

Shoreham Village School

National Curriculum – Music

EY - Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimension of music.

Key stage 2

Pupils should be taught to:

- 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 the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

In addition, at Shoreham Village School, we teach pupils:

- musical vocabulary and theory
- about the orchestra and instrument families
- to learn to play instruments (ocarina, ukulele and recorder)

Progression throughout the school

	Unit 1 - Pulse	Unit 2 - Rhythm	Unit 3 - Pitch	Unit 4 – Technology, structure and form	Unit 5 – 20th Century Music/ Music History	Unit 6 - Voice
Reception	To be able to physically respond to music by following a pulse and perform simple rhythms	To be able to move in time to music and perform simple rhythms through clapping and untuned percussion	To identify high and low pitch sounds	To explore and change sounds through play and technology	To sing/chant in time with the pulse and perform a simple melody from a 20th century song	To perform actions to accompany songs
Palmer Cycle A Year 1	To be able to keep the pulse when clapping or using instruments	To maintain a pulse whilst performing a rhythm as a group To be able to clap simple rhythms in time with the pulse as a soloist or within a group.	To sing notes of different pitches To be able to pitch match and sing simple melodies with accuracy of pitch	To use technology to add sound effect to a story To be able to explore different sounds and technology when responding to a stimulus	To listen to the way songs can change and develop to suit the times To be able to comment on how music the musical elements are used in different pieces (pupils can comment on dynamics, tempo, instruments)	To explore "pause" and further graphic notation To be able to play and sing simple rhythms accurately, including the use of rests. Pupils explore the use of graphic notation to notate music.
Palmer Cycle B Year 2	To be able to sing, play and perform with a good sense of pulse	To be able to recognise and perform simple rhythmic patterns in time within the pulse	To apply knowledge of high and low pitch to simple rhythms	To be able to create two contrasting rhythms and use technology to record them	To be able to sing with accuracy of rhythm	To be able to apply knowledge of rhythm to simple composition tasks including using graphic notation
Moore Cycle A Year 3	To be able to play as part of an ensemble with accuracy of rhythm	To be able to create a simple rhythmic composition using body percussion and instruments	To be able to describe a motif using musical vocabulary and perform a motif with accuracy of rhythm and pitch	To be able to apply knowledge of musical structures to a short composition using technology	To be able to describe music of different styles and genres successfully using key terminology	To be able to describe melodic writing verbally and in a written form
Moore Cycle B Year 4	To be able to recognise music of different time signatures and demonstrate understanding through successful performance	To explore texture of music through composition, layering sounds and phrases successfully	To be able to perform with accuracy of pitch, using notation as a reference	To be able to compare and contrast sections of music using key terminology to successfully describe what is heard	To be able to describe music of different styles and genres confidently using key terminology to describe the elements heard	To create a short melody using pentatonic scale and features of a style successfully

Cameron Cycle A Year 5	To be able to play with good technique as part of an ensemble with accuracy of rhythm and pitch	To be able to perform more challenging rhythms with accuracy and stylistically	To be able to demonstrate an understanding of harmony through singing as part of an ensemble with accuracy	To be able to apply knowledge of structure and harmony to a short composition	To be able to play complex rhythmic patterns as part of an ensemble at different tempos with accuracy	To be able to perform as part of an ensemble with confidence, accuracy of rhythm and pitch and with good technique
Cameron Cycle B Year 6	To be able to perform as a soloist or part of an ensemble with accuracy in simple and complex time signatures	To be able to apply knowledge of melodies to a composition and create a suitable score to support the piece	To compose a short piece that demonstrates a mature use of the elements of music effectively and has an expressive use of dynamics.	To be able to respond to a stimulus and use technology to create a soundscape	To be able to play a challenging melodic line with accuracy of rhythm and pitch and good technique	To be able to sing as a soloist and within an ensemble with outstanding technique and with accuracy of rhythm and pitch

Assessment

Term 1 – Pulse	Term 2 – Rhythm	Term 3 – Pitch	Term 4 – Technology, Structure and Form	Term 5 – 20th century Music / Music History	Term 6 – Voice / Learn an Instrument
Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise
Sing / Play	Sing / Play	Sing / Play	Sing / Play	Sing / Play	Sing / Play
Improvise	Improvise	Improvise	Improvise	Improvise	Improvise
Compose	Compose	Compose	Compose	Compose	Compose
Perform	Perform	Perform	Perform	Perform	Perform


Skill and Assessment focus

Skill: Listen and Appraise (Describing), Sing/Play and Perform (Performing), Compose (Composing) Improvise and Compose (Transcribing)


Reception Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 Pulse	Pupils can tap along to a moderate pulse with accuracy	Pupils can move in time to the music and can tap along to a slow and moderate pulse with accuracy	Pupils can move in time to music of different tempos with accuracy	Pupils can move in time to music of different tempos with accuracy	Pupils can copy simple rhythms using classroom instruments	To be able to create long and short sounds with classroom instruments	Listen and appraise Sing/play
Term 2 Rhythm Extra-curricular Christmas concert	Pupils can tap the rhythm and pulse of a song in 2/4, 4/4	Pupils can use the words rhythm and pulse accurately.	Pupils can join in an ensemble maintaining a rhythm and pulse	Pupils can copy a rhythm and play it back	Pupils can recognise changes in tempo	Pupils can play along with the rhythm of song	Sing/play Compose Perform
Term 3 Pitch	Pupils can recognise pitch in a known song.	Pupils can identify high and low pitch sounds	Pupils can sing notes of different pitches	Pupils can create Glissandos	Pupils can control changes in pitch vocally and when playing instruments	Pupils can improvise music combining rhythm, pitch and tempo	Listen and appraise Sing/play
Term 4 Technology, structure and form Extra-curricular Spring concert	Pupils can explore and change sounds and music through play and technology	Pupils can recreate sounds to use in a known song or nursery rhyme	Pupils can change sounds within music using technology	Pupils can edit the song 'Old MacDonald had a farm' using technology	Pupils can use technology to add sound effects to a story	Pupils can create sounds to accompany a story and to perform the story	Improvise Compose
Term 5 20th Century music/ Music history	Pupils can sing a melody from a 20th century song 'Three Little Birds' Bob Marley	Pupils can sing and perform a melody from a 20th century song. 'Three Little Birds' Bob Marley	Pupils can recognise differences between genres: jazz, rock and roll, reggae	Pupils can listen to songs that have changed and developed to suit the times	Pupils can learn a disco song from 20th Century Kylie Minogue 'the Locomotion'	Pupils can perform a disco song from 20th Century Kylie Minogue 'the Locomotion'	Listen and appraise Sing/play Perform
Term 6 Voice Extra-curricular End of Year Show	Pupils understand the importance of facial and vocal warm ups	Pupils can learn to sing songs and nursery rhymes with a range of notes	Pupils can perform actions to accompany songs	Pupils can recognise high and low sounds	Pupils can sing high and low sounds	Pupils can sing high and low songs with actions for a final performance	Sing/play Improvise Perform


Palmer Cycle A
Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 Pulse	Pupils understand the word "pulse" and demonstrate understanding using clapping technique	Pupils can respond to music using body parts.	Pupils can sing long and short sounds and play them using classroom instruments	Pupils can follow a pulse and perform simple rhythms with clapping	Pupils can create long and short sounds using classroom instruments	Pupils can create and perform using instruments to keep the pulse.	Listen and appraise Sing/play
Term 2 Rhythm Extra-curricular Christmas concert	Pupils understand the difference between rhythm and pulse	Pupils can maintain a pulse whilst performing a rhythm as a group	Pupils can perform movements to indicate rest	Pupils can copy a rhythm and play it back	Pupils can perform rhythms at different tempos	Pupils can play along with the rhythm of song that has changing tempos	Sing/play Compose Perform
Term 3 Pitch	Pupils can say what pitch is and how we recognise different levels of pitch Youtube: Music with Meg : Pitch	Pupils can identify high and low pitch sounds	Pupils can sing notes of different pitches as a call and response	Pupils can understand and create Glissandos from a given starting note	Pupils can pitch match and control changes in pitch vocally and when playing instruments	Pupils can improvise music combining rhythm and pitch	Listen and appraise Sing/play
Term 4 Technology, structure and form Extra-curricular Spring concert	Pupils can explore different sounds through play and technology	Pupils can use technology to create and change sounds in a known song	Pupils can edit sounds in a known song using technology	Pupils can use technology to edit the song 'Down in the Jungle'	Pupils can use technology to create and add sound effects to a story	Pupils can perform the story with our very own sounds	Improvise Compose
Term 5 20th Century music/ Music history	Pupils can understand the genre of 'folk' music and sing a melody from a 20th century folk song	Pupils can comment on the differences in dynamics, tempo, instruments between genres: jazz, rock and roll, folk, reggae, pop, funk, country	Pupils can listen to pulse in a folk song and recreate in groups	Pupils can listen to the way songs can change and develop to suit the times	Pupils can sing a Simon and Garfunkel folk song.	Pupils can perform a Simon and Garfunkel folk song.	Listen and appraise Sing/play Perform
Term 6 Voice Extra-curricular End of Year Show	Pupils understand the importance of a vocal warm up	Pupils can recognise and repeat higher and lower sounds	Pupils can understand and recognise basic graphic notation	Pupils can explore "pause" and further graphic notation	Pupils can recap pitch and explore dynamics & melody	Pupils can perform songs with a range of notes	Sing/play Improvise Perform
Term 2 and 4 Learn to play an instrument – recorder/ocarina							Sing/play Improvise Perform


**Palmer Cycle B
Knowledge Overview**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 Pulse	Pupils can sing with a good sense of pulse	Pupils can respond to music using body parts eg clapping, tapping, stamping	Pupils understand pulse by following simple performance directions (call and response) Jambo	Pupils can sing songs and play classroom instruments with changing tempo showing a good sense of pulse	Pupils can sing, play and perform with a good sense of pulse	Pupils can create and perform using instruments to keep the pulse or play a rhythm as part of a group.	Listen and appraise Sing/play
Term 2 Rhythm Extra-curricular Christmas concert	Pupils understand the difference between rhythm and pulse	Pupils can maintain a pulse whilst performing a rhythm as a group	Pupils can demonstrate understanding of rhythm and 'rest' when playing along with a piece	Pupils can recognise and perform rhythmic patterns in songs	Pupils can perform parts of a song with a strong sense of pulse and rhythm	Pupils can compose and perform a rhythm with confidence	Sing/play Compose Perform
Term 3 Pitch	Pupils can recap what pitch is and how we recognise different levels of pitch	Pupils can identify pitches when performing and playing instruments	Pupils can sing and perform notes of different pitches. Teachers TV 'Three Songs'	Pupils can create rhythmic patterns in simple time signatures with a variety of pitch	Pupils can use graphic notation to demonstrate changes in pitch	Pupils can compose music combining rhythm, pitch, dynamics, timbre and tempo	Listen and appraise Sing/play
Term 4 Technology, structure and form Extra-curricular Spring concert	Pupils understand 4/4 time and the time signature	Pupils learn about musical structure: verse, chorus, verse, chorus and identify the structure of a familiar song	Pupils can use technology to sequence their own patterns in 4/4	Pupils can combine patterns to create their own piece of music in 4/4 as a class	Pupils learn how to record their own music	Pupils edit their recorded music	Improvise Compose
Term 5 20th Century music/ Music history	Pupils can sing a melody from a 20th century jazz song ????	Pupils can identify instruments used in a 20th century jazz song	Pupils can recognise the pulse of a 20th century jazz song and play the pulse whilst singing	Pupils can recognise differences between genres	Pupils can listen to the way songs can change and develop to suit the times	Pupils can learn and perform a jazz song from 20th Century	Listen and appraise Sing/play Perform
Term 6 Voice Extra-curricular End of Year Show	Pupils understand pitch and shape	Pupils understand the difference between the pulse and the rhythm	Pupils can confidently change dynamics of a song	Pupils can understand and recognise basic graphic notation	Pupils use "pause" in a piece of music and further explore graphic notation	Pupils can learn to sing with accuracy within a range of notes	Sing/play Improvise Perform
Terms 2 and 4 Learn to play an instrument – recorder/ocarina							Sing/play Improvise Perform

Moore Cycle A
Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 Pulse	Pupils can maintain a steady pulse whilst singing or playing an instrument	Pupils can show their understanding of pulse by leading simple performance directions (call and response)	Pupils can maintain an ostinato for a piece of music eg Mission Impossible music	Pupils can compose a simple piece with a group, using ostinato .	Pupils can maintain a part in a piece and respond to cues	Pupils can suggest ways to improve their work and others work using musical vocabulary	Listen and appraise Sing/play
Term 2 Rhythm Extra-curricular Christmas concert	Pupils can understand rhythm and musical texture	Pupils can demonstrate a strong sense of rhythm and pulse	Pupils can identify rhythms and rests in songs and use these as inspiration for their own music	Pupils can work as part of a group to compose an 8 bar piece of music in 4/4	Pupils can add body percussion and percussion instruments into their own pieces of music	Pupils can perform as a group	Sing/play Compose Perform
Term 3 Pitch	Pupils can understand what pitch means and recognise and sing high and low sounds	Pupils can understand what a scale is and focus on the pentatonic scale, listening to familiar music that uses it.	Pupils can use graphic notation to demonstrate changes in pitch that demonstrate the pentatonic scale.	Pupils can understand "motif" and identify motifs in music. Pupils can demonstrate motifs using percussion instruments	Pupils can create motifs with rhythmic patterns and a variety of pitch, using the pentatonic scale.	Pupils can perform compositions and suggest and make improvement using music vocabulary	Listen and appraise Sing/play
Term 4 Technology, structure and form Extra-curricular Spring concert	Pupils can understand musical form including the AB form	Pupils can create a short piece of music using AB musical structure	Pupils can understand how to use music sequencing software	Pupils can use music sequencing software to create a piece of music in a given form	Pupils can edit their compositions on GarageBand	Pupils can assess their piece of music, giving comments and suggestions about the structure	Improvise Compose
Term 5 20th Century music/ Music history	Pupils can understand the evolution of music from 1950s to 2000	Pupils can recognise differences between genres from 1950s to 2000	Pupils can appreciate an array of genres and identify them	Pupils can study the music of a 20th Century band: Abba	Pupils can learn a song by a 20th Century: Abba	Pupils can perform a song by a 20th Century band: Abba	Listen and appraise Sing/play Perform
Term 6 (a) Voice Extra-curricular End of Year concert	Pupils can sing accurately to a piece of music with an awareness of melody and pitch	Pupils can perform following instructions: start, stop, tempo, dynamics	Pupils can perform confidently and have a clear understanding of pitch	Pupils can create their own graphic score	Pupils can create a graphic score to a familiar melody	Pupils can perform a well-known song in groups and give feedback	Sing/play Improvise Perform
Term 2 and 4 Learn to play an instrument - ukulele	MusicPlus Digital Interactive online scheme of work from KentMusic						Listen and appraise Sing/play


**Moore Cycle B
Knowledge Overview**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 Pulse	Pupils can clap and play a classroom instrument in 4/4 and 3/4 using repeating patterns	Pupils can perform and lead pieces in 4/4 and 3/4 using repeating patterns	Pupils can maintain an independent part in a small group ensemble. Introduce syncopation in 4/4.	Pupils can perform a part in a group and offer improvements using technical terms	Pupils can compose, perform and lead simple pieces in 4/4 and 3/4 using repeating patterns	Pupils can offer comments for improvement about others work using musical terminology	Listen and appraise Sing/play
Term 2 Rhythm Extra-curricular Christmas concert	Pupils can identify and discuss rhythm, texture, and dynamics in simple time signatures	Pupils can demonstrate a strong sense of rhythm and pulse by creating and layering their own rhythms	Pupils can learn a pulse then a rhythm and put them both together to create a musical texture, recording with graphic notation	Pupils can create ideas to compose a melody as a team to layer on top of rhythm and pulse, recording ideas using graphic notation	Pupils can add body percussion and percussion instruments into their own pieces of music	Pupils can make and respond to suggestions to improve compositions using music vocabulary	Sing/play Compose Perform
Term 3 Pitch	Pupils can understand what the word pitch means and recognise high and low sounds. Recognise the pentatonic scale.	Pupils can understand basic musical notes (e to f on a treble stave) and how they have different pitches.	Pupils can understand how a melody can step, leap or be on the same note. Sing a melody following staff notation.	Pupils can perform with clear diction with a range of pitches	Pupils can listen to and evaluate a song with a determined pitch and theme	Pupils can listen to and evaluate a song with a determined pitch and create their own composition of the same pitch	Listen and appraise Sing/play
Term 4 Technology, structure and form Extra-curricular Spring concert	Pupils can identify the musical structure of AB and ABC structured pop songs	Pupils can use voice, sounds, and instruments to create an AB or ABC pop song	Pupils can use voice, sounds, and instruments to create an AB or ABC pop song	Pupils can use voice, sounds, and instruments to create an AB or ABC pop song	Pupils can record and edit their songs using Garageband	Pupils can assess their piece of music, giving comments and suggestions about the structure	Improvise Compose
Term 5 20th Century music/ Music history	Pupils can understand the evolution of music from 1950s – 2000	Pupils understand minimalism and listen and reflect on a piece of orchestral music	Pupils can compose a piece of minimalistic music	Pupils can learn the musical families in an orchestra	Pupils can play travelling ostinatos together as an orchestra	Pupils can perform minimalistic music as an orchestra	Listen and appraise Sing/play Perform
Term 6 (a) Voice Extra-curricular Summer concert	Pupils can learn to sing with awareness of breathing and pronunciation	Pupils can understand arpeggios and to create harmonies	Pupils understand pentatonic scales and sing fluently with confidence	Pupils can create melodies using pentatonic scales	Pupils can sing together, record their work and assess it as a class	Pupils can perform as an ensemble.	Sing/play Improvise Perform
Terms 2 and 4 Learn to play an instrument: ukulele	MusicPlus Digital	Interactive online scheme of work from KentMusic					Listen and appraise Sing/play

**Cameron Cycle A
Knowledge Overview**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 Pulse	Pupils can identify and play to the pulse of music	Pupils can create graphic notation to represent rhythms	Pupils can independently maintain a part in a group performance	Pupils can read and play musical notation to create rhythms in 2/4, 3/4 and 4/4	Pupils can help compose a group performance using either standard or graphic notation	Pupils can perform a composed piece as part of a group	Listen and appraise Sing/play
Term 2 Rhythm Extra-curricular Christmas concert	Pupils can identify a range of different note durations, semibreve, minim, crotchet, quaver, semiquaver	Pupils can play a rhythm in simple time signature and identify the timbre of sounds	Pupils can understand and play rhythms in different time signatures (simple and compound) over different genres	Pupils can compose a melody as a team, recording ideas using graphic notation	Pupils can add body percussion and percussion instruments into their own pieces of music	Pupils can perform as a group: consolidating their knowledge on musical notes, timbre, texture and rhythm	Sing/play Compose Perform
Term 3 Pitch Instrument: Glockenspiel	Pupils can explore sound and understand the meaning of pitch	Pupils can play a piece of music with a variety of pitches	Pupils can play a piece of music with a variety of pitches, playing two notes at a time	Pupils can learn what a harmony is and sing in harmony as part of an ensemble.	Pupils demonstrate understanding of harmony by signing with accuracy in an ensemble.	Pupils perform as a group using voice and glockenspiel to demonstrate harmonies.	Listen and appraise Sing/play
Term 4 Technology, structure and form Extra-curricular Spring concert	Pupils can identify the musical structure of a blues song using knowledge of AB and ABC structures	Pupils can identify how structure can organise sounds used to create a particular effect on the listener	Pupils can use voice, sounds, and instruments to change a known blues song	Pupils can compose a 12 bar blues song using technology	Pupils can record their 12 bar blues song using technology	Pupils can assess our piece of music, giving comments and suggestions about the structure	Improvise Compose
Term 5 20th Century music/ Music history	Pupils can carry out research on Samba music, its history, instruments and rhythms.	Pupils can present research on Samba music, its history, instruments and rhythms.	Pupils can learn basic samba rhythms and perform them using body percussion.	Pupils can use instruments to play increasingly complex samba rhythms at different tempos.	Pupils can play complex rhythmic patterns as part of an ensemble, at different tempos with accuracy.	Pupils can perform complex rhythmic patterns as part of an ensemble, at different tempos with accuracy.	Listen and appraise Sing/play
Term 6 Voice Extra-curricular Summer concert	Pupils can create sounds and interpret a graphical score using our voices	Pupils can work with others to maintain an independent singing part	Pupils can understand line and space notes on graphic scores	Pupils can follow a graphic notated score to sing an independent part	Pupils can create a group performance following sheet music	Pupils can create a group performance of Hallelujah	Sing/play Improvise Perform
Term 3 and Term 5 Learn to play an instrument – Glockenspiel							Sing/play Improvise Perform

**Cameron Cycle B
Knowledge Overview**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 Pulse	Pupils can maintain a strong pulse and recognise when going out of time	Pupils can play Samba rhythms with body percussion while maintaining a pulse	Pupils can sing / play regular (2/4 , 3/4, 4/4) and irregular (7/4, 5/4) and polyrhythms	Pupils can understand which types of music are known for having a distinctive rhythm/ pulse eg Jazz, Reggae, Latin American, Indian classical	Pupils can create a piece in a chosen style of music demonstrating its distinctive rhythm and pulse	Pupils can perform a composed piece and offer comments for improvement using music vocabulary	Listen and appraise Sing/play
Term 2 Rhythm Extra-curricular Christmas concert	Pupils can identify basic note durations: semibreve, minim, crotchet, quaver, and record a rhythm using standard notation	Pupils can interpret a graphic score with a simple time signature and revisit knowledge of melodies	Pupils can compose a melody with given notes, demonstrating understanding of rhythm.	Pupils can compose a melody with given notes, demonstrating understanding of rhythm.	Pupils can record their composition using graphic score or formal notation.	Pupils can perform their compositions consolidating knowledge of duration, rhythm and melody.	Sing/play Compose Perform
Term 3 Pitch	Pupils can recap what pitch is and understand "motif" and "leitmotif"	Pupils can identify motif and leitmotif in Peter and the Wolf	Pupils can create a character to add to Peter and the Wolf and a leitmotif to express it	Pupils compose music combining rhythm, pitch, dynamics, timbre and tempo with an expressive use of dynamics.	Pupils compose music combining elements of music with an expressive use of dynamics.	Pupils can perform their compositions to an audience.	Listen and appraise Sing/play
Term 4 Technology, structure and form Extra-curricular Spring concert	Pupils experiment with voice and create music demonstrating an understanding of structure	Pupils can explore how musical structure can be used to create a particular effect on the listener	Pupils can identify the musical structure of a song of choice and replicate it in a composition	Pupils can manipulate and create sounds in a creative way using technology	Pupils can record their composition using technology	Pupils assess their piece of music, giving comments and suggestions about the structure	Improvise Compose
Term 5 20th Century music/ Music history	Pupils can understand the evolution of music throughout the 20th century	Pupils can study 20th Century band The Beatles and appreciate their music	Pupils can learn the lyrics of the song "Yesterday" by the Beatles	Pupils can learn how to play "Yesterday" by the Beatles on the glockenspiel	Pupils can add in percussion instruments to the performance and rehearse	Pupils can perform a song by a 20th Century band: The Beatles	Listen and appraise Sing/play Perform
Term 6 Voice Extra-curricular End of Year concert	Pupils understand the difference between monophonic and homophonic textures	Pupils can read graphic scores and perform them with confidence	Pupils can create their own graphic scores and perform them	Pupils can understand pitch and refine sound and pitch in their voice	Pupils can maintain a part in an ensemble	Pupils can offer self-improvement and constructive feedback to peers	Sing/play Improvise Perform
Term 3 and Term 5 Learn to play an instrument – glockenspiel							Sing/play Improvise Perform

Music Vocabulary

Please use the following when talking about music with the children – it will help increase their level of musical, and general, articulation

Key Stage 1 Music Vocabulary

Pitch	Tempo	Duration	Dynamics	Timbre	Texture	Structure	Techniques
melody, tune high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides	fast, (getting) faster slow, (getting) slower	pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm	loud, (getting) louder quiet, (getting) quieter	descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking; words describing the qualities of sounds, such as: rattling, smooth, tinkling; words relating to sound production, such as: hitting, shaking, scraping	solo duet ensemble few – many	beginning – middle – end phrase verse – chorus	breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming

Glossary – Key Stage 1

Beat: As for pulse. The words pulse and beat are generally used in the same way. However, beat tends to be used to describe the way pulse is grouped in music - some beats are stronger than others. The pattern of stronger and weaker beats is what makes a waltz (with three beats - strong, weak, weak) sound different to a march (with two beats - strong, weak, or four beats - strong, weak, medium, weak).

Chant: Words spoken to a steady beat.

Dynamics: The loudness of the sounds, which generally changes, sometimes dramatically, throughout most pieces of music

Metre: The grouping of beats into stronger and weaker beats.

Moving by step: Melodies that move up or down using adjacent notes, eg the first three notes of Three blind mice.

Moving by leap: Melodies that use bigger distances between notes, eg the first few notes of London's burning. Note: Most melodies use both step and leap.

Phrase: A group of sounds that make musical sense.

Pulse: A constant regular beat that can be felt throughout much music – like a heartbeat that brings the music to life. The speed of the beat is related to the tempo of the music.

Rhythm: A sequence of shorter and longer sounds that can fit to a steady beat.

Structure: The way sounds are organised within a composition, eg sounds could be organised with a beginning, middle and end.

Tempo: The speed of the music, which can either be the same throughout the music or eg getting faster/slower.

Timbre: Different types of sound, eg different voice sounds, sounds made by different instruments, sounds made using different kinds of beater.

Lower Key Stage 2 Music Vocabulary

Pitch	Tempo	Duration	Dynamics	Timbre	Texture	Structure	Techniques
melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato drone pentatonic scale Note names A, B, C, etc.	fast, (getting) faster slow, (getting) slower pulse different speeds	steady pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato	loud – forte getting louder – crescendo quiet – piano getting quieter - diminuendo	descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking; words describing the qualities of sounds, such as: rattling, smooth, tinkling; words relating to sound	solo duet ensemble few – many combined	beginning – middle – end phrase verse – chorus round repetition introduction interlude, ostinato bass drone melodic ostinato	breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming Processes composing arranging

				production, such as: hitting, shaking, scraping			rehearsing performing
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Glossary – Lower Key Stage 2

Beat: As for pulse. The words pulse and beat are generally used in the same way. However, beat tends to be used to describe the way pulse is grouped in music - some beats are stronger than others. The pattern of stronger and weaker beats is what makes a waltz (with three beats - strong, weak, weak) sound different to a march (with two beats - strong, weak, or four beats - strong, weak, medium, weak).

Chant: Words spoken to a steady beat.

Cuckoo notes: Two notes three semitones apart, eg G to E, F to D.

Dynamics: The loudness of the sounds, which generally changes, sometimes dramatically, throughout most pieces of music

Metre: The grouping of beats into stronger and weaker beats.

Moving by step: Melodies that move up or down using adjacent notes, eg the first three notes of Three blind mice.

Moving by leap: Melodies that use bigger distances between notes, eg the first few notes of London's burning. Note: Most melodies use both step and leap.

Ostinato: A repeated pattern that can be melodic and/or rhythmic.

Pentatonic scale: A series of five notes often made by using all the black notes of a keyboard, although it can sometimes be made using white notes, eg C D E G A. A pentatonic scale can centre around the cuckoo notes (minor third), eg C D E G A, and can be learned by extending the range from the minor third E G and adding A, then D, then C.

Phrase: A group of sounds that make musical sense.

Pulse: A constant regular beat that can be felt throughout much music – like a heartbeat that brings the music to life. The speed of the beat is related to the tempo of the music. **Rhythm:** A sequence of shorter and longer sounds that can fit to a steady beat.

Semitone: The smallest step between two notes on a keyboard using black and white notes. (Note that there are points where the smallest step is from white to white, eg E to F, B to C.)

Structure: The way sounds are organised within a composition, eg sounds could be organised with a beginning, middle and end.

Tempo: The speed of the music, which can either be the same throughout the music or change, eg getting faster/slower.

Timbre: Different types of sound, eg different voice sounds, sounds made by different instruments, sounds made using different kinds of beater.

Upper Key Stage 2 Music Vocabulary

Pitch	Tempo	Duration	Dynamics	Timbre	Texture	Structure	Techniques
melody, tune melodic	fast, (getting) faster slow,	steady pulse, beat	(moderately) loud – (mezzo)	descriptive words such as:	solo duet ensemble	beginning – middle – end	breathing posture

<p>phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato drone pentatonic scale note names A, B, C, etc. interval unison, harmony, chord</p>	<p>(getting) slower pulse different speeds</p>	<p>start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato rest semibreve - four beats minim - two beats crotchet - one beat quaver - half-beat semiquaver - quarter-beat</p>	<p>forte very loud – fortissimo getting louder – crescendo (moderately) quiet – (mezzo) piano very quiet - pianissimo getting quieter - diminuendo</p>	<p>light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking; words describing the qualities of sounds, such as: rattling, smooth, tinkling; words relating to sound production, such as: hitting, shaking, scraping attack, decay, accent</p>	<p>few – many combined</p>	<p>phrase verse – chorus round repetition introduction sections interlude ostinato bass drone melodic ostinato</p>	<p>singing, whispering, talking, humming blowing articulation, projection striking, hitting shaking plucking, strumming</p>
<p>Processes improvising, composing arranging, notating, layering, accompaniment, rehearsing, performing</p>	<p>Contexts culture, venue, time and place intentions, purpose, intended effect repertoire</p>						

Glossary – Upper Key Stage 2

Accompaniment: Adding rhythmic and/or melodic material to a song or melody.

Beat: As for pulse. The words pulse and beat are generally used in the same way. However, beat tends to be used to describe the way pulse is grouped in music - some beats are stronger than others. The pattern of stronger and weaker beats is what makes a waltz (with three beats - strong, weak, weak) sound different to a march (with two beats - strong, weak, or four beats - strong, weak, medium, weak).

Chant: Words spoken to a steady beat.

Cuckoo notes: Two notes three semitones apart, eg G to E, F to D. **Dynamics:**

Legato: Full, long and flowing notes leading to a smooth sound **Metre:** The grouping of beats into stronger and weaker beats.

Moving by step: Melodies that move up or down using adjacent notes, eg the first three notes of Three blind mice.

Moving by leap: Melodies that use bigger distances between notes, eg the first few notes of London's burning. Note: Most melodies use both step and leap.

Ostinato: A repeated pattern that can be melodic and/or rhythmic.

Pentatonic scale: A series of five notes often made by using all the black notes of a keyboard, although it can sometimes be made using white notes, eg C D E G A. A pentatonic scale can centre around the cuckoo notes (minor third), eg C D E G A, and can be learned by extending the range from the minor third E G and adding A, then D, then C.

Phrase: A group of sounds that make musical sense.

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Rhythm: A sequence of shorter and longer sounds that can fit to a steady beat.

Semitone: The smallest step between two notes on a keyboard using black and white notes. (Note that there are points where the smallest step is from white to white, eg E to F, B to C.)

Staccato: Short, 'bouncy' or 'clipped' notes.

Staff notation: Notation that uses lines and spaces to show pitch and differently shaped notes to indicate duration, eg

Sign	Name	Length	Rest
	Semibreve	4 beats	—
	Minim	2 beats	—
	Crotchet	1 beat	z
	Quaver	1/2 beat	7
	Semiquaver	1/4 beat	7

Notes – and where they are written on a musical staff

Treble Clef	
Bass Clef	

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Timbre: Different types of sound, eg different voice sounds, sounds made by different instruments, sounds made using different kinds of beater.