

Music	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	Year 6
	Pupils learn to use	Pupils learn to use	Pupils can explore how	Pupils can explore how	Pupils can choose	Pupils can choose
	their voice to create	their voice to create	their voices can change	their voices can change	appropriate dynamics	appropriate dynamics,
	melodies, and sing	melodies, and sing	dynamics and	pitch, dynamics and	and tempo when	tempo, textures and
	with a sense of the	with a sense of the	expression, choosing an	expression, choosing an	performing vocally or	instruments to
	tune.	tune.	appropriate way to	appropriate way to	using instruments, to	perform as an
			perform a song.	perform a song.	match the mood of the	ensemble.
	Pupils can make	Pupils can use their			music.	
	different types of	voices to sing notes	Pupils can use their	Pupils can use their		Pupils perform music
	sounds with their	of different	voices to sing as part	voices to sing as part	Pupils can choose	using instruments and
	voices by rapping or	durations.	of an ensemble, with	of an ensemble,	appropriate instrument	vocal technique to
	say words in rhythm.		different sized groups	showing an awareness	sounds when	reflect the mood of
		Pupils should use	to understand	of texture.	performing and	the music.
Vocal and	Pupils can use their	their voice to repeat	'texture'.		creating musical	
Instrumental	voices to make long	and learn tunes and		Pupils start to sing in	pieces.	Pupils sing in some 2 or
performance	and short sounds.	melodies.	Pupils can sing in parts,	parts, using simple		3 part harmonies.
			or as a round.	harmonies.	Pupils sing using simple	
	Pupils should use their	Pupils should be able			harmonies.	Pupils can copy and
	voice to match and	to sing in parts and in	Pupils can use	Pupils can improvise		improvise extended
	control pitch, and	a round, identifying	instruments to	rhythmic phrases.	Pupils can improvise	rhythmic phrases,
	repeat and learn tunes	when it is their turn	perform as an		rhythmic phrases,	exploring different
	and melodies.	to sing.	ensemble or as a solo.	Pupils can use	exploring different	metres.
				instruments to	metres.	
	Pupils should be able	Pupils should be able	Pupils can keep the	perform as an		Pupils can combine
	to sing as part of a	to vary the pitch and	pulse of a song whilst	ensemble or as a solo,	Pupils can combine	ostinato phrases
	group, and perform to	dynamics of their	others play the	choosing appropriate	ostinato rhythms	vocally or using
	their class, showing an	voice.	rhythm.	instruments.	vocally or using	instruments.
	awareness of the				instruments.	
	listener.	Pupils should take	Pupils can create	Pupils can play an		Pupils can read and play
		part in singing	pitched and rhythmic	ostinato rhythm.		beat notation, including



Vocal and Instrumental performance	Pupils can identify that some parts of songs must be sung loudly, and others softly, and control their voice to change the dynamics appropriately. Pupils can keep and control a steady beat/pulse. Pupils are able to identify the difference between a beat and a rhythm. Pupils can use untuned instruments appropriately to keep a pulse. Pupils can use instruments to make	performances, using expression when singing. Pupils are able to identify the difference between a beat and a rhythm, and are able to demonstrate this using different instruments. Pupils can make sounds of different duration on percussion instruments, and combine these to fit a steady beat. Pupils can repeat and create rhythmic patterns on a range of instruments, based	patterns using different instruments, and can identify how the instrument can change pitch. Pupils can create and perform melodies on a range of tuned and untuned instruments. Children show an understanding of the timbre of instruments. Pupils can read and play simple beat notation, showing crochet, quaver and crochet rest).	Pupils can create pitched and rhythmic patterns using different instruments. Pupils can read and play simple beat notation, showing crochet, quaver and crochet rest. Pupils start to understand pitched notation, using graphic scores or staves to play tuned instruments.	Pupils can read and play beat notation, including crochet, quaver and crochet rest, minim and dotted crochets. Pupils can recognise pitched notation, showing music getting higher or lower, using graphic scores or staves to play tuned instruments.	crochet, quaver and crochet rest, minim, dotted crochets and semibreves. Pupils can recognise pitched notation, showing music getting higher or lower, using graphic scores or staves to play tuned instruments.
		patterns on a range				
	long and short sounds.	on words and phrases.				
	Pupils can recall rhythmic patterns.	Pupils can identify that different tuned instruments can				



	Pupils can experiment with a range of ways to make a sound with an instrument. Pupils can identify that different tuned instruments can produce notes of different pitches.	produce notes of different pitches. Pupils use beat and rhythm to create simple accompaniments for songs. Pupils can explore the expressive use of sounds.				
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Pupils can combine elements such as beat, rhythm and dynamics to develop short musical	Pupils can create musical compositions with a clear start and end, using a prompt.	Pupils can structure musical compositions with a binary structure, using two musical ideas. (AB).	Pupils can organise musical phrases in a tertiary structure (ABA).	Pupils can organise musical phrases, choosing an appropriate structure.	Pupils can organise musical phrases, choosing an appropriate structure.
	sequences. Pupils can perform their compositions.	Pupils can develop musical sequences, using elements such as beat, rhythm, pitch, speed and	Pupils can create melodic phrases and compositions, based on an external stimuli	Pupils can create compositions representing two contrasting moods, based on an external	Pupils can create compositions representing two contrasting moods, based on an external	Pupils can create compositions representing changing moods based on an external stimuli.
Create and Compose	Pupils have the opportunities to	dynamics.	such as a painting or a poem, and reflect this	stimuli such as a painting or a poem.	stimuli.	Pupils can create
music	record and reflect on their compositions.	Pupils can organise sounds and sequences to create a simple	mood through their composition. (E.g. a storm)	Pupils can create compositions	Pupils can create compositions incorporating elements	compositions incorporating a range of musical elements,
	Pupils can relate sounds to symbols and	structure.		incorporating elements such as beat, rhythm,	such as beat, rhythm, speed and dynamics.	and can explain their choices.



	make symbols that	Pupils can explore and	Pupils can create	speed and dynamics,		
	represent sounds.	choose different	compositions	considering the	Pupils can consider the	Pupils can vary
	represent sounds.	sound sources, using	incorporating elements	texture of their	timbre and texture of	dynamics, tempo and
	Pupils can explore and	these expressively,	such as beat, rhythm,	compositions.	their compositions.	texture in their
	choose instruments	understanding how	speed and dynamics.	compositions.	men compositions.	compositions.
	and sounds to use in	musical elements can	speed and dynamics.	Pupils start to show an	Pupils can perform	compositions.
	their creative work,	be used to	Pupils understand how	awareness of changing	their compositions.	Pupils can perform
	based on the	Communicate ideas	musical elements can	pitch in their	men compositions.	their compositions.
	purpose.	and moods.	be used to	compositions.	Pupils can record their	men compositions.
	Pupils can organise	una moous.	communicate ideas and		compositions using a	Pupils can record their
	sounds in simple	Pupils can perform	moods.	Pupils can perform	graphic score,	compositions using
	structures.	their compositions.	110003.	their compositions.	representing rhythms	notations representing
		men compositions.	Pupils can perform		made of crochets,	rhythms made of
	Pupils can experiment	Pupils can record	their compositions.	Pupils can record their	crochet rests, and	crochets, crochet
	with a range of tuned	their compositions	men compositions.	compositions using a	quavers, minim and	rests, and guavers,
	and untuned	using basic symbols,	Pupils can record their	graphic score,	dotted crochets.	minim, dotted crochets
	instruments in their	relating these to	compositions using a	representing rhythms	dorred crochers.	and semibreves.
	compositions.	sounds.	graphic score,	made of crochets,	Pupils can record their	und sennor eves.
	compositions.	Sounds.	representing rhythms	crochet rests, and	compositions using	Pupils can record their
	Pupils can compose	Pupils can create	made of crochets,	quavers, and showing	pitched notation,	compositions using
	short rhythmic	melodies, identifying	crochet rests, and	some pitched	including a stave.	pitched notation,
	patterns, based on	different pitches and	quavers.	notations.	Pupils can respond to	including a stave.
Create and	words and phrases.	notes.		noranons.	their compositions and	mendaring a stave.
Compose	wor as and prirases.	nores.	Pupils have the	Pupils have the	make changes.	Pupils can evaluate
Music			opportunities to record	opportunities to record	mane enanges.	their compositions and
music			and review on their	and review their	Pupils can choose	make changes.
			compositions.	compositions.	appropriate	mane changes.
			compositions:	compositions.	instruments based on	Pupils can choose
			Pupils experiment with	Pupils experiment with	timbre and the mood	appropriate
			a range of tuned and	a range of instruments,	of their piece.	instruments based on
			untuned instruments in	choosing appropriate		timbre and the mood
				5		
			their compositions.	instruments to reflect		of their piece.



			Pupils improvise a simple sequences of sound using untuned instrument and their voice	the mood of their piece. Pupils improvise a simple sequences of sound using untuned and tuned instrument using pitched notes they know and their voice	Pupils can improvise some simple melodic phrases, vocally or using instruments.	Pupils can improvise melodic and rhythmic phrases, vocally or using instruments.
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Listening, Music recall, Music Appreciation and History	Pupils can listen to a range of music, noting the mood, how the piece makes them feel and share their opinion. Pupils can identify changes in speed, pitch, dynamics, and comment on how these have changed. Pupils can identify some different types of sounds and name some instruments	Pupils listen to a range of music, and can note key elements such as beat, rhythm, pitch, dynamics, speed and instruments used, and comment on how these have changed. Pupils can give their opinion on a piece of music, explaining how it made them feel. Pupils understand that sounds and music can be used descriptively.	Pupils listen to different musical sequences and can note key elements such as beat, rhythm, pitch, dynamics, tempo, duration, timbre and texture. Pupils can comment on how these change in a piece of music. Pupils can compare the use of these in two different pieces of music. Pupils can identify the instruments used in a piece of music, and	Pupils listen to different musical sequences and can note key elements such as beat, rhythm, pitch, dynamics, tempo, duration, timbre and texture. Pupils can comment on how these change in a piece of music. Pupils can compare the two different pieces of music, identifying how the mood of the piece is contrasting.	Pupils listen to different musical sequences and can note key elements such as beat, rhythm, pitch, dynamics, tempo, duration, timbre and texture. Pupils can comment on how these change in a piece of music. Pupils can compare the two different pieces of music, identifying how the mood of the piece is contrasting.	Pupils listen to different musical sequences and can note key elements such as beat, rhythm, pitch, dynamics, tempo, duration, timbre and texture. Pupils can comment on how these change in a piece of music. Pupils can compare the two different pieces of music, identifying how the mood of the piece is contrasting.



	Pupils listen to music	Pupils can use words	what musical family	Pupils can identify the	Pupils can listen to and	Pupils can identify
	from different	to describe sounds.	they belong to.	instruments used in a	repeat, using voice or	different rhythms and
	cultures.			piece of music, and	an instrument, melodic	melodies in recorded
		Pupils can listen to	Pupils can identify	what timbre they	and rhythmic phrases.	music.
	Pupils have the	music from different	phrases in a song.	produce.		
	opportunity to see live	cultures and compare			Pupils can pick out	Pupils listen to
	performed music.	these.	Pupils can listen to and	Pupils can identify	individual parts in a	different musical
			repeat, using voice or	phrases in a song.	piece of music.	sequences and can note
		Pupils have the	an instrument, simple			key elements such as
		opportunity to hear	melodic phrases.	Pupils can listen to and	Pupils can identify that	beat, rhythm, pitch,
		live performed music.		repeat, using voice or	some notes and pitches	dynamics, tempo,
			Pupils can copy a	an instrument, simple	combine to make a	duration, timbre and
			rhythm phrase from	melodic and rhythmic	chord, and others clash	texture.
			aural memory.	phrases.	and make a discord.	
						Pupils can comment on
			Pupils have the	Pupils can identify	Pupils can identify	how these change in a
			opportunity to hear	simple structure in	repeated and	piece of music.
			live performed music,	pieces of music.	contrasting sections in	Pupils can compare the
			and discuss elements		recorded music.	use of these in two
			of this live music.	Pupils can recognise		different pieces of
				layers of sound in	Pupils can copy melodic	music, identifying how
			Pupils listen to a range	recorded music.	phrases and record	this changes the mood
			of music, and can note		these on a graphic	of the piece.
			key elements such as	Pupils have the	score to show changing	
			beat, rhythm, pitch,	opportunity to hear	pitch.	Pupils can identify
Listening,			dynamics, tempo,	live performed music,		different rhythms and
Music recall,			duration, timbre and	and discuss elements	Pupils can listen to and	melodies in recorded
Music			texture.	of this live music.	repeat, using voice or	music.
Appreciation			(This range includes		an instrument, melodic	
and History			the European	Pupils listen to a range	phrases, paying	Pupils can identify
			'classical' tradition;	of music, and can note	attention to duration,	repeated and
			folk and popular music;	key elements such as		contrasting sections in



	the countries and	beat, rhythm, pitch,	tempo, pitch and	recorded music, and
	regions of the British	dynamics, tempo,	dynamics.	compare these.
	Isles; a variety of	duration, timbre,		
	cultures; music by well-	texture and structure.	Pupils have the	Pupils can identify that
	known composers and	(This range includes	opportunity to hear	some notes and pitches
	performers.)	the European	live performed music,	combine to make a
		'classical' tradition;	and discuss elements	chord, and others clash
	Pupils understand how	folk and popular music;	of this live music.	and make a discord.
	musical elements can	the countries and		
	be used to	regions of the British	Pupils listen to a range	Pupils can make simple
	communicate ideas and	Isles; a variety of	of music, and can note	notations of recorded
	moods.	cultures; music by well-	key elements such as	musical phrases.
	Pupils can give their	known composers and	beat, rhythm, pitch,	
	opinion on a piece of	performers.)	dynamics, tempo,	Pupils can listen to and
	music, explaining how it		duration, timbre,	repeat, using voice or
	made them feel.	Pupils can give their	texture and structure.	an instrument, melodic
		opinion on a piece of	(This range includes	phrases, paying
	Pupils are made aware	music, explaining how it	the European	attention to duration,
	of European classical	made them feel, and	'classical' tradition;	tempo, pitch and
	music, and can listen to	identifying the mood	folk and popular music;	dynamics.
	the work of composers,	of the music.	the countries and	
	identifying different		regions of the British	Pupils have the
	musical elements, such	Pupils can compare and	Isles; a variety of	opportunity to hear
	as instruments,	contrast two different	cultures; music by well-	live performed music,
	structure, dynamics,	musical styles.	known composers and	and evaluate elements
	tempo, timbre,		performers.)	of this live music.
	texture.	Pupils can relate music		
		to history and	Pupils can give their	Pupils listen to a range
	Pupils can relate music	geography topics	opinion on a piece of	of music, and can note
	to history and	where possible.	music, explaining how it	key elements such as
	geography topics		made them feel, and	beat, rhythm, pitch,
	where possible.			dynamics, tempo,



		identifying the mood	duration, timbre,
		of the music.	texture and structure.
			(This range includes
		Pupils can compare and	the European
		contrast music from	'classical' tradition;
		different cultures.	folk and popular music;
			the countries and
		Pupils can relate music	regions of the British
		to history and	Isles; a variety of
		geography topics	cultures; music by well-
		where possible.	known composers and
			performers.)
		Pupils start to use	
		correct musical	Pupils can evaluate the
		terminology when	mood of a piece of music.
		discussing pieces of music, e.g. <i>forte and</i>	music.
		piano (dynamics)	Pupils can make
		piano (dynamics)	comparisons across
			different genres of
			music.
			Pupils can relate music
			to history and
			, geography topics
			where possible.
			Pupils can use a range
			of musical terminology
			when discussing pieces
			of music, e.g. <i>forte and</i>



		<i>piano , crescendo and diminuendo</i> (dynamics)	
--	--	--------------------------------------------------------	--

	Year 1	Year 2	Year 3
Knowledge	 <u>Vocal and Instrumental</u> How to change their voices to change pitch to sing a melody How to alter their breathing to be able to hold different lengths of notes Know they have to listen to the beat to keep time Know that they need to listen to others when singing part of group Know the meaning of dynamics, tempo, pitch, duration, beat/pulse and rhythm and how to use them to perform expressively Know the names of at least 3 untuned instruments and how they should be played to keep time using notes of different duration Know that they can repeat a rhythmic pattern by copying what has been played/sung by using a mixture of short and long sounds identify that different tuned instruments can produce notes of the notes in their instrumental part from memory or when 	 <u>Vocal and Instrumental</u> How to use dynamics, duration, tempo, beat, pitch and rhythm when using their voices to perform expressively a tune or melody Know that they need to listen to others when singing part of group and be aware of what the listener will hear Know the meaning of dynamics, tempo, pitch, duration, beat/pulse, timbre and rhythm How to use their voices to create a melody, rhyme, chant or rap Know how to listen to others and when to start to sing when they are participating in singing a round Identify the difference between a beat and a rhythm and able to demonstrate this using different instruments. Identify that different pitches Know the names of the untuned instruments played in class Know the name of the notes you have learned to play on a tuned instrument 	 Vocal and Instrumental To know why you must warm up your voice How to change their voice to sing expressively and know how to perform a song depending on the size of the group. It involves communicating feelings, thoughts and ideas about the song/music How to play an instrument whether it is as a solo performance or as an ensemble How to apply what they know about rhythm and pulse Identify tuned and untuned instruments and know how to create pitched and rhythmic patterns Pupils know how to perform melodies and on a range of tuned and untuned instruments have different timbre Know how to read simple notation crotchet, quaver and crotchet rest
	written down.	Create and Compose	Create and Compose



 <u>Create and Compose</u> To know anyone one can compose Composing is like writing a story Compositions can be made using tuned and untuned instruments 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 Compositions can be written down by using symbols or drawings To know it is important to record compositions and listen and reflect on them so that we can edit and improve them 	 To know anyone one can compose Composing is like writing a story Compositions can be made using tuned and untuned instruments. To know how the sounds of different instruments can alter the effect of the composition To begin to understand how altering musical elements such dynamics, tempo, beat can affect the composition How organising sounds can affect the composition 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 	 Know how to compose using a binary structure (AB) to demonstrate 2 musical ideas Knows that using an external stimuli such as a painting or poem can reflect the mood of a composition Understand how to use musical elements to communicate ideas and moods Know how to create a graphic score to represent the rhythms made of crochets, crochets rest and quavers Know how to appraise their compositions When improvising it is better to use a couple of notes they know well than using more than the notes that they don't know so well
 Listening, Music recall, Music Appreciation and <u>History</u> To know what the songs are about. To know and recognise the sound and names of some of the instruments they can hear To know how to describe music using some of the musical elements from the key vocabulary and describe the mood of the piece and how it makes them feel 	 Listening, Music recall, Music Appreciation and <u>History</u> To know that songs have a musical style. To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words Rhythms are different from the beat 	 Listening, Music recall, Music Appreciation and <u>History</u> Know how to recall musical sequences and identify key elements such as beat, rhythm, pitch, dynamics, tempo, duration, timbre and texture in recorded music and live music Pupils knows how musical elements can change a piece of music,



 To know what different genres of music and music from different cultures sound like 	 We add high and low sounds, pitch, when we sing and play our instruments How to use words to describe the sounds To know how to describe music using some of the musical elements from the key vocabulary and describe the mood of the piece and how it makes them feel To know what different genres of music and music from different cultures sound like 	 Knows what vocabulary to use when commenting and comparing two pieces of music Identify the instruments used in a piece of music and identify what musical family they belong to Know and identify phrases in a song and a rhythmic phrase Identify different genres of music and know how music differs depending on where it was composed (e.g European 'classical' tradition; folk and popular music; the countries and regions of the British Isles; a variety of cultures; music by well-known composers and performers.) Understand how musical elements can be used to communicate ideas and moods How to identify different musical elements in a range of composer's compositions Know where composers come from and the history about them.
<u>Year 4</u> Vocal and Instrumental Performance	<u>Year 5</u> <u>Vocal and Instrumental Performance</u>	<u>Year 6</u> <u>Vocal and Instrumental Performance</u>
• Know how they can use their voices to change pitch, dynamics, expression and know how to choose the appropriate way to perform a song effectively whether it is a solo performance, a small ensemble or a large ensemble.	 Know how to choose appropriate dynamics and tempo when performing vocally or using instruments, to match the mood of the music. Know how to choose appropriate instrument sounds when performing and creating musical pieces. Know how to use simple harmonies 	 Know how to choose appropriate dynamics, tempo, textures and instruments to perform as an ensemble Understand how to control their voice or instrument to reflect the mood of the piece



 harmonies Know how to choose an appropriate instrument to perform as a sole or as an ensemble Know what an Ostinato rhythm is Know how to create pitched and rhythmic patterns using different instruments Know how to read and play simple notation using crochet, quaver and crochet rest. Begin to understand pitched notation, using graphic scores or staves to play tuned instruments Beginning to know how note and sound correspondence for notes middle C D E F G A B 	 how to use them Know how to read and play notation using crochet, quaver and crochet rest, minim and dotted crochets. Can recognise pitched notation and understands how graphic scored or staves are used to play tuned instruments To be able to talk about a song's main features, singing in unison, the solo, lead vocal, backing vocals or rapping To know what a song is about and the meaning of the lyrics A performance involves communicating ideas, thoughts and feelings about the song/music Know how note and sound correspondence for C D E F G A B 	 harmony Know what rhythmic phrases, ostinato and metres are and how to apply them Knows what notation which includes crochet, quaver and crochet rest, minim, dotted crochets and semibreves as well as pitched notation on a score or stave Knows how note and sound correspond
 <u>Create and Compose</u> Know what a binary (AB) and tertiary structure (ABA) means How to use musical elements such as beat, rhythm, speed and dynamics and texture to represent contrasting moods based on an external stimuli Starting to know how to incorporate pitch into a composition 	 <u>Create and Compose</u> Understand musical phrases and musical structures Know how to compose a piece to reflect the mood based on an external stimuli Know how to use musical elements to create compositions Know how to use notation to record a composition for tuned and untuned instruments using crochets, crochet rests, and quavers, minim and dotted crochets and know how to position them on a stave 	 Knows what musical phrases and musical structures are Understands how to compose to reflect the mood based on an external stimuli Understands musical elements and how they vary depending on the genre of music and the mood of a pieces Knows what notation which includes crochet, quaver and crochet rest, minim, dotted crochets and semibreves as well as pitched notation on a score or stave Knows how note and sound correspond Knows how to evaluate their compositions and make changes.



- Know how to record compositions using notation (graphic score) which includes some pitched notes
- Know how to choose appropriate instruments to reflect the mood of their piece

٠

• To know to improvise is to make a melody/rhythm on the spot well and that the best way is to use the notes that you already know well.

Listening, Music recall, Music Appreciation and <u>History</u>

- Know how to identify instruments, key elements such as beat, rhythm, pitch, dynamics, tempo, duration, timbre and texture in a musical sequence and how they change and can apply this to a range of music(including live music)
- Know what a phrase in a song is and can use this knowledge to identify phrases in a variety of songs
- Know recall is to repeat a rhythm or phrase back
- Know what a binary (AB) and tertiary structure (ABA) means
- Know how the musical elements are affected in a range of music. (This range includes the European 'classical' tradition; folk and popular music; the

- Know how to evaluate their own compositions as well as others using the musical terminology
- To know that you can use some of the riffs you have heard in their improvisations
- To know three well-known improvising musicians
- recognise the connection between sound and symbol

Listening, Music recall, Music Appreciation and <u>History</u>

- How to identify instruments and key elements and recognise how they change in pieces of music
- Know the language to use when comparing two different contrasting pieces of music
- Know how to recall melodic and rhythmic phrases singularly or an individual part of a piece of music
- To know that some combined notes and pitches make create a chord and others clash and make a discord
- To identify repeated and contrasting sections in recorded music.
- Know how the musical elements are affected in a range of music. (This range includes the European 'classical' tradition; folk and popular music; the countries and regions of the British Isles; a variety of cultures; music by well-known composers and performers.)

 Understands how to improvise by making up a melody on the spot melodic and rhythmic phrases

Listening, Music recall, Music Appreciation and <u>History</u>

- How to identify instruments and key elements and recognise how they change in pieces of music or sequences
- Know the language to use when comparing two different contrasting pieces of music
- Know how to identify melodies rhythms and contrasting sections
- Knows what notation which includes crochet, quaver and crochet rest, minim, dotted crochets and semibreves as well as pitched notation on a score or stave
- Know chords are made by combining notes and pitches to make a chord and combine other notes which clash makes a discord
- Knows how note and sound correspond
- Know how the musical elements are affected in a range of music. (This range includes the European 'classical' tradition; folk and popular music; the countries and



	 countries and regions of the British Isles; a variety of cultures; music by well-known composers and performers.) Knows how the mood of a piece is affected by the musical elements and understands emotions of a pieces of music How to use language to compare different styles of music Knows how music relates to history and geography 	 Knows how the mood of a piece is affected by the musical elements and understands emotions of a pieces of music How to use language to compare different styles of music Knows how music relates to history and geography 	 regions of the British Isles; a variety of cultures; live music; recorded music by well-known composers and performers.) Knows how music relates to history and geography Know a range of musical terminology when discussing pieces of music, e.g. forte and piano, crescendo and diminuendo (dynamics)
Vocabulary	Dynamics (Loud/Soft)	Dynamics (Loud/Soft)	Dynamics
	(Loud/Soft) Tempo	(Loud/ 30/1) Tempo	Tempo Pitch
	(Fast/Slow)	(Fast/Slow)	Duration
	Pitch	Pitch	Beat/Pulse
	(High/Low)	(High/Low)	Rhythm
	Duration	Duration	Structure
	(Long/Short)	(Long/Short)	(Binary form AB)
	Beat/Pulse	Timbre	Notation
	Rhythm	Beat	Timbre
	Compose	Pulse	Texture
	improvise	Rhythm	Crochet
	Style	Structure	Quaver
	Tuned	(Binary form AB)	Crotchet Rest
	untuned	Notation	



	(symbols used to represent rhythms)	
	Parts	
	Rounds	

	Year 4	Year 5	Year 6
Vocabulary	Tempo	Dynamics	Dynamics
	Dynamics .	Tempo	Tempo
	Pitch	Pitch	Pitch
	Duration	Duration	Duration
	Beat/Pulse	Beat/Pulse	Beat/Pulse
	Rhythm	Rhythm	Rhythm
	Structure	Structure	Structure
	(Tertiary form ABA)	Notation	Notation
	Notation	Harmony	Harmony
	Harmony	Timbre	Timbre
	Timbre	Texture	Texture
	Texture	Crochet	Crochet
	Crochet	Quaver	Quaver
	Quaver	Crotchet Rest	Crotchet Rest
	Crotchet Rest	Minim	Minim
	Stave	Dotted Crochet	Dotted Crotchet
	Ostinato	Stave	Semi-breeve
	Expression.	Ostinato	Stave
		Expression	Ostinato
		Metres	Expression
		Forte	Metres
		Piano	Forte
			Piano
			Crescendo,
			Diminuendo

