



## Music Knowledge and Skills Progression

### Intent

At Borrow Wood our music curriculum is shaped by our school vision and ethos of 'CHOICE', which promotes curiosity and challenge.

We recognise that music and learning an instrument can enrich lives and stay with that person throughout adulthood.

Music can be a powerful and unique form of communication that can change the way children feel and think.

We aim to engage and inspire all children to develop a love of music and their talents as musicians. This helps to increase their self-confidence, creativity and sense of achievement.

Through a combination of singing and instrumental lessons our aim is that children:

- Develop an understanding of musical terminology and structure.
- Confidently sing a range of complex songs to an audience.
- Move, clap and perform in rhythm.
- Perform solo and in groups with increasing confidence, expression and level of skill.
- Listen to and evaluate different genres of music – Western classical music, popular music and traditional music from around the world.
- Compose music for a range of purposes, using and reading musical notations.
- Appreciate that music enriches individual lives as well as the school's wider community.
- Understand that music is an important part of different cultures.

## Foundation Stage

By the end of the Reception Year most pupils should be able to:

<b>PERFORM (Singing / Playing)</b> <b>Active learning</b>	<b>EXPLORE and COMPOSE</b> <b>Playing and exploring</b>	<b>LISTEN, REFLECT and APPRAISE</b> <b>Creating and thinking critically</b>
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant short phases together</li> <li>• Find their singing voice and begin to develop an awareness of pitch over a small range of notes</li> <li>• Make changes in their voices to express different moods /feelings</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing short phrases or responses on their own</li> <li>• Sing a variety of songs both accompanied and unaccompanied.</li> </ul> <p><b>Using Classroom Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc</li> <li>• Start and stop together</li> <li>• Begin to develop a sense of beat, using instruments or body sounds</li> <li>• Respond to symbols or hand signs</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Copy a simple rhythm pattern or number of beats played on an instrument.</li> <li>• Play along to music showing a developing awareness of the beat</li> <li>• Play with a sense of purpose and enjoyment.</li> </ul>	<p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice, hands, found objects and conventional instruments (<b>timbre</b>)</li> <li>• High and low sounds (<b>pitch</b>)</li> <li>• Long and short sounds (<b>duration</b>)</li> <li>• Loud and quiet sounds (<b>dynamics</b>)</li> <li>• Fast and slow sounds (<b>tempo</b>)</li> <li>• Begin to be aware of the effect that different sounds have to convey mood or meaning</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Begin to create and manipulate different effects on a sound source or instrument</li> <li>• Add chosen sound effects at an appropriate moment in a story or song</li> <li>• Sort and name different sounds</li> <li>• Create a sequence of different sounds in response to a given stimuli</li> </ul> <div data-bbox="770 1023 1408 1407" style="border: 2px solid black; padding: 5px;"> <p><b>KEY WORDS</b></p> <p><b>FOUND OBJECTS</b> Pots and pans, material, paper or anything that can be manipulated to create sound</p> <p><b>SINGING VOICE</b> The musical quality of the voice, unlike the speaking voice uses tonality or pitch and rhythm</p> <p><b>STEADY BEAT</b> Regular pulse (in time)</p> </div>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to sounds and respond by talking about them or physically with movement and dance</li> <li>• Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> <li>• Respond appropriately to a range of classroom songs, e.g tidy up songs, circle time songs, line up songs.</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>• Begin to identify and describe key features or extreme contrasts within a piece of music</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> </ul> <div data-bbox="1442 948 2141 1377" style="border: 2px solid black; padding: 5px;"> <p><b>MUSICAL ELEMENTS</b></p> <p><b>DURATION</b> Steady beat, short and long sounds</p> <p><b>PITCH</b> High and low</p> <p><b>TEMPO</b> Fast and slow</p> <p><b>DYNAMICS</b> Loud and quiet</p> <p><b>TIMBRE</b> The tone quality of the sound – rough, smooth, scratch, etc</p> <p><b>STRUCTURE</b> Phrases of a song, overall plan of a piece</p> </div>

## Year 1

By the end of Year 1 most pupils should be able to:

PERFORM (Singing / Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant together</li> <li>• Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>• Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing in time to a steady beat</li> <li>• Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing</li> </ul> <p><b>Using Classroom Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc</li> <li>• Play in time to a steady beat, using instruments or body sounds</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Imitate a rhythm pattern on an instrument</li> <li>• Play a repeated rhythmic pattern (<b>rhythmic ostinato</b>) to accompany a song</li> <li>• Play a single pitched note to accompany a song (<b>drone</b>)</li> <li>• Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'</li> <li>• Follow simple hand signals indicating: loud/quiet and start/stop</li> </ul>	<p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice and hands (<b>timbre</b>)</li> <li>• High and low sounds (<b>pitch</b>)</li> <li>• Long and short sounds (<b>duration</b>)</li> <li>• Loud and quiet sounds (<b>dynamics</b>)</li> <li>• Fast and slow sounds (<b>tempo</b>)</li> <li>• Pitch shapes (moving up and down) and rhythmic patterns</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Add sound effects to a story</li> <li>• Choose musical sound effects to follow a story line or match a picture</li> <li>• Use graphics/symbols to portray the sounds they have made</li> <li>• Sequence these symbols to make a simple structure (<b>score</b>)</li> <li>• Compose own sequence of sounds without help and perform.</li> </ul> <div data-bbox="786 963 1451 1257" style="border: 2px solid black; padding: 5px;"> <p><b>KEY WORDS</b></p> <p><b>OSTINATO</b> Repeated rhythmic pattern or melodic shape</p> <p><b>DRONE</b> Pitched note played continuously throughout a piece of music</p> <p><b>STEADY BEAT</b> Regular pulse (in time)</p> <p><b>SCORE</b> A written form of musical composition</p> </div>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to a piece of music and move in time to its steady beat.</li> <li>• Recognise and respond through movement /dance to the different musical characteristics and moods of music</li> <li>• Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> <li>• Begin to articulate how changes in speed, pitch and dynamics effect the mood</li> </ul> <div data-bbox="1482 855 2148 1286" style="border: 2px solid black; padding: 5px;"> <p><b>MUSICAL ELEMENTS</b></p> <p><b>DURATION</b> Steady beat, short and long sounds</p> <p><b>PITCH</b> High and low</p> <p><b>TEMPO</b> Fast and slow</p> <p><b>DYNAMICS</b> Loud and quiet</p> <p><b>TIMBRE</b> The tone quality of the sound – rough, smooth, scratch, etc</p> <p><b>STRUCTURE</b> Phrases of a song, overall plan of a piece</p> </div>

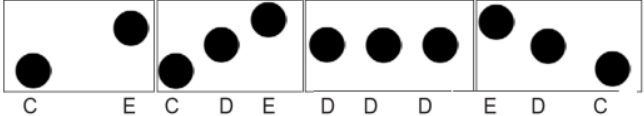
## Year 2

By the end of Year 2 most pupils should be able to:

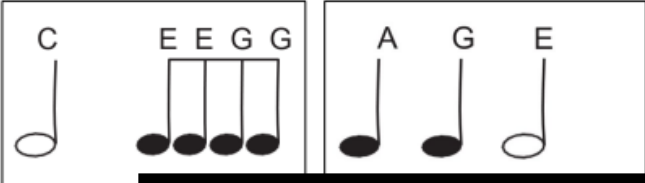
PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>Sing a variety of songs with more accuracy of pitch</li> <li>Sing words clearly and breathing at the end of phrases</li> <li>Convey the mood or meaning of the song</li> <li>Sing with a sense of control of <b>dynamics</b>(volume) and <b>tempo</b> (speed)</li> <li>Echo sing a short melodic phrase</li> <li>Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices</li> <li>Follow a leader (teacher)starting and stopping together</li> </ul> <p><b>Using Instruments:</b></p> <ul style="list-style-type: none"> <li>Play with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter</li> <li>Perform a repeated two note melodic ostinato to accompany a song</li> <li>Perform a rhythm accompaniment to a song</li> <li>Perform a sequence of sounds using a graphic score</li> <li>Work and perform in smaller groups</li> <li>Follow a leader (teacher)starting and stopping together</li> <li>Demonstrate some confidence in performing as a group and as an individual</li> </ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>Ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed</li> <li>Long and short sounds (<b>rhythm – duration</b>)</li> <li>The rhythm patterns of words and sentences</li> <li>Changes in <b>pitch</b> (higher and lower)</li> <li>Sequences of sound (<b>structure</b>)</li> <li>Sounds in response to a stimulus (<b>visual or aural</b>)</li> <li>How sounds can be manipulated to convey different effects and moods</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>Short melodic phrases</li> <li>Short repeated rhythmic patterns (<b>ostinati</b>)</li> <li>Rhythm patterns from words</li> <li>A piece of music that has a beginning, middle and end (<b>structure</b>)</li> <li>Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups</li> <li>Music that conveys different moods</li> </ul>	<p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>Listen with increased concentration</li> <li>Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds</li> <li>Recognise how sounds are made – tapping, rattling, scraping, blowing etc</li> <li>Identify different qualities of sound such as smooth, scratchy, clicking, ringing (<b>timbre</b>)</li> <li>Recognise and respond to different changes of speed (<b>tempo</b>)/volume (<b>dynamics</b>) and <b>pitch</b></li> <li>Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)</li> <li>Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</li> </ul>
	<p style="text-align: center;"><b>KEY WORDS</b></p> <p><b>PHRASE</b> Short section of a melody</p> <p><b>SEQUENCE</b> One after another</p> <p><b>OSTINATO</b> Short repeated rhythmic pattern or melodic shapes</p> <p><b>DRONE</b> Continuous or repeated pitch or pitches</p> <p><b>GRAPHIC SCORE</b> Notation using pictures or symbols</p> <p><b>STEADY BEAT</b> Regular pulse</p> <p><b>RHYTHM PATTERN</b> A group of long and short sounds</p>	<p style="text-align: center;"><b>MUSICAL ELEMENTS</b></p> <p><b>PITCH</b> High, low, getting higher, getting lower</p> <p><b>DYNAMICS</b> Loud, quiet, getting louder or quieter</p> <p><b>TEMPO</b> Fast, slow, getting faster or slower</p> <p><b>STRUCTURE</b> Phrases of a song, overall plan of a piece of music</p> <p><b>TIMBRE</b> The tone quality of the sound i.e. smooth scratchy, heavy, light, cold, warm, dull, bright.</p> <p><b>DURATION</b> Long and short sounds, beat, rhythm</p>

## Year 3

By the end of year 3 most pupils should be able to:

PERFORM (Singing /Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>Sing songs in a variety of styles with confidence, singing an increasing number from memory</li> <li>Show increasing accuracy of pitch and awareness of the shape of a melody.</li> <li>Imitate increasingly longer phrases with accuracy</li> <li>With an awareness of the phrases in a song</li> <li>Understand that posture, breathing and diction are important.</li> <li>Demonstrate an awareness of character or style in performance.</li> <li>Chant or sing a round in two parts</li> <li>Sing songs with a recognised structure (verse and chorus/ call and response)</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>Keep a steady beat on an instrument in a group or individually</li> <li>Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat</li> <li>Use tuned percussion with increasing confidence</li> <li>Copy a short melodic phrase by ear on a pitched instrument</li> <li>Play using symbols including graphic and / or simple traditional notation</li> <li>Follow simple hand directions from a leader</li> <li>Perform with an awareness of others</li> <li>Combine musical sounds with narrative and movement</li> </ul> <p>Perform a composed piece to a friendly audience, as a member of a group or class</p>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices.</li> <li>Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)</li> <li>Symbols to represent sound (graphic scores / traditional notation)</li> <li>The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods</li> <li>The different sounds (timbres) that one instrument can make</li> <li>How the musical elements can be combined to compose descriptive music</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>Words and actions to go with songs</li> <li>A simple rhythmic accompaniment to go with a song, using ostinato patterns</li> <li>Music that has a recognisable structure; Beginning, Middle and End or verse/chorus</li> <li>Music that tells a story, paints a picture or creates a mood</li> <li>Music that uses repetition / echo</li> </ul> <p>(Dot notation)</p> 	<p><b>Listening, reflecting and appraising:</b></p> <ul style="list-style-type: none"> <li>Listen with concentration to longer pieces / extracts of music</li> <li>Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> <li>a steady beat / no steady beat</li> <li>a specific rhythm pattern or event</li> <li>the speed (TEMPO) of the music</li> <li>the volume (DYNAMICS)</li> <li>the melody</li> </ul> </li> <li>Identify common characteristics</li> <li>Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc)</li> <li>Identify repetition in music ie a song with a chorus</li> <li>Recognise aurally wooden, metal, skin percussion instruments and begin to know their names</li> <li>Listen to their own compositions and use musical language to describe what happens in them</li> </ul> <p><b>MUSICAL ELEMENTS</b></p> <p><b>DURATION</b> Beat (pulse), rhythm, longer, shorter, sustained</p> <p><b>TEXTURE</b> Layering of sounds</p> <p><b>TEMPO</b> Steady, faster, slower</p> <p><b>DYNAMICS</b> Louder, quieter</p> <p><b>STRUCTURE</b> Beginning, middle, end, repetition</p> <p><b>PITCH</b> Notes moving by step/leap</p> <p><b>TIMBRE</b> Sound quality of individual instruments</p> <p><b>KEY WORDS:</b> <i>STEADY BEAT</i>    <i>RHYTHM</i>    <i>OSTINATO</i>  <i>PITCH</i>    <i>PHRASE</i>    <i>REPETITION</i>    <i>MUSICAL SYMBOLS</i></p>
<p><b>Understanding music history (Year 3):</b></p> <ul style="list-style-type: none"> <li>-Know what an orchestra is</li> <li>-Understand that there are 4 different families of instruments in an orchestra</li> <li>-To be able to recognise the sounds of different instrument families</li> <li>-To know about a famous composer and be able to talk about a piece of their music</li> <li>-To use classical music as a stimulus for exploring and creating music.</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading Notation</b></li> <li>-Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</li> <li>-Introduce and understand the differences between crotchets and paired quavers.</li> <li>-Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> <li>-Crotchets, Paired quavers, Minims, Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do-me Range of a 3rd, Loud (forte), Quiet (piano)</li> </ul>	

By the end of Year 4 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody</li> <li>Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)</li> <li>Sing two/three part rounds with more confidence and increasing pitch accuracy</li> <li>Sing confidently as part of a small group or solo being aware of posture and good diction.</li> <li>Copy short phrases and be able to sing up and down in step independently.</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>Maintain two or more different ostinato patterns in a small instrumental group against a steady beat</li> <li>Play music that includes RESTS</li> <li>Use tuned percussion instruments with increasing confidence to accompany songs and improvise</li> <li>Play by ear – find known phrases or short melodies using tuned instruments</li> <li>Play music in a metre of two or three time</li> <li>Read and play from some conventional music symbols</li> <li>Combine instrumental playing with narrative and movement</li> <li>Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.</li> <li>Perform to an audience of adults, an assembly or other classes with increasing confidence.</li> </ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>Sounds to create particular effects (<b>timbre</b>)</li> <li>Rhythm patterns in music from different times and places (<b>duration</b>)</li> <li>The <b>pentatonic scale</b></li> <li>Pitched notes that move by steps and/ or leaps to make short phrases/melodies</li> <li>Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using <b>dynamics</b>, different <b>tempi</b>, different <b>timbres</b> etc</li> <li>Combining and controlling sounds to achieve a desired effect</li> <li>Music that incorporates effective silences (rests)</li> <li>Different groupings of beats (metre of 2/3)</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>A simple rhythmic accompaniment to a song using <b>ostinato</b> patterns and <b>drones</b></li> <li>A simple melody from a selected group of notes (i.e. a pentatonic scale)</li> <li>Music that has a recognisable structure</li> <li>A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect             <ul style="list-style-type: none"> <li>Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience</li> <li>Use a range of ICT to sequence, compose, record and share work</li> </ul> </li> </ul>	<p><b>Listening, Reflecting and Appraising:</b></p> <ul style="list-style-type: none"> <li>Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.</li> <li>Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the <b>tempo</b>, <b>dynamics</b>, <b>metre</b>, <b>texture</b>, <b>timbre</b>)</li> <li>Recognise music from different times and countries identifying key elements that give it its unique sound.</li> <li>Identify repeated rhythmic or melodic phrases in live or recorded music</li> <li>Identify whether a song has a verse/chorus or call and response structure</li> <li>Identify the use of metre in 2 or 3 in a piece of recorded or live music</li> <li>Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.</li> </ul>
<p><b>Understanding music history</b></p> <p>In addition, Year 4 pupils will be able to:</p> <ul style="list-style-type: none"> <li>Recognise the sounds of different instruments in an orchestra</li> <li>Talk about a composer and describe a piece of their music using appropriate musical vocabulary including what happens when during the music</li> <li>To know there are 5 main periods of music history</li> <li>To create a piece of music using ideas from a piece of music by a famous composer</li> </ul>	 <p><b>Reading Notation:</b></p> <ul style="list-style-type: none"> <li>-Introduce and understand the differences between minims, crotchets, paired quavers, and rests.</li> <li>-Read and perform pitch notation within a defined range (e.g., C–G/do–so).</li> <li>-Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> <li>-Crotchets, Paired quavers, Minims, Rests</li> <li>- getting faster (accelerando), getting slower (rallentando), Fast (allegro), slow (adagio)</li> <li>-Stave, lines and spaces, clef</li> <li>- reading dot notation - do–me for a range of a 3<sup>rd</sup></li> <li>- Loud (forte), Quiet (piano), Getting louder (crescendo), Getting softer (decrescendo)</li> </ul>	<p><b>MUSICAL ELEMENTS</b></p> <p><b>DURATION</b> Metre – the organisation of beats</p> <p><b>TEXTURE</b> Layers of sound</p> <p><b>TIMBRE</b> Different instruments/ tone quality</p> <p><b>PITCH</b> Pentatonic scales</p> <p><b>STRUCTURE</b> Repetition, verse chorus / call and response, plan</p> <p><b>METRE</b> The organisation of beats into groups</p> <p><b>TEMPO</b> The speed of the music</p> <p><b>KEY WORDS</b></p> <p><b>OSTINATO DRONE REPETITION METRE RESTSTEP LEAP PHRASE MELODY PENTATONIC TUNED PERCUSSION UNTUNED PERCUSSION</b></p>

## Year 5

By the end of year 5 most pupils should be able to:

PERFORM(Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>Sing confidently in a wide variety of styles with expression</li> <li>Communicate the meaning and mood of the song</li> <li>Sing a simple second part of a two part song with confidence</li> <li>Maintain own part in a round</li> <li>Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>Perform on a range of instruments in mixed groups to an audience, with confidence</li> <li>Read and play with confidence from conventional or graphic notation</li> <li>Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</li> <li>Perform with sensitivity to different dynamics, tempi</li> <li>Lead/conduct a group of instrumental performers</li> <li>Maintain a rhythmic or melodic accompaniment to a song</li> <li>Maintain own part on a pitched instrument in a small ensemble</li> <li>Perform own compositions to an audience</li> <li>Use an mp3 recoder/video recorder to keep a record of work in progress and record performances.</li> <li><b>Know what makes a good performance</b></li> </ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>Chords / harmony – concord and discord</li> <li>Scales, such as PENTATONIC, RAG, BLUES</li> <li>Texture created by layering rhythmic and/or melodic ostinatos</li> <li>Developing ideas, using musical devices such as repetition, question and answer, ostinato.</li> <li>Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African <b>etc</b></li> <li>Improvising in a variety of styles</li> </ul> <p><b>Compose / Arrange:</b> (Always considering the musical elements)</p> <ul style="list-style-type: none"> <li>Create own simple songs reflecting the meaning of the words</li> <li>Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</li> <li>Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</li> <li>Refine own compositions after discussion</li> <li>Use a range of symbols (conventional or graphic) to record compositions.</li> <li>Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</li> </ul>	<p><b>Listening, Reflecting and Appraising</b></p> <ul style="list-style-type: none"> <li>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li> <li>Identify and discuss ‘what happens when’ within simple musical structures</li> <li>Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</li> <li>Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</li> <li>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions</li> <li>Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</li> </ul> <div data-bbox="1480 740 2154 1098" style="border: 2px solid black; padding: 10px; margin-top: 20px;"> <p><b>MUSICAL ELEMENTS</b></p> <p><b>DURATION (beat, rhythm, metre) PITCH(melody, harmony), TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO</b></p> <p><b>KEY WORDS</b></p> <p>RHYTHM,PHRASE,MELODY,HARMONY,OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION , RECORD, ICT</p> </div>

### Understanding music history:

In addition, Year 5 pupils will be able to:

- Understand that the size of an orchestra is different in different periods of music history
- Make connections with events they have studied in history e.g. The Tudors
- Describe, compare and evaluate different kinds of music using appropriate musical vocabulary relating to the inter-related dimensions of music
- Recognise differences in music from different periods of music history

### Reading Notation

- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.
- Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Read and perform pitch notation within an octave (e.g., C–C’/do–do).
- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
- Crotchets, Paired quavers, Minims, Rests, Semibreves, Semiquavers, Time signatures 2/4, 3/4 and 4/4, getting faster (accelerando), getting slower (rallentando), Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do–me Range of a 3rd, Loud (forte), Quiet (piano), Getting louder (crescendo), Getting softer (decrescendo).



## Year 6

By the end of year 6 most pupils should be able to:

PERFORM(Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>Sing confidently in a wide variety of styles with expression</li> <li>Communicate the meaning and mood of the song</li> <li>Sing a simple second part of a two part song with confidence</li> <li>Maintain own part in a round</li> <li>Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>Perform on a range of instruments in mixed groups to an audience, with confidence</li> <li>Read and play with confidence from conventional or graphic notation</li> <li>Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</li> <li>Perform with sensitivity to different dynamics, tempi</li> <li>Lead/conduct a group of instrumental performers</li> <li>Maintain a rhythmic or melodic accompaniment to a song</li> <li>Maintain own part on a pitched instrument in a small ensemble</li> <li>Perform own compositions to an audience</li> <li>Use an mp3 recoder/video recorder to keep a record of work in progress and record performances.</li> </ul> <p><b>Know what makes a good performance</b></p>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>Chords / harmony – concord and discord</li> <li>Scales, such as PENTATONIC, RAG, BLUES</li> <li>Texture created by layering rhythmic and/or melodic ostinatos</li> <li>Developing ideas, using musical devices such as repetition, question and answer, ostinato.</li> <li>Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African <b>etc</b></li> <li>Improvising in a variety of styles</li> </ul> <p><b>Compose / Arrange:</b> (Always considering the musical elements)</p> <ul style="list-style-type: none"> <li>Create own simple songs reflecting the meaning of the words</li> <li>Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</li> <li>Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</li> <li>Refine own compositions after discussion</li> <li>Use a range of symbols (conventional or graphic) to record compositions.</li> <li>Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</li> </ul>	<p><b>Listening, Reflecting and Appraising</b></p> <ul style="list-style-type: none"> <li>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li> <li>Identify and discuss ‘what happens when’ within simple musical structures</li> <li>Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</li> <li>Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</li> <li>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions</li> <li>Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</li> </ul> <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p><b>MUSICAL ELEMENTS</b></p> <p><b>DURATION (beat, rhythm, metre)</b>  <b>PITCH(melody, harmony),</b>  <b>TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO</b></p> <p><b>KEY WORDS</b></p> <p><b>RHYTHM,PHRASE,MELODY,HARMONY,OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION , RECORD, ICT</b></p> </div>








### Understanding music history

In addition, Year 6 pupils will be able to:

- Understand the different purposes of music throughout history and in other cultures e.g. brass fanfares for important occasions or dance music starting from Renaissance times and coming up to present day with Hip Hop and street dance music
- Draw comparisons between 2 versions of the same piece music e.g. ‘Somewhere over the rainbow’ by Judy Garland and then by Eva Cassidy
- Recognise how classical music has inspired popular songs e.g. Pachelbel’s Canon in D and Maroon 5’s ‘Memories’

### Reading Notation

- Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
- Further develop the skills to read and perform pitch notation within an octave (e.g., C–C/ do–do).
- Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
- Read and play from notation a four-bar phrase, confidently identifying note names and durations.

Notes	Name		Value
	Semibreve	Whole note	4 beats
	Minim	Half note	2 beats
	Crotchet	Quarter note	1 beat
	Quaver	Eighth note	½ beat
	Semi-quaver	Sixteenth note	¼ beat
	2 Quavers	2 Eighth notes	1 beat
	4 Semi-quavers	4 Sixteenth notes	1 beat

