

Music

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		rhythm, staccato, sequence, timbre, tempo verse, vocal percussion,	
Term 2	Singing Sing songs from memory. Sing in unison. To know that it is better to stand to sing.		
Term 3	Listening: Appraisal To respond to a piece of music with appropriate comments and questions. 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	Composition and improvisation. 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. To improvise using the voice or an instrument		
Term 5	Playing Instruments/notation To draw/use symbols to represent high and low sounds. To experiment with pitch. To experiment with speed.		
Term 6	Musical History & Cultural Awareness To listen to music from different cultures. To recognise music used in celebrations. To explore traditional songs. To talk about music from different places. To identify cultural differences. To enjoy a range of music styles		
Year 2			
	Knowledge	Vocabulary	Skills
Term 1	Musicianship: Understanding music 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,	Performing To know the difference between rehearsing and performing. To rehearse and perform to a well-known audience
Term 2	Listening: Appraisal 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	Singing 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	Playing Instruments/notation To draw/use symbols to represent long and short sounds. To experiment with short and long notes. To recognise music notation on a stave of five lines.		
Term 5	Composition and improvisation. To understand the word 'improvise'. To create a musical conversation with a partner using the voice or an instrument. To understand the word 'compose'. To choose their own instruments to tell a musical story. To create their own rhythm patterns using stick notation		
Term 6	Musical History & Cultural Awareness To recognise music from different times. To explore simple information about composers. To identify music from different cultures. To understand the purpose of music. To compare different styles. To discuss differences in music		
Year 3			
	Knowledge	Vocabulary	Skills
Term 1	Musicianship: Understanding music To know the key of C major. To know the time signature of 4/4. To know crochets and their rests.	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	Performing Reflect on feelings about performing - excitement/nerves/enjoyment Perform a well rehearsed piece with confidence
Term 2	Listening: Appraisal To know what a chorus is and its purpose. To share thoughts and feelings about a piece of music. To know the features of musicals and baroque music. To know what a harpsichord and flute look and sound like.		
Term 3	Singing Sing with attention to clear diction. Sing a solo. To know what a good singing posture is.		
Term 4	Playing Instruments/notation To know what crotchets and their rests look like and what they mean. To read and respond to crotchets and their rests. To know what a 'stave' is.		
Term 5	Composition and improvisation. To improvise structured 'on-the-spot' musical ideas that have a beginning, middle and end. To create a melody that has a beginning, middle and end. To create a simple melody using crotchets and their rests.		

Term 6	Musical History & Cultural Awareness Study music periods. Identify composers. Compare styles. Understand context Explore world music. Explain influences		
Year 4			
	Knowledge	Vocabulary	Skills
Term 1	Musicianship: Understanding music To know the key of G major. To know the time signature of 3/4. To know dotted crotchets and their rests.	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	Performing Perform melodies while following notation Reflect on the performance and how well it went
Term 2	Listening: Appraisal 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	Singing Sing expressively paying attention to breathing and phrasing. Sing in parts. To lead a singing warm-up.		
Term 4	Playing Instruments/notation 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	Composition and improvisation. To compose over a simple groove. To create a simple melody using crotchets, dotted crotchets and their rests To improvise over a simple groove.		
Term 6	Musical History & Cultural Awareness To explore music from different historical periods. To identify key composers. To compare music from different times. To understand the context of music. To explore music from around the world. To explain how music reflects culture		
Year 5			
	Knowledge	Vocabulary	Skills
Term 1	Musicianship: Understanding music To know the key of A minor.	a cappella, accent, accidental, accompaniment, arpeggio, bar, beat, blue note, body percussion, call	Performing

	To know the time signature of 2/4. To know quavers and their rests.	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,	To create, rehearse and perform for a specific reason
Term 2	Singing 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	Perform in groups and solo
Term 3	Listening: Appraisal 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 ,	Compare different performances - identifying the strengths and weaknesses
Term 4	Playing Instruments/notation 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	Composition and improvisation. To consider structures within compositions (E.g., intro, verse or chorus). To create a simple melody using crotchets, dotted crotchets, quavers and their rests To improvise over a groove, responding to the beat and creating a satisfying melodic shape.		
Term 6	Musical History & Cultural Awareness To study composers in more detail. To understand historical context of music. To compare musical eras. To analyse cultural influences in music. To explore global musical traditions. To explain how music has developed over time		
Year 6			
	Knowledge	Vocabulary	Skills
Term 1	Musicianship: Understanding music 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,	Performing Perform from memory or using notation in groups or solo to an unknown audience Collect feedback from the audience and reflect
Term 2	Listening: Appraisal 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	Create, rehearse and present a holistic performance for a specific event

Term 3	Singing To sing expressively with attention to dynamics and articulation. Sing without an accompaniment. To lead a singing rehearsal.		
Term 4	Playing Instruments/notation 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	Composition and improvisation. 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. To improvise over a groove, responding to the beat, volume and pitch.		
Term 6	Musical History & Cultural Awareness To analyse music across historical periods. To understand the cultural context of music. To compare global musical traditions. To evaluate the influence of music on society. To study significant composers and musicians. To explain how music evolves over time		