

Featherstone All Saints C of E Academy



Music

Curriculum - Essential Knowledge and Vocabulary

Early Years - Music

Three and Four-Year-Olds

Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs.
Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks.
Expressive Arts and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

Reception

Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency.
Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody.

- Explore and engage in music making and dance, performing solo or in groups.

ELG

Expressive Arts and Design

Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Granular knowledge

Children in Nursery will know:

I can talk about how music makes me feel.
 I can remember and sing a range of nursery songs.
 I can sing the nativity songs.
 I can sing in a high voice.
 I can sing in a low voice.
 I can make up my own song.
 I can play instruments to express how I feel, e.g happy, angry, sad.

Children in Reception will know:

I hear and identify the pulse in a piece of music.
 I match the pulse in a piece of music using my body (clapping, stamping feet).
 I match the pulse in a piece of music using an instrument (drum, bell, tambourine, maraca).
 I can sing in a high pitch.
 I can sing in a low pitch.
 I sing a song matching the pitch of another singer.
 I can sing a range of nursery rhymes.
 I can sing and perform in the nativity.
 I can create my own songs and accompany them with percussion instruments.

Early Years – Music Vocabulary

Vocabulary

Chant

Fast

Slow

High

Instruments

Low

Loud

Quiet

Repeat

Sing

Slow

Song

Sounds

Pitch

Tone

Up

Down

Voice

Beat

Clap

Tap

Year 1 - Music

National Curriculum	Knowledge and Skills following Charanga Scheme	
<p>Pupils should be taught to:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	Listen and appraise	
	<p>Knowledge</p> <ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. 	<p>Skills</p> <ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
	Games	
	<p>Knowledge</p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. 	<p>Skills</p> <p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.
Singing		
<p>Knowledge</p> <p>To confidently sing or rap five songs from memory and sing them in unison.</p>	<p>Skills</p> <ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. 	

Playing	
Knowledge	Skills
<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.
Improvisation	
Knowledge	Skills
<ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! 	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.
Composition	
Knowledge	Skills
<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. 	<ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.
Performance	
Knowledge	Skills
<ul style="list-style-type: none"> A performance is sharing music with other people, called an audience. 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.

Year 1 - Music Vocabulary

Vocabulary

LISTEN, REFLECT & APPRAISE

Listen
Respond
Feelings
Mood
Composer

EXPLORE & COMPOSE playing and exploring

Timbre
Pitch
Duration
Dynamics
Tempo
Symbols
Score
Sequence
Compose

PERFORM Singing and playing

Sing
Chant
Tune
Breathing
Control
Percussion
Instruments
Shaking
Scraping
Tapping
Rattling
Beat
Pulse
Rhythm
Loud
Quiet
Fast
Slow
High
Low

Year 2 - Music

National Curriculum	Knowledge	
<p>Pupils should be taught to:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	Listen and appraise	
	Knowledge	Skills
	<ul style="list-style-type: none"> To know five songs off by heart. To know that some songs have a chorus or a response/answer part. To know that songs have a musical style. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.
	Games	
	Knowledge	Skills
<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. 	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song :</p> <ul style="list-style-type: none"> Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. 	
Singing		
Knowledge	Skills	
<ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. 	<ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. 	

Playing		
Knowledge	Skills	
<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. 	
Improvisation		
Knowledge	Skills	
<ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. 	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 	
Composition		
Knowledge	Skills	
<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. 	<ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. 	
Performance		
Knowledge	Skills	
<ul style="list-style-type: none"> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends. 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	

Year 2 - Music Vocabulary

Vocabulary

LISTEN, REFLECT & APPRAISE

Listen
Respond
Feelings
Mood
Composer
Pitch
Timbre
Tempo
Dynamics

EXPLORE & COMPOSE playing and exploring

Rhythm
Timbre
Pitch
Duration
Dynamics
Tempo
Structure
Symbols
Score
Sequence
Compose
Visual
Aural

PERFORM Singing and playing

Sing
Chant
Tune
Breathing
Control
Percussion
Instruments
Beat
Pulse
Rhythm
Ostinato
Signals
Pitch
Dynamics
Tempo
Graphic score
Ocarina
Frogs
Tadpoles
Butterflies

Year 3 - Music

National Curriculum	Knowledge	
<p>Pupils should be taught to:</p> <p>Sing and play musically with increasing confidence and control.</p> <p>They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using their inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	Listen and appraise	
	<p>Knowledge</p> <ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song 	<p>Skills</p> <ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.
	Games	
	<p>Knowledge</p> <ul style="list-style-type: none"> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. 	<p>Skills</p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> Find the Pulse Rhythm Copy Back: <ol style="list-style-type: none"> Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns Gold: Perhaps lead the class using their simple rhythms Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> Bronze: Copy back – 'Listen and sing back' (no notation) Silver: Copy back with instruments, without then with notation Gold: Copy back with instruments, without and then with notation Pitch Copy Back and Vocal Warm-ups
Singing		
<p>Knowledge</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g., happy, energetic or sad 	<p>Skills</p> <ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. 	

<ul style="list-style-type: none"> Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice 	
Playing	
Knowledge	Skills
To know and be able to talk about: <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, a recorder) 	<ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit
Improvisation	
Knowledge	Skills
<ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake 	Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: Bronze Challenge: <ul style="list-style-type: none"> Copy Back – Listen and sing back Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note. Silver Challenge: <ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. Gold Challenge: <ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different notes.
Composition	
Knowledge	Skills
To know and be able to talk about: <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) 	Help create at least one simple melody using one, three or five different notes. <ul style="list-style-type: none"> Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).
Performance	
Knowledge	Skills
To know and be able to talk about: <ul style="list-style-type: none"> Performing is sharing music with other people, an audience 	To choose what to perform and create a programme. <ul style="list-style-type: none"> To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit.

- A performance doesn't have to be a drama! It can be to one person or to each other
- You need to know and have planned everything that will be performed
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- It involves communicating feelings, thoughts and ideas about the song/music

- To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Year 3 - Music Vocabulary

Vocabulary

LISTEN, REFLECT & APPRAISE

Listen
Composer
Live
Recorded
Respond
Feelings
Mood
Composer
Pitch
Timbre
Tempo
Dynamics
Rhythm grids

EXPLORE & COMPOSE playing and exploring

Rhythm
Timbre
Mood
Pitch
Duration
Dynamics
Tempo
Structure
Symbols
Score
Sequence
Compose ▪ Visual
Aural

PERFORM Singing and playing

Breathing
Posture
Diction
Control
Percussion
Instruments
Beat
Pulse
Rhythm
Verse
Chorus
Call and response
Ostinato
Signals
Pitch
Dynamics
Tempo
Graphic score
Ocarina
Frogs
Tadpoles
Butterflies
Caterpillars
Rests
Ukulele
Recorder

Year 4 - Music

National Curriculum	Knowledge	
<p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using their 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. 	Listen and appraise	
	<p>Knowledge</p> <ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). 	<p>Skills</p> <ul style="list-style-type: none"> • Name some of the instruments they heard in the song. • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words.
	Games	
	<p>Knowledge</p> <ul style="list-style-type: none"> • Know and be able to talk about: • How pulse, rhythm and pitch work together • Pulse: Finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Skills</p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges., children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups
Singing		
<p>Knowledge</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad 	<p>Skills</p> <ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To re-join the song if lost. • To listen to the group when singing. 	

	<ul style="list-style-type: none"> • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice 	
Playing		
Knowledge	Skills	
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • The instruments used in class (a glockenspiel, recorder or xylophone). • Other instruments they might play or be played in a band or orchestra or by their friends. 	<ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song. 	
Improvisation		
Knowledge	Skills	
<ul style="list-style-type: none"> • To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>Bronze Challenge:</p> <ul style="list-style-type: none"> • Copy Back – Listen and sing back melodic patterns • Play and Improvise – Using instruments, listen and play your own answer using one note. • Improvise! – Take it in turns to improvise using one note. <p>Silver Challenge:</p> <ul style="list-style-type: none"> • Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. • Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. • Improvise! – Take it in turns to improvise using one or two notes. <p>Gold Challenge:</p> <ul style="list-style-type: none"> • Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. • Play and Improvise – Using your instruments, listen and play your own answer using two different notes. • Improvise! – Take it in turns to improvise using three different notes. 	
Composition		
Knowledge	Skills	
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	

Performance		
<p>Knowledge</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music 	<p>Skills</p> <ul style="list-style-type: none"> • To choose what to perform and create a programme. • Present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	

Year 4 - Music Vocabulary

Vocabulary

LISTEN, REFLECT & APPRAISE

Listen
 Composer
 Live
 Recorded
 Respond
 Feelings
 Mood
 Composer
 Pitch
 Timbre
 Tempo
 Dynamics
 Rhythm grids
 Orchestra
 Unique
 Contrast
 Structure

EXPLORE & COMPOSE - playing and exploring

Rhythm
 Timbre
 Mood
 Pitch
 Duration
 Dynamics
 Tempo
 Structure
 Symbols
 Score
 Sequence
 Compose
 Visual
 Aural
 Pentatonic
 Phrase
 Accompaniment
 Metre
 Drone

PERFORM - Singing and playing

Breathing
 Posture
 Diction
 Control
 Percussion
 Instruments
 Beat
 Pulse
 Rhythm
 Verse
 Chorus
 Call and response
 Ostinato
 Signals
 Pitch
 Dynamics
 Tempo
 Graphic score
 Staff notation
 Rests
 Ukulele
 Recorder
 Chime bars
 Pentatonic Scale

Year 5 - Music

National Curriculum	Knowledge					
<p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using their 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. 	Listen and appraise					
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		Singing	
Knowledge		Skills	
<ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice 		<ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. 	
		Playing	
Knowledge		Skills	
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends 		<ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session 	
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Knowledge		Skills	
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians 		<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>Play and Copy Back</p> <ul style="list-style-type: none"> Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes. Gold – Copy back using instruments. Use the three notes. <p>Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> Bronze – Question and Answer using instruments. Use one note in your answer. Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> Bronze – Improvise using one note. Silver – Improvise using two notes. Gold – Improvise using three notes. 	

		Composition	
Knowledge		Skills	
To know and be able to talk about: <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol 		<ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	
Knowledge		Skills	
To know and be able to talk about: <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music 		<ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" 	

Year 5 - Music Vocabulary

Vocabulary

LISTEN, REFLECT & APPRAISE

Listen
Composer
Live
Recorded
Respond
Feelings
Mood
Composer
Pitch
Timbre
Tempo
Dynamics
Rhythm grids
Orchestra
Unique
Contrast
Structure
Genres

EXPLORE & COMPOSE playing and exploring

Rhythm
Timbre
Mood
Pitch
Duration
Dynamics
Tempo
Structure
Symbols
Score
Sequence
Compose
Aural
Pentatonic
Phrase
Accompaniment
Chords
Harmony
Concord
Discord
Gospel
Rag
blues

PERFORM Singing and playing

Breathing
Posture
Diction
Control
Ostinato
Signals
Pitch
Dynamics
Tempo
Graphic score
Notation
Crotchet
Quavers
Semi quavers
Minims
Semi breves
Rests
Expression
Two parts
Round
Phrasing
Melody
Ensemble
Performance
Audience
Boom whackers
African djembe drums
Bass
Tone

Year 6 - Music

National Curriculum	Knowledge													
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Year 6 Music Vocabulary

Vocabulary

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Composer
Live
Recorded
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EXPLORE & COMPOSE playing and exploring

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Tempo
Structure
Symbols
Score
Sequence
Compose ▪ Visual
Aural
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Phrase
Accompaniment
Metre ▪ Drone
Chords
Harmony
Concord
Discord
Gospel
Rag
Blues

PERFORM Singing and playing

Breathing
Posture
Diction
Control
Ostinato
Signals
Pitch
Dynamics
Tempo
Graphic score
Notation
Rests
Crotchet
Quaver
Semi quavers
Minims
Semibreves
Expression
Two parts
Round
Phrasing
Melody
Ensemble
Performance
Audience
Boom whackers
African djembe drums
Bass
Tone