



**Music
at St Mary's
2021-2022**

Table of Contents

Contents

Aims of Music at St Mary's.....	3
What a Musician looks like at St Mary's by the end of Year Six	4
National Curriculum Coverage: Key Stage 1	5
Listening and Appraising	Error! Bookmark not defined.
Composition	Error! Bookmark not defined.
Performance	Error! Bookmark not defined.
National Curriculum Coverage: Key Stage 2	6
Listening and Appraising	6
Composition	Error! Bookmark not defined.
Performance	Error! Bookmark not defined.
Concept (Skills) Development across St Mary's.....	8

Key Concept DISCP Progression

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Vocabulary

Resources

Aims of Music at St Mary's

At St Mary's CE school, we define Music as using a variety of vocal or instrumental sounds to produce an arrangement of different melodies, rhythm and harmony for self-expression.

Our aim is that

Through their Musical work, children learn about a range of genres within different historical time periods and experience this through high-quality live and recorded Music. They learn about significant composers within the periods of Baroque, Classical, Romantic, 20th Century and beyond, and use their analytical skills to compare works through listening and appraising lessons. Through their gaining knowledge and understanding of Music and their devices, our children are able to apply their learning when composing and performing Music. Across St Mary's, our Music teaching also motivates children to discover different cultures and styles through Music history lessons, and allows children to understand the significance of the composers musical choices, and how this can be applied to modern Music today.

As a school, we believe that Music can bring so much joy to ourselves and others in so many different ways such as concerts and shows and we want our young people to feel confident that they have competent performing skills that will bring pleasure to others and to themselves.

We would like children to be able to express different emotions through their own compositions, that they have the compositional skills and knowledge to be able to create music for different occasions and that they have something to say musically to the world.

We also want our musicians to be able to appreciate music of all genres, to feel that they have knowledge of a wide variety of these different genres and composers and to have the confidence that they can give a competent comment on the musical content of different performances, whether live or recorded, that they might experience.

What a Musician looks like at St Mary's by the end of Year Six:

Children leaving St Mary's at the end of Key Stage 2 will know, do and remember the following:

Performance:

- Children know how to perform as part of an ensemble (singing or playing a musical instrument).
- Children know how to play a range of tuned and untuned musical instruments, for example Recorder, Clarinet, Ukulele, Glockenspiel and Drums.
- Children know how to sing with confidence as part of a group and actively participate in singing activities, for example Songs of Worship, Class Assemblies, Choir performances and year group productions.

Listening and Appraising:

- Children know how to listen with attention to detail to a range of genres of music.
- Children know how to listen and recall sounds with accuracy and improved aural memory.
- Children know the works of some famous composers throughout history.
- Children know and recognise that instruments belong to different families (i.e. strings, woodwind, percussion etc).

Composition:

- Children know the names and note durations of a crotchet (1 beat), a quaver ($\frac{1}{2}$ beat), minim (2 beats) and a semibreve (4 beats) and their equivalent rests.
- Children know how to compose creatively to write short pieces of music using a variety of tuned and untuned musical instruments.
- Children know how to work as part of a small group to interpret music when given a stimulus, for example, creating a composition from looking at a picture of Antarctica.
- Children know how to notate simple rhythms and notes on the staff correctly.
- Children know the definitions of the musical terms: tempo, dynamics, pitch, timbre, texture, structure and pulse.

National Curriculum Coverage: Key Stage 1

By the end of key stage 1, pupils should have developed knowledge about a range of genres through listening to a variety of live and recorded Music. They should understand basic subject-specific vocabulary relating to rhythm, dynamics and compositional devices and use their voices expressively and creatively to sing songs, chants and rhymes in addition to playing tuned and untuned instruments musically. Children should be able to experiment and select different musical choices and sounds to create compositions.

During key stage 1, they should be taught to:

Listening and Appraising

National Curriculum Objective	Coverage at St Mary's
Listen with concentration and understanding to a range of high-quality live and recorded music.	Y1/2 Cycle A – Spring 2 – Frozen Planet Y1/2 Cycle A – Summer 1 – Dinosaur Planet
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Y1/2 Cycle A - Autumn 2 – Bright Lights, Big City. Y1/2 Cycle A – Summer 1 – Dinosaur Planet

Composition

National Curriculum Objective	Coverage at St Mary's
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Y1/2 Cycle A - Autumn 2 – Bright Lights, Big City. Y1/2 Cycle A – Spring 2 – Frozen Planet.
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	
Play tuned and untuned instruments musically.	

Performance

National Curriculum Objective	Coverage at St Mary's
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Y1/2 Cycle A - Autumn 2 – Bright Lights, Big City. Y1/2 Cycle A – Spring 2 – Frozen Planet.
Play tuned and untuned instruments musically.	Y1/2 Cycle A - Autumn 2 – Bright Lights, Big City.

National Curriculum Coverage: Key Stage 2

During key stage 2, pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should further develop their subject-specific vocabulary and become confident when using music technology and digital audio workstations.

They should be taught to:

Listening and Appraising:

National Curriculum Objective	Coverage at St Mary's
Listen with attention to detail and recall sounds with increasing aural memory.	Y3 – Spring 1 – Predators & Prey. Y3 – Spring 2- Urban Pioneers. Y3 – Summer 1 – Tremors. Y4 – Autumn 1 – Rumble in the Jungle. Y4 – Summer 1 – Rumbles. Y5 – Spring 1 – Ancient Greeks. Y6 – Autumn 1 – World at War. Y6 – Autumn 2 – Frozen Kingdom. Y6 – Spring 2 – Exploring Africa.
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Y3 – Autumn 2 – Flow. Y3 – Spring 1 – Predators & Prey. Y3 – Spring 2- Urban Pioneers. Y3 – Summer 2 – Romans. Y4 – Summer 2- Vikings.
Develop an understanding of the history of music.	Y3 – Autumn 2 – Flow. Y4 – Autumn 2 – Road Trip USA. Y5 – Autumn 1 – Space. Y5 – Summer 1 – The Waves. Y6 – Autumn 2 – Frozen Kingdom.

Composition:

National Curriculum Objective	Coverage at St Mary's
Improvise and compose music for a range of purposes using the inter-related dimensions of music	Y3 – Spring 2- Urban Pioneers. Y4 – Autumn 1 – Rumble in the Jungle. Y4 – Autumn 2 – Road Trip USA. Y5 – Spring 1 – Ancient Greeks. Y6 – Autumn 2 – Frozen Kingdom.
Use and understand staff and other musical notations	

Performance:

National Curriculum Objective	Coverage at St Mary's
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Y3 – Autumn 2 – Flow. Y3 – Summer 1 – Tremors. Y4 – Autumn 1 – Rumble in the Jungle. Y4 - Spring 2 – Misty Mountain, Winding River. Y4 – Summer 1 – Rumbles. Y6 – Autumn 2 – Frozen Kingdom.

Progression of Disciplinary Knowledge at St Mary's

Year Group	Listening and Appraising
Early Years	Move to and talk about music expressing their feelings and responses
Year 1	<p>Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, e.g. chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music.</p>
Year 2	<p>Mark the beat of a listening piece (e.g. Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, e.g. 2-time, 3-time etc. Move and dance with the music confidently. Talk about how the music makes you feel. Find different steady beats. Describe tempo as fast or slow. Describe dynamics as loud or quiet. Join in sections of the song, e.g. call and response. Start to talk about the style of a piece of music. Recognise some band and orchestral instruments. Start to talk about where music might fit into the world.</p>
Year 3	<p>Share your thoughts and feelings about the music together. Find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song. Talk about the style of the music.</p>
Year 4	<p>Talk about the words of a song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Recognise the style of music you are listening to. Discuss the structures of songs. Identify:</p> <ul style="list-style-type: none"> • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music <p>Explain what a main theme is and identify when it is repeated. Know and understand what a musical introduction is and its purpose. Recall by ear memorable phrases heard in the music. Identify major and minor tonality. Recognise the sound and notes of the pentatonic scale by ear and from notation. Describe legato and staccato. Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>

Year 5	<p>Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Find and demonstrate the steady beat. Identify 2/4, 3/4, 6/8 and 5/4 metre. Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Identify major and minor tonality. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Explain the role of a main theme in musical structure. Know and understand what a musical introduction is and its purpose. Explain rapping. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p>
Year 6	<p>Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing. Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale. Explain the role of a main theme in musical structure. Know and understand what a musical introduction and outro is, and its purpose. Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz, Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>

Year Group	Understanding Music
Early Years	<p>Watch and talk about dance and performance art expressing their feelings and responses. Explore and engage in music making and dance performing solo or in groups.</p>
Year 1	<p>Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Solfa.</p>
Year 2	<p>Use body percussion, instruments and voices. In the key centres of: C major, G major and A minor. Find and keep a steady beat. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low.</p>

	<p>Complete vocal warm-ups with a copy back option to use Solfa. Sing short phrases independently.</p>
Year 3	<p>Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C</p>
Year 4	<p>Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G</p>
Year 5	<p>Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, F major and A minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#</p>
Year 6	<p>Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, A minor and D minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G</p>

Year Group	Musical Elements/Vocabulary
Early Years	<p>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. BEAT/RHYTHM</p>

<p>Year 1</p>	<p><u>PULSE/BEAT/METRE:</u></p> <p>Watch, follow, feel and move to a steady beat with others. Find and enjoy moving to music in different ways. Respond to the pulse in recorded/live music through movement and dance.</p> <p><u>RHYTHM:</u></p> <p>Recognise and clap long sounds and short sounds, and simple combinations. Perform short, copycat rhythm patterns accurately, led by the teacher. Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform your own rhythm patterns.</p> <p><u>PITCH - MELODY:</u></p> <p>Recognise, sing and play high and low pitched notes. Explore singing and playing C D E from the C major scale. Explore singing and playing F G A from the F major scale.</p> <p><u>TEMPO:</u></p> <p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p><u>DYNAMICS:</u></p> <p>Talk about loud sounds and quiet sounds and give some examples.</p> <p><u>TIMBRE:</u></p> <p>Identify different sounds in the environment, indoors and outside. Identify the sounds of the instruments played in school. Identify some of the sounds of the instruments heard when listening to music.</p> <p><u>TEXTURE:</u></p> <p>Sing together. Listen out for combinations of instruments together.</p> <p><u>FORM (STRUCTURE):</u></p> <p>Add movement to key sections of a song. Understand when to sing in a verse and a chorus.</p>
<p>Year 2</p>	<p><u>PULSE/BEAT/METRE</u></p> <p>Watch and follow a steady beat. Find a steady beat. Recognise the time signature 4/4 by ear and notation. Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p><u>RHYTHM</u></p> <p>Recognise long sounds and short sounds, and match them to syllables and movement. Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.</p>

	<p>Create rhythms using word phrases as a starting point.</p> <p><u>PITCH - MELODY:</u></p> <p>Identify the high notes and low notes in a melody. Join in part of a melody. Rehearse and play a simple instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together. Identify and play by ear or notation notes in the tonality of C major.</p> <p><u>TEMPO:</u></p> <p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Understand that the speed of the beat can change, creating a faster or slower pace.</p> <p><u>DYNAMICS:</u></p> <p>Identify loud and quiet sections of music, and discuss what makes the music loud and quiet. Understand the meaning of loud and quiet (forte and piano).</p> <p><u>TIMBRE:</u></p> <p>Know the difference between a speaking voice and a singing voice. Identify friends from the sound of their voice.</p> <p><u>TEXTURE:</u></p> <p>Understand that singing and playing together creates a musical texture. Add body percussion accompaniments.</p> <p><u>FORM (STRUCTURE):</u></p> <p>Join in with a repeated section of a song: the chorus, the response. Join in with the main tune when it is repeated.</p>
Year 3	<p><u>PULSE/BEAT/METRE.</u></p> <p>Recognise and move in time with the beat. Play the steady beat on percussion instruments. Recognise the 'strong' beat. Play in time with a steady beat in 2/4, 4/4 and 3/4.</p> <p><u>RHYTHM</u></p> <p>Recognise by ear and notation: minims, crotchets, quavers and their rests. Copy simple rhythm patterns created from minims, crotchets, quavers and their rests. Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. Alternate between a steady beat and rhythm.</p> <p><u>PITCH - MELODY:</u></p> <p>Show the shape of a melody as rising and falling in pitch. Learn to sing a melody by ear or from notation.</p>

	<p>Learn to rehearse and play a melodic instrumental part by ear or from notation. Identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C. Identify the scales of: C major G major F major Identify if a scale is major or minor. Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Explore and play by ear or from notation:</p> <ul style="list-style-type: none"> • 5-note scale • Pentatonic scale <p><u>TEMPO:</u></p> <p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower.</p> <p><u>DYNAMICS:</u></p> <p>Listen out and respond to forte (loud) sections of music. Identify instruments playing loud dynamics when listening to the music. Use dynamics to help communicate the meaning of a song.</p> <p><u>TIMBRE:</u></p> <p>Choose particular instruments for rehearsal and performing. Identify the sound of different tuned and untuned percussion instruments.</p> <p><u>TEXTURE:</u></p> <p>Understand that singing and playing together creates a musical texture. Add body percussion accompaniments. Listen to the accompaniment to a song. Identify large numbers of people playing and singing. Listen out for solo players.</p> <p><u>FORM (STRUCTURE):</u></p> <p>Show the different sections of a song structure or piece of music through actions.</p>
Year 4	<p><u>PULSE/BEAT/METRE</u></p> <p>Recognise and move in time with a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4. Respond to the 'offbeat' or 'backbeat'.</p> <p><u>RHYTHM</u></p> <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • Semibreves, minims, crotchets, quavers and semiquavers • Dotted minims and dotted crotchets <p>Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests. Create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers. Understand and explain the difference between beat and rhythm. Recall the most memorable rhythms in a song or piece of music.</p> <p><u>PITCH - MELODY:</u></p>

Identify and explain what a melody is.
Learn to sing and follow a melody by ear and from notation.
Understand melodic movement up and down as pitch.
Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.
Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D
Identify the following scales by ear or from notation: C major F major G major A minor
Copy simple melodies by ear or from reading notation.
Create melodies by ear and notate them.
Identify and talk about the way vocals are used in a song.
Identify and explain:

- Harmony: two or more notes heard at the same time
- Second part: a second musical part, usually a melodic line, that creates harmony

Explore chords I, IV and V in instrumental accompaniments.
Explore intervals of 3rd, 5th and octaves.
Identify the following tonal centres by ear or from notation: C major F major G major A minor
Identify and demonstrate a major and minor scale.

TEMPO:

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.
Change the speed of a steady beat moving from fast to slow, slow to fast.
Control the speed of a steady beat, getting faster and getting slower.
Direct the class in controlling the speed of a steady beat in a class performance.

DYNAMICS:

Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.

TIMBRE:

Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.
Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.
Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar.
Recognise the difference between the sound of male and female voices.
Understand the importance of the vocal warm-up and its impact on the tone of the voice.

TEXTURE:

Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.
Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music.
Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.
Explain the term 'unison' and the difference between unison and solo.

FORM (STRUCTURE):

Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical

	<p>structures. Identify the instrumental break and its purpose in a song. Recognise phrases and repeated sections. Discuss the purpose of a bridge section.</p>
<p>Year 5</p>	<p><u>PULSE/BEAT/METRE</u></p> <p>Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 5/4 and 6/8. Respond to the 'offbeat' or 'backbeat'.</p> <p><u>RHYTHM</u></p> <p>Recognise by ear and notation: • Minims, dotted crotchets, crotchets, quavers and their rests Recognise by ear and notation: • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted quavers, quavers and their rests. Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music.</p> <p><u>PITCH - MELODY:</u></p> <p>Identify and explain steps, jumps and leaps in the pitch of a melody. Learn to sing and follow a melody by ear and from notation. Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation. Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D Identify the following scales by ear or from notation: C major F major D minor G major Eb major C minor Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Add new chords II and VI from a given tonality. Identify tone by ear or from notation. Identify intervals 3rd, 5th and 7th. Identify the tonal centres of: C major and C minor F major D minor and D major Eb major Identify and demonstrate the following scales by ear and from notation: Major scale Minor scale Pentatonic scale</p> <p><u>TEMPO:</u></p> <p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi and musical styles.</p> <p><u>DYNAMICS:</u></p> <p>Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.</p> <p><u>TIMBRE:</u></p>

	<p>Recognise the following ensembles:</p> <ul style="list-style-type: none"> • Gospel choir and soloist • Rock band • Symphony orchestra • A Cappella group <p>Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute. Recognise the difference between the sound of male and female voices. Recognise tone colour and rapping.</p> <p><u>TEXTURE:</u></p> <p>Identify solos and instrumental breaks in songs and music. Talk about solo voices, backing vocals and different vocal textures. Identify changes in texture. Talk about the different textures created by intervals and chord.</p> <p><u>FORM (STRUCTURE):</u></p> <p>Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures. Identify the instrumental break and its purpose in a song. Recognise phrases and repeated sections. Discuss the purpose of a bridge section.</p>
Year 6	<p><u>PULSE/BEAT/METRE:</u></p> <p>Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4. Identify syncopation and swing.</p> <p><u>RHYTHM:</u></p> <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • Minims, crotchets, quavers, semiquavers and their rests <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • 9/8 rhythm patterns • Dotted crotchets, triplet quavers and quaver notes and their rests. <p>Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music.</p> <p><u>PITCH - MELODY:</u></p> <p>Identify major and minor tonality by ear and from notation. Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D Identify the following scales by ear or from notation: A minor G major D major D minor F major</p>

Identify an interval of a major triad: 3rd, 5th.
Identify an octave by ear or notation.
Copy simple melodies by ear or from reading notation.
Create melodies by ear and notate them.
Use chords C, F, G and A minor by ear or from notation.
Identify the tonal centres of: A minor G major D major D minor F major
Identify and demonstrate the following scales by ear and from notation:

- Major scale
- Minor scale
- Pentatonic scale
- Blues scale

TEMPO:

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.
Change the speed of a steady beat, moving from fast to slow, slow to fast.
Control the speed of a steady beat, getting faster and getting slower.
Direct the class in controlling the speed of a steady beat in a class performance.
Recognise the connection between tempi and musical styles.
Recognise an effective use of tempo at the end of a song.

DYNAMICS:

Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.
Identify how dynamics can support the structure of a song or piece of music, e.g. diminuendo leading into a new section and change of mood.
Identify the connection between dynamics and texture, e.g. adding more players and/or singers makes the music louder.

TIMBRE:

Recognise the following ensembles:

- Pop group
- A Cappella group
- Gospel choir

Identify instruments that add particular colour to a song or piece of music.

Identify the following instruments by ear and through a range of media:

- Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer.
- Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano.
- Other instruments such as steel pans, harmonica, banjo and accordion.

TEXTURE:

Sing and play instruments in different-sized groups.

Identify solos and instrumental breaks in songs and music.

Talk about solo voices, backing vocals and different vocal textures.

Refer to repeated rhythmic or melodic patterns as riffs/ostinati.

Talk about the different textures created by intervals and chords.

Understand how texture builds throughout a piece as voices are layered.

FORM (STRUCTURE):

	<p>Talk about how musical styles often have the same musical structure, e.g. Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.</p> <p>Talk about the purpose of musical structures.</p> <p>Identify where changes in texture and tonality help emphasize the contrasting sections in a song.</p> <p>Recognise that changing the tonality at different points within the song creates different sections to the structure.</p>
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Year Group	Playing Tuned and Utuned Instruments
Early Years	Wooden claves
Year 1	Wooden claves/xylophone
Year 2	Xylophone/Recorders
Year 3	Recorders
Year 4	Term2Learn – woodwind instrument
Year 5	Ukulele
Year 6	Ukulele

Year Group	Music History
Early Years	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

Year Group	Music Theory
Early Years	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

Year Group	Performance
Early Years	Begin to learn how to perform in a group situation musically.
Year 1	Begin to learn how to perform as a whole class musically.
Year 2	Perform as a whole class and in small group contexts musically.
Year 3	Begin to perform in solo and ensemble contexts with some musical accuracy.
Year 4	Perform in solo and ensemble contexts with some musical accuracy.
Year 5	Begin to perform in solo and ensemble contexts with increasing confidence and control.
Year 6	Perform in solo and ensemble contexts confidently with musical accuracy and control.