

## Music

<p>EYFS</p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses. (EAD)</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody. (EAD)</li> <li>• Explore and engage in music making and dance, performing solo or in groups. (EAD)</li> </ul> <p>ELG's:</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs. (EAD)</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (EAD)</li> </ul>			
Knowledge		Skills	
<p><b>Musicianship: Understanding music:</b> To know how to look after instruments. To notice differences between styles of music. <b>Listening: Appraisal:</b> Listen with increased attention to sounds. (EAD) Respond to what they have heard, expressing their thoughts and feelings. (EAD) To move in time with music. (EAD) To listen attentively. (CL) To express their ideas and feelings using full sentences. (CL) To feel the pulse in a piece of music. <b>Singing:</b> Remember and sing entire songs. (EAD) Sing a range of well-known nursery rhymes and songs. (EAD) <b>Playing Instruments/notation. Improvisation:</b> : Play instruments with increasing control to express their feelings and ideas. (EAD) To know the names of the instruments: drum, maracas, bells and tambourine. To know how to play instruments correctly. To sort instruments according to their type. To know the names of the instruments: triangle, wooden sounder, castanets and a beater. To know that instruments make different sounds. To recognise instruments. <b>Composition:</b> To create rhythmic patterns by following pictures indicated. To follow instructions. To create their own rhythmic patterns using pictures.</p>		<p><b>Performing</b></p> <p>Perform songs, rhymes, poems and stories with others (EAD) Be confident to try new activities (PSED)</p>	
Year 1			
	Knowledge	Vocabulary	Skills
Term 1	<p><b>Musicianship: Understanding music</b></p> <p>To know the meaning of the words 'higher' and 'lower' in a musical context. To know the words 'faster' and 'slower' in a musical context.</p>	<p>a cappella, accompaniment, body percussion, call and echo, call and response, canon, chant, chord, chorus, compose, downbeat, dynamics, instrument, melody, percussion instruments, pitch, pulse, a round, rhythm, staccato, sequence, timbre, tempo verse, vocal percussion,</p>	<p><b>Performing</b></p> <p>Enjoy and have fun performing.  Perform to a well-known audience</p>
Term 2	<p><b>Singing</b></p> <p>Sing songs from memory. Sing in unison. To know that it is better to stand to sing.</p>		
Term 3	<p><b>Listening: Appraisal</b></p> <p>To respond to a piece of music with appropriate comments and questions.</p>		

	To know the features of pop, lullaby and classical music. To know what a drum, guitar, piano and voice look and sound like.		
Term 4	<b>Composition</b> To create musical sound effects in response to a stimulus. To know that musical symbols have meaning and we can use these to make melodies.		
Term 5	<b>Playing Instruments/notation</b> To draw/use symbols to represent high and low sounds. To experiment with pitch. To experiment with speed.		
Term 6	<b>Improvisation</b> To improvise using the voice or an instrument.		
Year 2			
	<b>Knowledge</b>	<b>Vocabulary</b>	<b>Skills</b>
Term 1	<b>Musicianship: Understanding music</b> To know the meaning of the words 'shorter' and 'longer' in a musical context. To know the word 'tempo'. To know the word 'pitch'.	a cappella, accompaniment, body percussion, call and echo, call and response, canon, chant, chord, chorus, compose, downbeat, dynamics, instrument, melody, percussion instruments, pitch, pulse, a round, rhythm, staccato, sequence, timbre, tempo verse, vocal percussion,	<b>Performing</b> To know the difference between rehearsing and performing.  To rehearse and perform to a well-known audience
Term 2	<b>Listening: Appraisal</b> To notice when the sound of the music changes (for example, chorus/verse). To talk about how music makes you feel. To know the features of marching band, rock and calypso music. To know what steel drums, bass guitar and trumpet look and sound like.		
Term 3	<b>Singing</b> Sing to communicate the meaning of the words. Sing a simple round. Follow the leader or conductor. To demonstrate a good singing posture.		
Term 4	<b>Playing Instruments/notation</b> To draw/use symbols to represent long and short sounds. To experiment with short and long notes. To recognise music notation on a staff of five lines.		
Term 5	<b>Improvisation</b> To understand the word 'improvise'. To create a musical conversation with a partner using the voice or an instrument.		

Term 6	<p><b>Composition</b></p> <p>To understand the word 'compose'.</p> <p>To choose their own instruments to tell a musical story.</p> <p>To create their own rhythm patterns using stick notation</p>		
Year 3			
	Knowledge	Vocabulary	Skills
Term 1	<p><b>Musicianship: Understanding music</b></p> <p>To know the key of C major.</p> <p>To know the time signature of 4/4.</p> <p>To know crochets and their rests.</p>	<p>a cappella, accompaniment, beat, body percussion, bridge, call and echo, call and response, canon, chant, chord, chorus, compose, crotchet, downbeat, drone, dynamics, improvise, melody, minim, notation, ostinato, percussion, pitch, pulse, rest, round, scale, semibreve, staccato, stave, structure, tempo, texture, time signature, tune, timbre, unison, verse, vocal percussion</p>	<p><b>Performing</b></p> <p>Reflect on feelings about performing - excitement/nerves/enjoyment</p> <p>Perform a well rehearsed piece with confidence</p>
Term 2	<p><b>Listening: Appraisal</b></p> <p>To know what a chorus is and its purpose.</p> <p>To share thoughts and feelings about a piece of music.</p> <p>To know the features of musicals and baroque music.</p> <p>To know what a harpsichord and flute look and sound like.</p>		
Term 3	<p><b>Singing</b></p> <p>Sing with attention to clear diction.</p> <p>Sing a solo.</p> <p>To know what a good singing posture is.</p>		
Term 4	<p><b>Playing Instruments/notation</b></p> <p>To know what crochets and their rests look like and what they mean.</p> <p>To read and respond to crochets and their rests.</p> <p>To know what a 'stave' is.</p>		
Term 5	<p><b>Improvisation</b></p> <p>To improvise structured 'on-the-spot' musical ideas that have a beginning, middle and end.</p>		
Term 6	<p><b>Composition</b></p> <p>To create a melody that has a beginning, middle and end.</p> <p>To create a simple melody using crochets and their rests.</p>		
Year 4			
	Knowledge	Vocabulary	Skills
Term 1	<p><b>Musicianship: Understanding music</b></p> <p>To know the key of G major.</p> <p>To know the time signature of 3/4.</p>	<p>a cappella, accompaniment, beat, body percussion, bridge, call and echo, call and response, canon, chant, chord, chorus, compose, crotchet, downbeat, drone,</p>	<p><b>Performing</b></p> <p>Perform melodies while following notation</p>

	To know dotted crotchets and their rests.	dynamics, improvise, melody, minim, notation, ostinato, percussion, pitch, pulse, rest, round, scale, semibreve, staccato, stave, structure, tempo, texture, time signature, tune, timbre, unison, verse, vocal percussion	Reflect on the performance and how well it went
Term 2	<b>Listening: Appraisal</b> To know what a verse is and its purpose. To suggest why a piece of music was written. To know the features of choral and electronic dance music. To know what a keyboard and a violin look and sound like.		
Term 3	<b>Singing</b> Sing expressively paying attention to breathing and phrasing. Sing in parts. To lead a singing warm-up.		
Term 4	<b>Playing Instruments/notation</b> To know what a dotted crotchet and their rests look like and what they mean. To read and respond to crotchets, dotted crotchets and their rests. To know what a 'treble clef' is.		
Term 5	<b>Improvisation</b> To improvise over a simple groove.		
Term 6	<b>Composition</b> To compose over a simple groove. To create a simple melody using crotchets, dotted crotchets and their rests		

Year 5

	Knowledge	Vocabulary	Skills
Term 1	<b>Musicianship: Understanding music</b> To know the key of A minor. To know the time signature of 2/4. To know quavers and their rests.	a cappella, accent, accidental, accompaniment, arpeggio, bar, beat, blue note, body percussion, call and echo, call and response, canon, chant, chord, chromatic note, Da Capo (D.C.), D.C. al fine, dotted note, dotted rhythms, downbeat, drone, dynamics, flat, glissando, harmony, improvise, intonation, key, key change, key signature, legato, major key,	<b>Performing</b> To create, rehearse and perform for a specific reason  Perform in groups and solo  Compare different performances - identifying the strengths and weaknesses
Term 2	<b>Singing</b> Sing expressively with attention to staccato and legato. Sing in more complex parts. To teach a small group a song.	system, tacet, timbre, tempo, texture, time signature, treble clef, triplets, tune, unison, upbeat, vocal percussion	
Term 3	<b>Listening: Appraisal</b> To know what a musical introduction is and its purpose. To justify a personal opinion about a piece of music. To know the features of orchestral, jazz and gospel music. To know what a saxophone, oboe cello look and sound like.	major scale, melody, minor key, minor scale, natural, notation, ostinato, pedal note, pentatonic scale, percussion, pitch, pulse, quaver, range, rest, round, scat, scale, semibreve, sforzando, sharp, slur, solo, staccato, staff (plural staves), structure, syncopation ,	

Term 4	<b>Playing Instruments/notation</b> To know what quavers and their rests look like and what they mean. To read and respond to crotchets, dotted crotchets, quavers and their rests. To know what a 'time signature' is.		
Term 5	<b>Improvisation</b> To improvise over a groove, responding to the beat and creating a satisfying melodic shape.		
Term 6	<b>Composition</b> To consider structures within compositions (E.g., intro, verse or chorus). To create a simple melody using crotchets, dotted crotchets, quavers and their rests		
Year 6			
	<b>Knowledge</b>	<b>Vocabulary</b>	<b>Skills</b>
Term 1	<b>Musicianship: Understanding music</b> To know the key of D minor. To know the time signature of 6/8. To know semi-quavers and their rests.	a cappella, accent, accidental, accompaniment, arpeggio, bar, beat, blue note, body percussion, call and echo, call and response, canon, chant, chord, chromatic note, Da Capo (D.C.), D.C. al fine, dotted note, dotted rhythms, downbeat, drone, dynamics, flat, glissando, harmony, improvise, intonation, key, key change, key signature, legato, major key,	<b>Performing</b> Perform from memory or using notation in groups or solo to an unknown audience  Collect feedback from the audience and reflect  Create, rehearse and present a holistic performance for a specific event
Term 2	<b>Listening: Appraisal</b> To know what a bridge is and its purpose. To justify a personal opinion about a piece of music with reference to Musical Elements. To know the features of salsa, soul and hip-hop music. To know what a double bass and cowbell look and sound like.	major scale, melody, minor key, minor scale, natural, notation, ostinato, pedal note, pentatonic scale, percussion, pitch, pulse, quaver, range, rest, round, scat, scale, semibreve, sforzando, sharp, slur, solo, staccato, staff (plural staves), structure, syncopation, system, tacet, timbre, tempo, texture, time signature, treble clef, triplets, tune, unison, upbeat, vocal percussion	
Term 3	<b>Singing</b> To sing expressively with attention to dynamics and articulation. Sing without an accompaniment. To lead a singing rehearsal.		
Term 4	<b>Playing Instruments/notation</b> To know what a semiquaver and their rests look like and what they mean. To read and respond to crotchets, dotted crotchets, quavers, semi-quavers and their rests. To know what a flat sign and a sharp sign look like.		
Term 5	<b>Improvisation</b> To improvise over a groove, responding to the beat, volume and pitch.		
Term 6	<b>Composition</b> To compose a piece of music that uses a range of dynamics and rhythmic variety.		

	To create a simple melody using crotchets, dotted crotchets, quavers, semi-quavers and their rests.		