

## Music Knowledge and Progression Skills

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

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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.	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.	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.	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 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.
	Pupils can keep and control a steady beat/pulse.	Pupils can make sounds of different duration on percussion instruments, and combine these to fit a steady beat.	Children show an understanding of the timbre of instruments.	Pupils start to understand pitched notation, using graphic scores or staves to play tuned instruments.		
	Pupils are able to identify the difference between a beat and a rhythm.	Pupils can repeat and create rhythmic patterns on a range of instruments, based on words and phrases.	Pupils can read and play simple beat notation, showing crochet, quaver and crochet rest).			
	Pupils can use untuned instruments appropriately to keep a pulse.					
	Pupils can use instruments to make long and short sounds.					
	Pupils can recall rhythmic patterns.	Pupils can identify that different tuned instruments can				

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

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

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			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.
<b>Listening, Music recall, Music Appreciation and History</b>	<u><b>Year 1</b></u>  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	<u><b>Year 2</b></u>  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.	<u><b>Year 3</b></u>  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	<u><b>Year 4</b></u>  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.	<u><b>Year 5</b></u>  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.	<u><b>Year 6</b></u>  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.

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<p>Listening, Music recall, Music Appreciation and History</p>	<p>Pupils listen to music from different cultures.</p> <p>Pupils have the opportunity to see live performed music.</p>	<p>Pupils can use words to describe sounds.</p> <p>Pupils can listen to music from different cultures and compare these.</p> <p>Pupils have the opportunity to hear live performed music.</p>	<p>what musical family they belong to.</p> <p>Pupils can identify phrases in a song.</p> <p>Pupils can listen to and repeat, using voice or an instrument, simple melodic phrases.</p> <p>Pupils can copy a rhythm phrase from aural memory.</p> <p>Pupils have the opportunity to hear live performed music, and discuss elements of this live music.</p> <p>Pupils listen to a range of music, and can note key elements such as beat, rhythm, pitch, dynamics, tempo, duration, timbre and texture. (This range includes the European 'classical' tradition; folk and popular music;</p>	<p>Pupils can identify the instruments used in a piece of music, and what timbre they produce.</p> <p>Pupils can identify phrases in a song.</p> <p>Pupils can listen to and repeat, using voice or an instrument, simple melodic and rhythmic phrases.</p> <p>Pupils can identify simple structure in pieces of music.</p> <p>Pupils can recognise layers of sound in recorded music.</p> <p>Pupils have the opportunity to hear live performed music, and discuss elements of this live music.</p> <p>Pupils listen to a range of music, and can note key elements such as</p>	<p>Pupils can listen to and repeat, using voice or an instrument, melodic and rhythmic phrases.</p> <p>Pupils can pick out individual parts in a piece of music.</p> <p>Pupils can identify that some notes and pitches combine to make a chord, and others clash and make a discord.</p> <p>Pupils can identify repeated and contrasting sections in recorded music.</p> <p>Pupils can copy melodic phrases and record these on a graphic score to show changing pitch.</p> <p>Pupils can listen to and repeat, using voice or an instrument, melodic phrases, paying attention to duration,</p>	<p>Pupils can identify different rhythms and melodies in recorded music.</p> <p>Pupils listen to different musical sequences and can note key elements such as beat, rhythm, pitch, dynamics, tempo, duration, timbre and texture.</p> <p>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, identifying how this changes the mood of the piece.</p> <p>Pupils can identify different rhythms and melodies in recorded music.</p> <p>Pupils can identify repeated and contrasting sections in</p>
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			<p>the countries and regions of the British Isles; a variety of cultures; music by well-known composers and performers.)</p> <p>Pupils understand how musical elements can be used to communicate ideas and moods.</p> <p>Pupils can give their opinion on a piece of music, explaining how it made them feel.</p> <p>Pupils are made aware of European classical music, and can listen to the work of composers, identifying different musical elements, such as instruments, structure, dynamics, tempo, timbre, texture.</p> <p>Pupils can relate music to history and geography topics where possible.</p>	<p>beat, rhythm, pitch, dynamics, tempo, duration, timbre, texture and structure. (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.)</p> <p>Pupils can give their opinion on a piece of music, explaining how it made them feel, and identifying the mood of the music.</p> <p>Pupils can compare and contrast two different musical styles.</p> <p>Pupils can relate music to history and geography topics where possible.</p>	<p>tempo, pitch and dynamics.</p> <p>Pupils have the opportunity to hear live performed music, and discuss elements of this live music.</p> <p>Pupils listen to a range of music, and can note key elements such as beat, rhythm, pitch, dynamics, tempo, duration, timbre, texture and structure. (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.)</p> <p>Pupils can give their opinion on a piece of music, explaining how it made them feel, and</p>	<p>recorded music, and compare these.</p> <p>Pupils can identify that some notes and pitches combine to make a chord, and others clash and make a discord.</p> <p>Pupils can make simple notations of recorded musical phrases.</p> <p>Pupils can listen to and repeat, using voice or an instrument, melodic phrases, paying attention to duration, tempo, pitch and dynamics.</p> <p>Pupils have the opportunity to hear live performed music, and evaluate elements of this live music.</p> <p>Pupils listen to a range of music, and can note key elements such as beat, rhythm, pitch, dynamics, tempo,</p>
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					<p>identifying the mood of the music.</p> <p>Pupils can compare and contrast music from different cultures.</p> <p>Pupils can relate music to history and geography topics where possible.</p> <p>Pupils start to use correct musical terminology when discussing pieces of music, e.g. <i>forte</i> and <i>piano</i> (dynamics)</p>	<p>duration, timbre, texture and structure. (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.)</p> <p>Pupils can evaluate the mood of a piece of music.</p> <p>Pupils can make comparisons across different genres of music.</p> <p>Pupils can relate music to history and geography topics where possible.</p> <p>Pupils can use a range of musical terminology when discussing pieces of music, e.g. <i>forte</i> and</p>
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						<i>piano , crescendo and diminuendo (dynamics)</i>
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	Year 1	Year 2	Year 3
<b><u>Knowledge</u></b>	<b><u>Vocal and Instrumental</u></b> <ul style="list-style-type: none"> <li>How to change their voices to change pitch to sing a melody</li> <li>How to alter their breathing to be able to hold different lengths of notes</li> <li>Know they have to listen to the beat to keep time</li> <li>Know that they need to listen to others when singing part of group</li> <li>Know the meaning of dynamics, tempo, pitch, duration, beat/pulse and rhythm and how to use them to perform expressively</li> <li>Know songs can be rhymes, chants or raps</li> <li>Know the names of at least 3 untuned instruments and how they should be played to keep time using notes of different duration</li> <li>Know that they can repeat a rhythmic pattern by copying what has been played/sung by using a mixture of short and long sounds</li> <li>identify that different tuned instruments can produce notes of different pitches.</li> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> </ul>	<b><u>Vocal and Instrumental</u></b> <ul style="list-style-type: none"> <li>How to use dynamics, duration, tempo, beat, pitch and rhythm when using their voices to perform expressively a tune or melody</li> <li>Know that they need to listen to others when singing part of group and be aware of what the listener will hear</li> <li>Know the meaning of dynamics, tempo, pitch, duration, beat/pulse, timbre and rhythm</li> <li>How to use their voices to create a melody, rhyme, chant or rap</li> <li>Know how to listen to others and when to start to sing when they are participating in singing a round</li> <li>Identify the difference between a beat and a rhythm and able to demonstrate this using different instruments.</li> <li>Identify that different tuned instruments can produce notes of different pitches</li> <li>Know the names of the untuned instruments played in class</li> <li>Know the name of the notes you have learned to play on a tuned instrument</li> </ul>	<b><u>Vocal and Instrumental</u></b> <ul style="list-style-type: none"> <li>To know why you must warm up your voice</li> <li>How to change their voice to sing expressively and know how to perform a song depending on the size of the group.</li> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> <li>How to play an instrument whether it is as a solo performance or as an ensemble</li> <li>How to apply what they know about rhythm and pulse</li> <li>Identify tuned and untuned instruments and know how to create pitched and rhythmic patterns</li> <li>Pupils know how to perform melodies and on a range of tuned and untuned instruments</li> <li>Understand how different instruments have different timbre</li> <li>Know how to read simple notation crotchet, quaver and crotchet rest</li> </ul>
		<b><u>Create and Compose</u></b>	<b><u>Create and Compose</u></b>

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	<p><b><u>Create and Compose</u></b></p> <ul style="list-style-type: none"> <li>To know anyone one can compose</li> <li>Composing is like writing a story</li> <li>Compositions can be made using tuned and untuned instruments</li> <li>Improvisation is about making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>Compositions can be written down by using symbols or drawings</li> <li>To know it is important to record compositions and listen and reflect on them so that we can edit and improve them</li> </ul> <p><b><u>Listening, Music recall, Music Appreciation and History</u></b></p> <ul style="list-style-type: none"> <li>To know what the songs are about.</li> <li>To know and recognise the sound and names of some of the instruments they can hear</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>To know anyone one can compose</li> <li>Composing is like writing a story</li> <li>Compositions can be made using tuned and untuned instruments.</li> <li>To know how the sounds of different instruments can alter the effect of the composition</li> <li>To begin to understand how altering musical elements such dynamics, tempo, beat can affect the composition</li> <li>How organising sounds can affect the composition</li> <li>Improvisation is about making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> </ul> <p><b><u>Listening, Music recall, Music Appreciation and History</u></b></p> <ul style="list-style-type: none"> <li>To know that songs have a musical style.</li> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words</li> <li>Rhythms are different from the beat</li> </ul>	<ul style="list-style-type: none"> <li>Know how to compose using a binary structure (AB) to demonstrate 2 musical ideas</li> <li>Knows that using an external stimuli such as a painting or poem can reflect the mood of a composition</li> <li>Understand how to use musical elements to communicate ideas and moods</li> <li>Know how to create a graphic score to represent the rhythms made of crochets, crochets rest and quavers</li> <li>Know how to appraise their compositions</li> <li>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</li> </ul> <p><b><u>Listening, Music recall, Music Appreciation and History</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>Pupils knows how musical elements can change a piece of music,</li> </ul>
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	<ul style="list-style-type: none"> <li>To know what different genres of music and music from different cultures sound like</li> </ul>	<ul style="list-style-type: none"> <li>We add high and low sounds, pitch, when we sing and play our instruments</li> <li>How to use words to describe the sounds</li> <li>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</li> <li>To know what different genres of music and music from different cultures sound like</li> </ul>	<ul style="list-style-type: none"> <li>Knows what vocabulary to use when commenting and comparing two pieces of music</li> <li>Identify the instruments used in a piece of music and identify what musical family they belong to</li> <li>Know and identify phrases in a song and a rhythmic phrase</li> <li>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.)</li> <li>Understand how musical elements can be used to communicate ideas and moods</li> <li>How to identify different musical elements in a range of composer's compositions</li> <li>Know where composers come from and the history about them.</li> </ul>
	<p><b><u>Year 4</u></b> <b><u>Vocal and Instrumental Performance</u></b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b><u>Year 5</u></b> <b><u>Vocal and Instrumental Performance</u></b></p> <ul style="list-style-type: none"> <li>Know how to choose appropriate dynamics and tempo when performing vocally or using instruments, to match the mood of the music.</li> <li>Know how to choose appropriate instrument sounds when performing and creating musical pieces.</li> <li>Know how to use simple harmonies</li> </ul>	<p><b><u>Year 6</u></b> <b><u>Vocal and Instrumental Performance</u></b></p> <ul style="list-style-type: none"> <li>Know how to choose appropriate dynamics, tempo, textures and instruments to perform as an ensemble</li> <li>Understand how to control their voice or instrument to reflect the mood of the piece</li> </ul>

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	<ul style="list-style-type: none"> <li>• Know how to sing in part and use simple harmonies</li> <li>• Know how to choose an appropriate instrument to perform as a sole or as an ensemble</li> <li>• Know what an Ostinato rhythm is</li> <li>• Know how to create pitched and rhythmic patterns using different instruments</li> <li>• Know how to read and play simple notation using crochet, quaver and crochet rest.</li> <li>• Begin to understand pitched notation, using graphic scores or staves to play tuned instruments</li> <li>• Beginning to know how note and sound correspondence for notes middle C D E F G A B</li> </ul> <p style="text-align: center;"><b><u>Create and Compose</u></b></p> <ul style="list-style-type: none"> <li>• Know what a binary (AB) and tertiary structure (ABA) means</li> <li>• How to use musical elements such as beat, rhythm, speed and dynamics and texture to represent contrasting moods based on an external stimuli</li> <li>• Starting to know how to incorporate pitch into a composition</li> </ul>	<ul style="list-style-type: none"> <li>• Know what Ostinato rhythms are and understand how to use them</li> <li>• Know how to read and play notation using crochet, quaver and crochet rest, minim and dotted crochets.</li> <li>• Can recognise pitched notation and understands how graphic scored or staves are used to play tuned instruments</li> <li>• To be able to talk about a song's main features, singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>• To know what a song is about and the meaning of the lyrics</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> <li>• Know how note and sound correspondence for C D E F G A B</li> </ul> <p style="text-align: center;"><b><u>Create and Compose</u></b></p> <ul style="list-style-type: none"> <li>• Understand musical phrases and musical structures</li> <li>• Know how to compose a piece to reflect the mood based on an external stimuli</li> <li>• Know how to use musical elements to create compositions</li> <li>• 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 staff</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effect of singing in harmony</li> <li>• Know what rhythmic phrases, ostinato and metres are and how to apply them</li> <li>• Knows what notation which includes crochet, quaver and crochet rest, minim, dotted crochets and semibreves as well as pitched notation on a score or staff</li> <li>• Knows how note and sound correspond</li> </ul> <p style="text-align: center;"><b><u>Create and Compose</u></b></p> <ul style="list-style-type: none"> <li>• Knows what musical phrases and musical structures are</li> <li>• Understands how to compose to reflect the mood based on an external stimuli</li> <li>• Understands musical elements and how they vary depending on the genre of music and the mood of a piece</li> <li>• Knows what notation which includes crochet, quaver and crochet rest, minim, dotted crochets and semibreves as well as pitched notation on a score or staff</li> <li>• Knows how note and sound correspond</li> <li>• Knows how to evaluate their compositions and make changes.</li> </ul>
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## Music Knowledge and Progression Skills

	<ul style="list-style-type: none"> <li>• Know how to record compositions using notation (graphic score) which includes some pitched notes</li> <li>• Know how to choose appropriate instruments to reflect the mood of their piece</li> <li>• 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.</li> </ul> <p><b><u>Listening, Music recall, Music Appreciation and History</u></b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Know what a phrase in a song is and can use this knowledge to identify phrases in a variety of songs</li> <li>• Know recall is to repeat a rhythm or phrase back</li> <li>• Know what a binary (AB) and tertiary structure (ABA) means</li> <li>• Know how the musical elements are affected in a range of music. (This range includes the European 'classical' tradition; folk and popular music; the</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to evaluate their own compositions as well as others using the musical terminology</li> <li>• To know that you can use some of the riffs you have heard in their improvisations</li> <li>• To know three well-known improvising musicians</li> <li>• recognise the connection between sound and symbol</li> </ul> <p><b><u>Listening, Music recall, Music Appreciation and History</u></b></p> <ul style="list-style-type: none"> <li>• How to identify instruments and key elements and recognise how they change in pieces of music</li> <li>• Know the language to use when comparing two different contrasting pieces of music</li> <li>• Know how to recall melodic and rhythmic phrases singularly or an individual part of a piece of music</li> <li>• To know that some combined notes and pitches make create a chord and others clash and make a discord</li> <li>• To identify repeated and contrasting sections in recorded music.</li> <li>• 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.)</li> </ul>	<ul style="list-style-type: none"> <li>• Understands how to improvise by making up a melody on the spot melodic and rhythmic phrases</li> </ul> <p><b><u>Listening, Music recall, Music Appreciation and History</u></b></p> <ul style="list-style-type: none"> <li>• How to identify instruments and key elements and recognise how they change in pieces of music or sequences</li> <li>• Know the language to use when comparing two different contrasting pieces of music</li> <li>• Know how to identify melodies rhythms and contrasting sections</li> <li>• 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</li> <li>• Know chords are made by combining notes and pitches to make a chord and combine other notes which clash makes a discord</li> <li>• Knows how note and sound correspond</li> <li>• 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</li> </ul>
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## Music Knowledge and Progression Skills

	<p>countries and regions of the British Isles; a variety of cultures; music by well-known composers and performers.)</p> <ul style="list-style-type: none"> <li>Knows how the mood of a piece is affected by the musical elements and understands emotions of a pieces of music</li> <li>How to use language to compare different styles of music</li> <li>Knows how music relates to history and geography</li> </ul>	<ul style="list-style-type: none"> <li>Knows how the mood of a piece is affected by the musical elements and understands emotions of a pieces of music</li> <li>How to use language to compare different styles of music</li> <li>Knows how music relates to history and geography</li> </ul>	<p>regions of the British Isles; a variety of cultures; live music; recorded music by well-known composers and performers.)</p> <ul style="list-style-type: none"> <li>Knows how music relates to history and geography</li> <li>Know a range of musical terminology when discussing pieces of music, e.g. <i>forte and piano</i> , <i>crescendo and diminuendo</i> (dynamics)</li> </ul>
Vocabulary	<p>Dynamics (Loud/Soft) Tempo (Fast/Slow) Pitch (High/Low) Duration (Long/Short) Beat/Pulse Rhythm Compose improvise Style Tuned untuned</p>	<p>Dynamics (Loud/Soft) Tempo (Fast/Slow) Pitch (High/Low) Duration (Long/Short) Timbre Beat Pulse Rhythm Structure (Binary form AB) Notation</p>	<p>Dynamics Tempo Pitch Duration Beat/Pulse Rhythm Structure (Binary form AB) Notation Timbre Texture Crochet Quaver Crotchet Rest</p>

Music Knowledge and Progression Skills

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

## Music Knowledge and Progression Skills