elements and instrumental technique. Each strand is carefully built upon and developed within each year to ensure pupils develop rounded musical skills.

Pitch: Pitch is taught through **Solfa** where each note is given a name (doh, re, mi, fa, soh, la and ti). Pupils learn these notes in the order that is most easy and natural to sing and explore how the pitches relate to each other. Key stage 1 explore soh, mi and la, lower Key Stage two explore pentatonic tunes (doh, re, mi, soh, la) and Upper Key stage add fa and ti, whilst also exploring major and minor tonality. Pupils learn solfa names, hand signs and KS1 also show these pitches on their bodies in order to understand their pitch relationship to other notes before going on to read and notate them.

Pulse: From the very earliest stages of the music curriculum, pupils are encouraged and supported to feel and respond to the pulse of the music. In Key Stage 1 they practise setting the pulse of the music and in lower Key stage 2 pupils explore changing the pulse of a song as well as understanding the difference between pulse and rhythm.

Rhythm: In key stage one, the different rhythmic values (ie crotchets and quavers) are explored through different steps and pupils learn to say and clap basic rhythms using different step words. Crotchets are referred to as 'walk' and quavers as 'jogging'. Crotchet rests are called 'Shh' however children are quickly encouraged to 'think' the word 'shh' and touch their nose allowing them to hear the silence of the rest whilst feeling the length of the rest using a silent action. In lower key stage 2 pupils develop their rhythm vocabulary to include 'running faster' for semi-quavers and 'stride' for minims. In year 4, in preparation for more complicated rhythmic combinations in upper key stage 2, pupils transfer their 'step' rhythm vocabulary to rhythmic syllables. Crotchet - ta, quavers - te-te, rest - ma, semi-quavers tika-tika and minim - too. These onomatopoeic syllables allow pupils to easily say, play and notate the rhythms they are reading. By the end of Upper Key Stage 2, as well as using rhythm syllables to read, play and notate rhythms accurately, (including more complicated combinations such as tika-te and te-tika) pupils will also be able to name each rhythm note with the traditional name allowing them to transition easily to standard rhythmic vocabulary that may be used in key stage 3.

Musical elements: In Key stage 1, pupils progress from identifying musical elements through clear opposites (high/low, fast/slow, loud/quiet) to beginning to use the correct musical terms of pitch, tempo and dynamics. Year 2 pupils will also begin to compare musical elements (ie higher/lower, louder/quieter and faster/slower). In Year 3, pupils are introduced to the elements of texture, timbre and duration. These 6 musical elements are then continued to be explored in Years 4-6 through listening and composition, understanding how they can be combined and manipulated in order to create certain effects, moods and atmospheres within music.

Instrumental technique: During KS1, pupils explore a wide range of classroom instruments. They compare how different instruments create sounds and explore ways of making different sounds on the same instrument. Pupils will be exposed to and begin to learn the correct names for the instruments. In Year 1, time is spent with all pupils playing the same instrument allowing the focus of the lesson to be on controlling the instrument. Throughout KS2, the pupils continue to build on their knowledge and skills with classroom instruments whilst also having the opportunity to develop specific instrumental techniques on a range of other musical instruments including ukulele, steel pans and samba.

Composing:

In order to create music successfully, pupils need to build on a secure set of skills from the other three strands of the music curriculum. As with other creative subjects within our curriculum, successful composers need to listen to and appraise high quality musical examples and develop the necessary musical skills before being able to create their own examples. In KS1, the composition units are planned for the Summer Term allowing pupils time to develop the required musical skills in order to be successful at the composition tasks. Composition units throughout the curriculum are structured around the familiar pattern of developing the skills and techniques required before pupils create their own music and evaluate its impact.

Music Curriculum

	Page
Year 1	4
Year 2	6
Year 3	8
Year 4	10
Year 5	12
Year 6	14

Aut 1: Singing and performing (The Gruffalo)		
Knowledge	Skills taught in units	Vocabulary
I know that music can be fast or slow and loud or quiet. I know the names of some instruments and how to play them.	I can begin to explore loud & quiet and fast & slow in the songs I sing. I can sing songs I know well confidently and accurately. I can feel the pulse and tap along with it.	sing, listen, copy. loud, quiet, fast, slow, sing, instrument, claves, shaker, pulse .
Aut 2: Musicianship (Dinosaurs)		
Knowledge	Skills taught in units	Vocabulary
I know the names of some instruments and how to play them.	I can sing soh-mi-la songs. I can feel the pulse and tap along with it. I can begin to clap and move to non-standard rhythmic notation (walk and jogging) I can copy a short rhythm and begin to make up simple rhythms of my own.	sing, listen, copy. loud, quiet, fast, slow, instrument, claves, tambour, wood block pulse rhythm soh, mi, la Rhythm words: walk, jogging
Spr 1: Listening and Appraising (Medieval Music)		
Knowledge	Skills taught in units	Vocabulary
I know that music can be fast or slow and loud or quiet. I know the names of some instruments and how to play them. I know how to say if I like a piece of music and explain why.	I can copy a short rhythm and begin to make up simple rhythms of my own. I can sing songs I know well confidently and accurately.	sing, listen, copy. loud, quiet, fast, slow, high, low, instruments I like ... because, I don't like ... because rhythm perform audience
Spr 2: Musicianship (The Circus)		
Knowledge	Skills taught in units	Vocabulary
I know how to make basic choices to help compose a short phrase. I know some knowledge and use of instruments I know soh and mi hand signs.	I can sing soh-mi-la songs. I can sing soh-mi-la phrases showing pitches on my head (la), shoulders (soh) and knees (mi). I can begin to clap and move to non-standard rhythmic notation (crotchets and quavers)	pulse rhythm high low soh mi la rhythm words: walk, jogging

Sum 1: Composing and performing (Inventions)		
Knowledge	Skills taught in units	Vocabulary
<p>I know how to make basic choices to help compose a short phrase.</p> <p>I know the names of some instruments and how to play them.</p>	<p>I can sing songs I know well confidently and accurately.</p> <p>I can copy a short rhythm and begin to make up simple rhythms of my own.</p> <p>I can feel the pulse and tap along with it.</p>	<p>repeat</p> <p>pulse</p> <p>instruments</p> <p>perform</p> <p>audience</p>
Sum 2: Composing (Rivers)		
Knowledge	Skills taught in units	Vocabulary
<p>I know how to make basic choices to help compose short phrases.</p> <p>I know soh and mi hand signs.</p> <p>I know the names of some instruments and how to play them.</p> <p>I know how to say if I like a piece of music and explain why.</p>	<p>I can sing soh-mi-la songs.</p> <p>I can sing soh-mi-la phrases showing pitches on my head (la), shoulders (soh) and knees (mi).</p>	<p>loud/quiet</p> <p>fast/slow</p> <p>high/low</p> <p>orchestra</p> <p>instruments</p> <p>I like ... because</p> <p>I don't like ... because</p> <p>perform</p> <p>audience</p>

Aut 1: Singing and Performing (Traditional Playground Games)**Knowledge**

I know the musical elements of pitch, dynamics and tempo.
I know the solfa hand signs for soh, mi and la.

Skills taught in units

I can sing Soh-mi-la songs accurately.
I can perform known songs confidently and accurately with a shared sense of pulse.
I can say and clap simple rhythmic notation.
I can explore changing the pulse of a song.

Vocabulary

pulse
rhythm
higher, lower,
faster, slower,
louder, quieter
perform
audience
rhythm words: walk, jogging, shh

Aut 2: Musicianship (Glockenspiels)**Knowledge**

I know how to identify the pitch, dynamics and tempo of a piece of music.

Skills taught in units

I can begin to explore melody on a pitched instrument.
I can begin to explore improvisation.
I can explore soh and mi pitches using a 1-line stave with concrete resources.
I can sing short phrases on my own.
I can change the tempo or the dynamics of my instrument.

Vocabulary

pitch - high, higher, low, lower,
melody
soh, mi, la
1 line stave
improvise
Glockenspiel

Spr 1: Singing and Performing (Wish you were here!)**Knowledge**

I know the solfa hand signs for soh, mi and la.
I know how to say if I like a piece of music and explain why; referring to pitch, dynamics and tempo.

Skills taught in units

I can perform known songs confidently and accurately with a shared sense of pulse.
I can sing short phrases on my own.
I can explore soh and mi pitches on a 1-line stave using concrete resources.

Vocabulary

high, low, quiet, loud,
pulse
Soh mi la
ostinato
solfa hand signs

Spr 1: Listening and Appraising / Musicianship (The Music of Superheroes)**Knowledge**

I know the musical element of pitch, dynamics and tempo.
I know how to identify the pitch, dynamics and tempo of a piece of music.

Skills taught in units

I can say and clap simple rhythmic notation
I can explore and identify different changes in pitch (steps and leaps).
I can change the tempo or dynamics of my instrument.

Vocabulary

tempo, dynamics, pitch,
melody, steps, leaps,
rhythm, walk, jogging, shh (rest),
graphic score

	I can begin to explore melody on a pitched instrument.	Appraisal vocabulary: excited, nervous/worried, calm, relaxed Orchestra
Sum 1: Composing (Connect It)		
Knowledge	Skills taught in units	Vocabulary
I know how to make basic choices to compose a short phrase. I know how to say if I like a piece of music and explain why referring to pitch, dynamics and tempo.	I can sing soh-mi-la songs accurately. I can begin to explore improvisation. I can explore changing the pulse of a song. I can explore soh and mi pitches on a 1-line stave using concrete resources.	tempo, dynamics, pitch faster, slower, louder, quieter, higher, lower 1-line stave, instruments, patterns, voice, body percussion, cannon Compose composer
Sum 2: Composing (James and the Giant Peach)		
Knowledge	Skills taught in units	Vocabulary
I know how to make basic choices to compose a short phrase.	I can say and clap simple rhythmic notation. I can perform known songs confidently and accurately with a shared sense of pulse. I can explore and identify different changes in pitch (steps and leaps). I can sing soh-mi-la songs accurately. I can sing short phrases on my own.	walk, jogging, shh (rest), pulse, rhythm, melody tambour, tambourine, triangle, wood block, agogo, guiro, cymbal, claves, maracas,

Year 3	Aut 1: Musicianship (Wholeclass Ukulele: Meet My Ukulele)		
	Knowledge	Skills taught in units	Vocabulary
	I know the solfa hand signs - doh, re, mi,soh, la I know that composers manipulate the musical elements (dynamics, pitch, tempo, texture, timbre and duration) in order to make a piece sound interesting.	I can sing pentatonic songs (do-re-mi-soh-la). I can sing do-re-mi or mi-soh-la phrases using a 2-line stave and with solfa hand signs I can demonstrate the difference between pulse and rhythm. I can develop my skills on a pitched musical instrument (basic technique, pitch, rhythm, chords etc)	Musical elements, dynamics, pitch, tempo, texture, timbre, duration, instrument, rhythm, Ukulele, head, neck, body, frets, fretboard, strings (GCEA), tuning pegs solfa solfa hand signs doh,re,mi,soh, la. 2-line stave
	Aut 2: Singing and Performing (Wholeclass Ukulele: 4 Strings we Play)		
	Knowledge	Skills taught in units	Vocabulary
	I know that composers manipulate the musical elements (pitch/dynamics/tempo/texture/ timbre/ duration) in order to make a piece sound interesting.	I can perform a round or partner songs with a shared sense of pulse. I can demonstrate the difference between pulse and rhythm. I can say and clap simple rhythmic notations I can develop my skills on a pitched musical instrument (basic technique, pitch, rhythm, chords etc)	Pitch, dynamics, tempo, texture, timbre, duration, instrument, pulse, rhythm, performance skills, silence round, partner songs, repeat after me Rhythm words: walk, jogging, shh, running faster
	Spr 1: Musicianship (Wholeclass Ukulele: Hello Left Hand)		
	Knowledge	Skills taught in units	Vocabulary
	I know the solfa hand signs I know that composers manipulate the musical elements (pitch/ tempo/texture/timbre/ duration) in order to make a piece sound interesting I know the clues in the music to identify different genres of music (ie rock/ classical/folk etc).	I can sing pentatonic songs (do-re-mi-soh-la). I can sing do-re-mi or mi-soh-la phrases using a 2-line stave and with solfa hand signs. I can respond to music in different metres (2 beats and 3 beats in a bar) I can develop my skills on a pitched musical instrument (basic technique, pitch, rhythm, chords etc)	dynamics, pitch, tempo, texture, timbre, duration, pulse, rhythm, genre, solfa hand signs doh,re,mi,soh, la. New vocabulary: metre, 2 beats, 3 beats, bar, chord.
	Spr 2: Singing and Performing (Wholeclass Ukulele: C major chord)		
Knowledge	Skills taught in units	Vocabulary	
I know the musical elements and the changes in texture (how many instruments), timbre (sound quality) and duration (long/short).	I can perform a round or partner songs with a shared sense of pulse. I can say and clap simple rhythmic notations	dynamics, pitch, tempo, texture, timbre, duration, pulse, rhythm,	

	I can respond to music in different metres (2 beats and 3 beats in a bar) I can develop my skills on a pitched musical instrument (basic technique, pitch, rhythm, chords etc)	genre, pop, gospel, reggae, classical, UK folk, musical, West African, Jazz, indonesian, bar. chords, metre, 2 beats, 3 beats, C major chord.
Sum 1: Composing (Wholeclass Ukulele: A Minor chord)		
Knowledge	Skills taught in units	Vocabulary
I know how to compose a short phrase on a pitched instrument. I know the solfa hand signs I know the musical elements and the changes in texture (how many instruments), timbre (sound quality) and duration (long/short).	I can sing pentatonic songs (do-re-mi-soh-la). I can improvise a short phrase back to the teacher on a pitched instrument. I can sing do-re-mi or mi-soh-la phrases using a 2-line stave and with solfa hand signs. I can develop my skills on a pitched musical instrument (basic technique, pitch, rhythm, chords etc)	dynamics, pitch, tempo, texture, timbre, pulse, rhythm, genre, chords, metre 2 beat, 3 beat, bar, solfa hand signs - doh,re,mi,soh, la. A minor chord compose, improvise, perform, evaluate.
Sum 2: Composing (Wholeclass Ukulele - F major chord)		
Knowledge	Skills taught in units	Vocabulary
I know how to compose a short phrase on a pitched instrument. I know how many notes (0,1 or 2) fall into each beat in a 4-bar rhythm.	I can perform a round or partner songs with a shared sense of pulse. I can improvise a short phrase back to the teacher on a pitched instrument. I can say and clap simple rhythmic notations I can develop my skills on a pitched musical instrument (basic technique, pitch, rhythm, chords etc)	dynamics, pitch, tempo, texture, timbre, duration, pulse, rhythm, genre, chords, 2 beat, 3 beat, bar, solfa hand signs doh,re,mi,soh, la, compose, improvise, perform, evaluate. F major chord

Year 4	Unit 1 - Singing and Performing / Listening and Appraising (Scottish & Welsh Folk music)		
	Knowledge	Skills taught in units	Vocabulary
	I know the solfa hand signs - do, re, mi, soh and la. I know how to listen to music from other cultures and compare what I hear to music I know using musical vocabulary.	I can sing pentatonic songs accurately (do-re-mi-soh-la). I can read, sing and begin to notate pentatonic (do-re-mi-soh-la) phrases using staff notation and hand signs. I know how to identify the musical elements of pitch, tempo, texture, timbre and duration used in a piece of music and talk about why the composer has used them.	dynamics, pitch, tempo, texture, timbre, duration, instrument, rhythm, singing, notes, Solfa hand signs do, re, mi, soh, la crescendo, diminuendo performance skills, audience, communicate, clear communication, acknowledge the audience
	Unit 2 - Composing (Environmental Protest Song)		
	Knowledge	Skills taught in units	Vocabulary
	I know the rhythmic terms walk, jogging, shh, running-faster and stride. I know how to identify the musical elements of pitch, tempo, texture, timbre and duration used in a piece of music and talk about why the composer has used them. I know how to recognise different layers of sound in a recorded piece of music.	I can perform confidently with developing performance skills (silence to begin and end the performance, clear communication, standing still or moving for a purpose and acknowledging the audience). I can clap, play and notate a 4-beat rhythmic notation.	dynamics, pitch, tempo, texture, timbre, duration, instrument, rhythm, singing, notes, performance, solfa hand signs Names of all classroom percussion instruments (see separate sheet for reference) New vocabulary: notate/notation rhythm words: ta, te-te, tika-tika, ma audience, emotive, persuasive 4-beat rhythm, 4-bar phrase, structure, repetition, lyrics
	Unit 3 - Musicianship (The Iron Man)		
	Knowledge	Skills taught in units	Vocabulary
	I know the solfa hand signs. I know how to explore the relationship between pulse and rhythm. I know how to recognise different layers of sound in a recorded piece of music.	I can sing pentatonic songs accurately (do-re-mi-soh-la). I can read, sing and begin to notate pentatonic (do-re-mi-soh-la) phrases using staff notation and hand signs.	dynamics, pitch, tempo, texture, timbre, duration, instrument, rhythm, singing, notes, solfa hand signs performance, notation (ta, te-te, tika-tika, ma). notation, notate
	Unit A - Musicianship / Performing (Samba / Steel Pans)		
	Knowledge	Skills taught in units	Vocabulary
		I can perform a 2-part song, or 2 partner songs with no more than 5 singers on each part. I can perform confidently with developing performance skills (silence to begin and end the performance, clear communication, standing still or moving for a purpose and acknowledging the audience).	texture recorded music silence clear communication acknowledging the audience metre: 2-beats, 3-beats, 4-beats

	<p>I can clap, play and notate a 4-beat rhythmic notation (ta, te-te, ma, tika-tika, too).</p> <p>I can identify music in different metres (2 beats, 3 beats or 4 beats in a bar).</p>	ta, te-te, tika-tika, too
Unit B - Musicianship / Performing (Samba / Steel Pans)		
Knowledge	Skills taught in units	Vocabulary
<p>I know how to compose a 4 bar phrase using the pentatonic notes (do-re-mi-soh-la) on a pitched instrument.</p> <p>I know how to begin to use the musical elements to change my composition for interest.</p> <p>I know the solfa hand signs do,re,mi,soh,la</p>	<p>I can sing pentatonic songs accurately (do-re-mi-soh-la).</p> <p>I can improvise a short pentatonic phrase/answer on a pitched instrument.</p> <p>I can read, sing and begin to notate pentatonic (do-re-mi-soh-la) phrases using staff notation and hand signs.</p> <p>I can play 4-beat phrases on a pitched instrument from standard notation (ta/te-te/ma rhythms with do-re-mi pitches or tab chords).</p>	<p>pentatonic do,re,mi,soh,la</p> <p>improvise</p> <p>pentatonic phrase</p> <p>pitched instrument</p> <p>standard notation</p> <p>solfa hand signs</p> <p>phrase</p>
Unit C - Musicianship / Performing (Samba / Steel Pans)		
Knowledge	Skills taught in units	Vocabulary
<p>I know how to listen to music from other cultures and compare what I hear to music I know using musical vocabulary.</p>	<p>I can perform a 2-part song, or 2 partner songs with no more than 5 singers on each part.</p> <p>I can perform confidently with developing performance skills (silence to begin and end the performance, clear communication, standing still or moving for a purpose and acknowledging the audience).</p> <p>I can clap, play and notate a 4-beat rhythmic notation (ta, te-te, ma, tika-tika and too).</p> <p>I can play 4-beat phrases on a pitched instrument from standard notation (ta/te-te/ma rhythms with do-re-mi pitches or tab chords).</p>	<p>2-part song</p> <p>partner songs</p> <p>silence</p> <p>clear communication</p> <p>acknowledging the audience</p> <p>ta, te-te, ma, tika-tika, too</p>

Year 5	Aut 1 - Listening and Appraising / Singing and Performing (The Slave Trade - Spirituals, Gospel, Jazz and Civil Rights Freedom songs)		
	Knowledge	Skills taught in units	Vocabulary
	I know how to identify repeated and contrasting sections in recorded music.	<p>I can read, sing and notate pentatonic phrases (do-re-mi-soh-la) accurately.</p> <p>I can perform songs in two or three parts with no more than 4 singers on each part.</p> <p>I can clap, play and notate 8-beat rhythms using a range of different note values (crotchet, quaver, rest, semi-quaver, minim)</p> <p>I can demonstrate secure performance skills.</p>	<p>Solfa notes: do, re, mi, soh, la - pentatonic partner songs</p> <p>musical structure: repeated, contrasting, call and response</p> <p>Spirituals</p> <p>Gospel</p> <p>blues</p> <p>Jazz: the head, rhythm section, soloist, solo, improvisation</p> <p>civil rights freedom songs</p>
	Aut 2 - Listening and Appraising / Composing (Music from World War II - Grazyna Bacewicz 'Overture')		
	Knowledge	Skills taught in units	Vocabulary
	<p>I know the musical elements used in a piece of music and how they set the mood or create a specific effect.</p> <p>I know how to identify common instruments from their timbre and pick out instruments playing solos within an ensemble.</p>	<p>I can sing songs using notes in the major scale (do-re-mi-fa-soh-la-ti-do).</p> <p>I can clap, play and notate 8-beat rhythms using a range of different note values.</p> <p>I can combine reading rhythmic notation with melodic notation.</p> <p>I can play 8-beat phrases on a pitched instrument from standard notation.</p> <p>I can develop secure performance skills.</p>	<p>Rhythm syllables: ta, te-te, tika-tika, too, ma.</p> <p>Musical Elements: pitch, dynamics, tempo, timbre, texture, duration.</p> <p>Pitch: do-re-mi-fa-soh-la-ti-do</p> <p>Notation</p> <p>notate</p> <p>Ensemble</p> <p>Solo</p> <p>Coda - ending</p> <p>graphic score</p> <p>strings - violin, cello</p> <p>woodwind - flute, clarinet</p> <p>brass - trumpet, trombone</p> <p>Percussion - timpani</p>
	Spr 1 - Singing and Performing (Hip Hop Shakespeare)		
Knowledge	Skills taught in units	Vocabulary	
<p>I know how to manipulate the musical elements to make my composition fit a certain purpose.</p> <p>I know how to identify repeated and contrasting sections in recorded music.</p>	<p>I can develop secure performance skills.</p> <p>I can read, sing and notate pentatonic phrases.</p> <p>I can combine reading rhythmic notation with melodic notation.</p>	<p>notate / notation</p> <p>performance skills</p> <p>Solfa notes: do, re, mi, soh, la - pentatonic</p> <p>musical structure: repeated, contrasting</p> <p>Musical elements: pitch, dynamics, tempo, timbre, texture, duration.</p>	

		Pitch: do-re-mi-soh-la
Spr 2 - Musicianship (Ukulele revisited)		
Knowledge	Skills taught in units	Vocabulary
I know how to differentiate between major and minor melodies and can talk about how they affect the mood of the music.	<p>I can perform songs in 2 or 3 parts with no more than 4 singers on each part.</p> <p>I can sing songs using notes in the major scale.</p> <p>I can clap, play and notate 8-beat rhythms using a range of different note values.</p> <p>I can begin to explore music written in 6/8 time and feel the 'swing' movement in the music.</p> <p>I can play 8-beat phrases on a pitched instrument from standard notation (including TAB).</p>	<p>round</p> <p>Major chord / minor chord notation/notate</p> <p>6/8 time and 'swing' movement</p> <p>TAB</p> <p>chord</p> <p>chord progression</p> <p>Performance skills</p>
Sum 1 - Composing: Stravinsky's The Firebird (Volcanoes)		
Knowledge	Skills taught in units	Vocabulary
<p>I know how to compose an 8-bar melody by combining two 4-bar pentatonic phrases using AB structures.</p> <p>I know how to manipulate the musical elements to make my composition fit a certain purpose.</p> <p>I know the musical elements used in a piece of music and how they set the mood or create a specific effect.</p>	<p>I can demonstrate secure performance skills.</p> <p>I can improvise a 2-bar phrase by building on a given rhythmic idea.</p> <p>I can combine reading rhythmic notation with melodic notation.</p>	<p>performance skills</p> <p>Solfa notes: do, re, mi, soh, la - pentatonic</p> <p>Musical elements: pitch, dynamics, tempo, timbre, texture, duration.</p> <p>Rhythm syllables: ta, te-te, tika-tika, too, ma.</p> <p>accelerando</p> <p>rallentando</p> <p>Improvise</p> <p>compose</p> <p>AB musical structures</p>
Sum 2 - Listening and Appraising / Composing (BBC - Ten Pieces) Concerto for Turntables and Orchestra		
Knowledge	Skills taught in units	Vocabulary
<p>I know how to compose an 8-bar melody by combining two 4-bar pentatonic phrases using AB structures.</p> <p>I know how to identify common instruments from their timbre and pick out instruments playing solos within an ensemble.</p> <p>I know how to differentiate between major and minor melodies and can talk about how they effect the mood of the music.</p>	<p>I can improvise a 2-bar phrase by building on a given rhythmic idea.</p> <p>I can begin to explore music written in 6/8 time and feel the 'swing' movement in the music.</p>	<p>improvise</p> <p>Compose</p> <p>AB structures</p> <p>6/8 time</p> <p>timbre</p> <p>solo</p> <p>ensemble</p> <p>major / minor</p>

Year 6	Aut 1 - Composing (Revolution)		
	Knowledge	Skills taught in units	Vocabulary
	I know that an effective performance can communicate ideas from the performer to the audience. I know how to compose a melody that fits with a given text using structure and repetition to extend the composition. I know how to manipulate and combine musical elements to communicate a mood or effect in my composition. I know how to identify different musical structures (Call and response, AB, ABA, ABACAD ...)	I can demonstrate confident performance skills within a small group. I can explore, move to, clap and play dotted rhythms. I can clap, play and notate 8-beat rhythms using a range of different note values.	Compose / composition melody lyrics Musical elements: pitch, dynamics, tempo, timbre, texture, duration Musical structures: binary, tertiary, rondo Note values: ta / crotchet, te-te/ quavers, tika-tika / semi-quavers, ma / crotchet rest, too / minim, tikka-te / 2 semi-quavers+quaver, te-tikka / quaver+ 2 semi-quavers.
	Aut 2- Listening and Appraising / Singing and Performing (Manchester Music Scene)		
	Knowledge	Skills taught in units	Vocabulary
	I know that music from two different time periods or genres differ and know how to compare them. I know how to identify different musical structures (Call and response, AB, ABA, ABACAD ...)	I can sing a major scale and identify the tone (whole step) and semi-tone (half-step) pattern. I can clap, play and notate 8-beat rhythms using a range of different note values. I can explore and begin to distinguish between melodies in 2/4 (simple) time and 6/8 (compound) time.	Time periods genres Musical structures: call and response, binary, tertiary, rondo major scale: Tone/whole step, semi-tone/half step. Note values: ta / crotchet, te-te quavers, tika-tika / seim-quavers, ma / crotchet rest, too / minim, tikka-te / semi-quaver-quaver, te-tikka / quaver-semi-quaver. Metres: 2/4 simple time, 6/8 compound time
	Spr 1 - Composing and Music Technology (Creating Soundtracks)		
Knowledge	Skills taught in units	Vocabulary	
I know how to compose a melody using structure and repetition to extend the composition. I know how to manipulate and combine musical elements to communicate a mood or effect in my composition.	I can improvise a 4-bar phrase by building on a given rhythmic or melodic idea. I can combine reading rhythmic notation with melodic notation. I can explore, move to, clap and play dotted rhythms.	Musical structures: call and response, binary, tertiary, rondo Musical elements: pitch, dynamics, tempo, timbre, texture, duration Improvise / improvisation rhythm/rhythmic melody/melodic notate/ notation dotted rhythms (tim-ka or a 'skipping' rhythm)	
Spr 2 - Listening & Appraising / Composing (BBC Ten Pieces)			

Knowledge	Skills taught in units	Vocabulary
<p>I know that an effective performance can communicate ideas from the performer to the audience.</p> <p>I know how to manipulate and combine musical elements to communicate a mood or effect in my composition.</p> <p>I know how to listen to music from other cultures and explore the role music plays in that culture.</p>	<p>I can sing a major scale and identify the tone (whole step) and semi-tone (half-step) pattern.</p> <p>I can combine reading rhythmic notation with melodic notation.</p> <p>I can begin to identify and clap along with a pulse that is 'on' or 'off' the beat.</p>	<p>Musical elements: pitch, dynamics, tempo, timbre, texture, duration</p> <p>major scale: Tone/whole step, semi-tone/half step.</p> <p>rhythm/rhythmic</p> <p>melody/melodic</p> <p>notate/ notation</p> <p>'on' beat / 'off' beat</p>
Sum 1 - Musicianship (Ukulele Revisited)		
Knowledge	Skills taught in units	Vocabulary
<p>I know that an effective performance can communicate ideas from the performer to the audience.</p>	<p>I can demonstrate confident performance skills within a small group.</p> <p>I can improvise a 4-bar phrase by building on a given rhythmic or melodic idea.</p> <p>I can explore and begin to distinguish between melodies in 2/4 (simple) time and 6/8 (compound) time.</p> <p>I can play 4-bar phrases on a pitched instrument from standard notation using known rhythms and pitches.</p>	<p>Improvise / improvisation</p> <p>Metres: 2/4 simple time, 6/8 compound time</p> <p>Known rhythms: ta / crotchet, te-te quavers, tika-tika / seim-quavers, ma / crotchet rest, too / minim</p> <p>Known pitches: do, re, mi, fa, soh, la</p>
Sum 2 - Listening and Appraising: Music from other Cultures		
Knowledge	Skills taught in units	Vocabulary
<p>I know that music from two different time periods or genres differ and know how to compare them.</p> <p>I know how to listen to music from other cultures and explore the role music plays in that culture.</p>	<p>I can combine reading rhythmic notation with melodic notation.</p> <p>I can identify and clap along with a pulse that is 'on' or 'off' the beat.</p> <p>I can explore and begin to distinguish between melodies in 2/4 (simple) time and 6/8 (compound) time.</p>	<p>Terms in bold can be found in the glossary</p> <p>rhythm/rhythmic</p> <p>melody/melodic</p> <p>notate/ notation</p>