



Launton Church of England Primary School



Music EYFS

	Listening and Responding to Music	Explore and Create	Singing	Share and Perform
Year group N	<p>Children sing songs daily and learn some Nursery Rhymes.</p> <p>Children exploring different instruments and make different sounds within Continuous Provision.</p> <p>Adults play music for children to move and dance to, using songs with actions.</p> <p>Children learn the names of instruments –drum, tambourine, bells.</p> <p>Children listen with increased attention to sounds. They respond to what they have heard, expressing their thoughts and feelings.</p> <p>Children respond to different genres of music and talk about how it makes them feel.</p>	<p>Children find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p>Children copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Children explore high and low using voices and sounds of characters in the songs.</p> <p>Children listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>Children invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany a song or nursery rhyme.</p>	<p>Children learn to sing new songs. They respond to different genres of music and talk about how it makes them feel.</p> <p>Children sing songs that have a different pitch - go higher then lower.</p> <p>Children begin remember and sing entire songs.</p> <p>Children sing the pitch of a tone sung by another person ('pitch match').</p> <p>Children sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Children create their own songs, or improvise a song around one they know.</p>	<p>Children play instruments with increasing control to express their feelings and ideas.</p> <p>Children perform nursery rhymes they have learnt to visiting adults.</p> <p>Children are encouraged to share their performances with parents at home and via Tapestry.</p>
Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.			
Evolving Musical Repertoire	<p>Pitch –high and low</p> <p>Songs Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers, I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes Old Macdonald Incy Wincy Spider Baa Baa</p>			

	<p>Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Big Bear Funk Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p>			
<p>Vocabulary</p>	<p>Song words, clap, stamp, move, dance, instrument, drum, tambourine, bells, loud, quiet, shake, tap, bang</p>			
<p>Continuous provision</p>	<p>Listen to Music at transition times. Instruments available in continuous provision for children to explore and use creatively.</p>			
<p>Year group R</p>	<p>Children know twenty nursery rhymes off by heart. Children know the stories of some of the nursery rhymes. Children sing songs daily. Children explore different instruments and make different sounds within Continuous Provision. Children learn to sing new songs for example for the Nativity performance. Children respond with movement to different genres of music and talk about how it makes them feel. Children learn names of instruments –drum, tambourine, bells, maracas, claves, glockenspiel and xylophone. Children learn about the pulse in music and learn how to imitate this with their bodies.</p>	<p>Children can identify different instruments in the orchestra. Children have opportunities to listen to musicians play their instruments live. Children know that we can move with the pulse of the music. Children know that the words of songs can tell stories and paint pictures.</p>	<p>Children learn to sing new songs. They respond to different genres of music and talk about how it makes them feel. Children sing songs that have a different pitch - go higher then lower. Children remember and sing entire songs. Children sing the pitch of a tone sung by another person ('pitch match'). Children sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Children create their own songs or improvise a song around one they know. Children sing or rap nursery rhymes and simple songs from memory.</p>	<p>Children share and perform a Nativity. Children understand a performance is sharing music. Children play instruments with control to express their feelings and ideas. Children perform nursery rhymes they have learnt to visiting adults. Children are encouraged to share their performances with parents at home and via Tapestry.</p>

	Children keep a simple pulse with musical instruments.		Children understand that songs have sections.	
Vocabulary	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.			
Evolving Musical Repertoire	<p>Pitch I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A Old Macdonald Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G Big Bear Funk D, D + E, D + C</p> <p>Songs Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers, I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Big Bear Funk Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <p>Styles Wide variety of musical styles as an introduction , Funk and Classical</p>			
Continuous provision	<p>Artist of the week and composer of the week during whole school assembly. Singing assembly Tuesday. Listen to Music at transition times. Instruments available in continuous provision for children to explore and use creatively.</p>			
Retrieval practice	<p>Display of musical instruments. Re-listen to Artist of the week from assembly in class.</p>			



Launton Church of England Primary School

Music KS1



	Pulse/Beat /Metre	Rhythm	Pitch (melody)	Tempo	Dynamics	Timbre	Texture	Structure (form)
Year group 1	Watch, follow, feel and move to a steady beat with others. Find and enjoy moving to music in different ways. Respond to the pulse in recorded/live music through movement and dance.	Recognise and clap long sounds, short sounds and simple combinations. Perform short, copycat rhythm patterns accurately, led by the teacher. Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform your own rhythm patterns.	Recognise, sing and play high and low-pitched notes. Explore singing and playing C, D, and E from the C major scale. Explore singing and playing F, G, and A from the F major scale.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	Talk about loud sounds and quiet sounds and give some examples.	Identify different sounds in the environment, indoors and outside. Identify the sounds of the instruments played in school. Identify some of the sounds of the instruments heard when listening to music.	Sing together. Listen out for combinations of instruments together.	Add movement to key sections of a song. Understand when to sing in a verse and a chorus.

Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.							
Evolving Musical Repertoire	<p>The children will be taught to use the following musical terms whilst singing and listening:</p> <p style="text-align: center;">Pitch C, D, E, F, F#, G, A, B Duration Minims, crotchets and quavers Rests Minims, crotchets and quavers Key C major, F major, D major, G major, D minor, A minor Time Signature 4/4, 3/4, 2/4, 6/8</p> <p>Children will have an awareness of their evolving musical repertoire whilst performing and will be taught the importance of and the skills associated with this.</p> <p>Children will listen and respond to music by learning to sing these songs and experiencing these genres of music:</p> <p style="text-align: center;">Songs Find The Beat 1-2-3-4-5 Head, Shoulders, Knees And Toes Shapes We Talk To Animals We Are Together Twinkle, Twinkle, Little Star In The Orchestra Daisy Bell (Bicycle Built For Two) Dancing Dinosaurs Rock-A-Bye Baby I'm A Little Teapot If You're Happy And You Know It Sing Me A Song Sparkle Rhythm In The Way We Walk Big Bear Funk Baby Elephant Days Of The Week Name Song Cuckoo Upside Down Hush Little Baby Who Took The Cookie? Getting Dressed Dress Up Brush Our Teeth Get Ready Up And Down Star Light, Star Bright, The Bear Went Over The Mountain In The Sea Alice The Camel Ten Green Bottles Zoo time She'll Be Coming 'Round The Mountain</p> <p style="text-align: center;">Styles Hip Hop Jazz Pop Gospel Reggae 20th and 21st Century Orchestral Lullaby Waltz Funk Jazz: Swing Marching Band Country Fol</p>							
Continuous provision	Artist of the week and composer of the week during whole school assembly. Singing assembly Tuesday.							
Retrieval practice	Flash cards to teach/remind children vocabulary for year group. Retrieve Artist or Composer of the week information during Friday assembly.							
Year group 2	Watch and follow a steady beat. Find a steady beat. Recognise the time signature 4/4 by ear and notation.	Recognise long and short sounds and match them to syllables and movement. Play copy back rhythms,	Identify the high notes and low notes in a melody. Join in with part of a melody. Rehearse and play a simple	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the	Identify loud and quiet sections of music and discuss what makes the music loud or quiet.	Know the difference between a speaking voice and a singing voice. Identify friends from the	Understand that singing and playing together creates a musical texture. Add body percussion	Join in with a repeated section of a song: the chorus, the response. Join in with the main

	Understand that the speed of the beat can change, creating a faster or slower pace (tempo).	copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point.	instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. Use body percussion, untuned and tuned percussion instruments with a song, and listen to how the sounds blend together. Identify and play by ear or notation notes in the tonality of C major.	speed of a steady beat, moving from fast to slow, slow to fast. Understand that the speed of the beat can change, creating a faster or slower pace.	Understand the meaning of loud and quiet (forte and piano).	sound of their voices.	accompaniment s.	tune when it is repeated.
Vocabulary	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.							
Evolving Musical Repertoire	<p>The children will be taught to use the following musical terms whilst singing and listening:</p> <p style="text-align: center;">Pitch C, D, E, F, F#, G, A, Bb, B</p> <p style="text-align: center;">Duration Semibreves, minims, crotchets and quavers</p> <p style="text-align: center;">Rests Semibreves, minims, crotchets and quavers</p> <p style="text-align: center;">Key C major, G major, F major, A minor</p> <p style="text-align: center;">Time signature 4/4, 2/4, 3/4</p> <p>Children will have an awareness of their evolving musical repertoire whilst performing and will be taught the importance of and the skills associated with this.</p> <p>Children will listen and respond to music by learning to sing these songs and experiencing these genres of music:</p> <p>Songs Music Is In My Soul Boléro Hey Friends! Eye Of The Tiger Hello! Sparkle In The Sun For The Beauty Of The Earth Listen Fascinating Rhythm The Orchestra Song Rainbows Maple Leaf Rag Hands, Feet, Heart Let's Twist Again All Around The World Helping Each Other Piano Trio In A Minor Op. 150 I. Allegro The Music Man Swing Time: The Way You Look Tonight Let's Sing Together I Wanna Play In A Band Flying Theme From E.T. The Extra-</p>							

	<p>Terrestrial Music Is All Around Moon River Saying Sorry The Sunshine Song No More Dinosaur Four White Horses Que Llueva, Que Llueva Down By The Bay</p> <p>Styles Gospel 20th Century Orchestral Jazz Rock Pop 20th and 21st Century Orchestral / Choral Jazz: Swing Jazz: Ragtime Kwela Rock 'n' Roll Romantic/20th Century Orchestral Marching Band Film Music Calypso Funk Reggae</p>
<p>Continuous provision</p>	<p>Artist of the week and composer of the week during whole school assembly. Singing assembly Tuesday.</p> <p>Retrieve Artist or Composer of the week information during Friday assembly. Recorder tuition</p>
<p>Retrieval practice</p>	<p>Flash cards to teach/remind children vocabulary for year group.</p>

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Launton Church of England Primary School



Music Lower KS2

	Pulse/Beat /Metre	Rhythm	Pitch (melody)	Tempo	Dynamics	Timbre	Texture	Structure (form)
Year group 3	<p>Recognise and move in time with the beat. Play the steady beat on percussion instruments. Recognise the 'strong' beat. Play in time with a steady beat in 2/4, 4/4 and 3/4.</p>	<p>Recognise by ear and notation: minims, crotchets, quavers and their rests. Copy simple rhythm patterns created from minims, crotchets, quavers and their rests. Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. Alternate between a steady beat and rhythm.</p>	<p>Show the shape of a melody as rising and falling in pitch. Learn to sing a melody by ear or from notation. Learn to rehearse and play a melodic instrumental part by ear or from notation. Identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C. Identify the scales of: C major G major F major Identify if a scale is major or minor. Copy simple melodies by ear or from reading notation. Create melodies by ear</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower.</p>	<p>Listen out and respond to forte (loud) sections of music. Identify instruments playing loud dynamics when listening to the music. Use dynamics to help communicate the meaning of a song.</p>	<p>Choose particular instruments for rehearsal and performing. Identify the sound of different tuned and untuned percussion instruments.</p>	<p>Understand that singing and playing together creates a musical texture. Add body percussion accompaniments. Listen to the accompaniment to a song. Identify large numbers of people playing and singing. Listen out for solo players.</p>	<p>Show the different sections of a song structure or piece of music through actions.</p>

			<p>and notate them. Explore and play by ear or from notation: • Five-note scale • Pentatonic scale</p>					
Vocabulary	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>							
Evolving Musical Repertoire	<p>The children will be taught to use the following musical terms whilst singing and listening:</p> <p style="text-align: center;">Pitch C, D, E, F, F#, G#, G, A, B, Bb</p> <p style="text-align: center;">Duration Semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers</p> <p style="text-align: center;">Rests Semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers</p> <p style="text-align: center;">Key C major, G major, F major, E major, A minor</p> <p style="text-align: center;">Time Signature C major, G major, F major, E major, A minor</p> <p>Children will have an awareness of their evolving musical repertoire whilst performing and will be taught the importance of and the skills associated with this.</p> <p>Children will listen and respond to music by learning to sing these songs and experiencing these genres of music:</p> <p>Songs Home Is Where The Heart Is Hallelujah Chorus From Messiah Let's Work It Out Together The Loco-Motion Please Be Kind Love What We Do Let's Groove When The Saints Go Marchin' In Jaws: Main Theme My Bonnie Lies Over The Ocean Your Imagination Disco Fever You're A Shining Star Amazing Grace Music Makes The World Go Round Friendship Song A Night On The Bare Mountain Family Double Beat Song Come On Over He's Got The Whole World In His Hands Porgy and Bess: Act 1, Summertime Why Does Music Make A Difference? The Young Person's Guide To The Orchestra Panda Extravaganza Michael Row The Boat Ashore The Nutcracker Suite, Op. 71A - Dance Of The Reed Flutes The Dragon Song The Firebird Suite: Finale Follow Me</p> <p>Styles Country Baroque Pop Disco Funk Jazz: New Orleans Film Music Folk: Sea Shanty Pop: Ballad Soul Musicals Romantic Rock Native American Gospel Jazz 20th Century Orchestral Hip Hop</p>							
Continuous provision	<p style="text-align: center;">Artist of the week and composer of the week during whole school assembly. Singing assembly Tuesday. Oxfordshire Music Service "First Access" Brass Lesson. Children take home their brass instrument for daily practise.</p>							

Retrieval practice	Flash cards to teach/remind children vocabulary for year group. Retrieve Artist or Composer of the week information during Friday assembly.							
Year group 4	Recognise and move in time with a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4. Respond to the 'offbeat' or 'backbeat'.	Recognise by ear and notation: •Semi breves, minims, crotchets, quavers and semiquavers • Dotted minims and dotted crotchets Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests. Create rhythm patterns by ear and using simple notation, which use semibreves, minims, crotchets and quavers. Understand and explain the difference between beat and rhythm. Recall the most memorable	Identify and explain what a melody is. Learn to sing and follow a melody by ear and from notation. Understand melodic movement up and down as pitch. Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D. Identify the following scales by ear or from notation: C major, F major, G major, A minor. Copy	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance	Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.	Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities. Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings. Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone,	Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create. Identify high and low solo voices and backing vocals, and talk about the different textures they create in the music. Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music. Explain the term 'unison' and the difference between unison and solo.	Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create. Identify high and low solo voices and backing vocals, and talk about the different textures they create in the music. Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music. Explain the term 'unison' and the difference between unison and solo.

rhythms in a song or piece of music

simple melodies by ear or from reading notation. Create melodies by ear and notate them. Identify and talk about the way vocals are used in a song. Identify and explain: • Harmony: two or more notes heard at the same time • Second part: a second musical part, usually a melodic line, that creates harmony. Explore chords I, IV and V in instrumental accompaniments. Explore intervals of 3rd, 5th and octaves. Identify the following tonal centres by ear or from notation: C major, F major, G major, A minor. Identify

trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesiser and electric guitar. Recognise the difference between the sound of high and low voices. Understand the importance of the vocal warm-up and its impact on the tone of the voice.

			and demonstrate a major and minor scale.					
Vocabulary	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.							
Evolving Musical Repertoire	<p>The children will be taught to use the following musical terms whilst singing and listening:</p> <p style="text-align: center;">Pitch F, G, A, Bb, C, D, E, F#, B</p> <p style="text-align: center;">Duration Minims, dotted crotchets, crotchets, quavers and semiquavers</p> <p style="text-align: center;">Rests Minims, dotted crotchets, crotchets, quavers and semiquavers</p> <p style="text-align: center;">Key C major, F major, G major, D major, A minor, D minor</p> <p>Children will have an awareness of their evolving musical repertoire whilst performing and will be taught the importance of and the skills associated with this.</p> <p>Children will listen and respond to music by learning to sing these songs and experiencing these genres of music:</p> <p>Songs Hoedown Go Tell It On The Mountain I'm Always There Trick Or Treat Martin Luther King Looking In The Mirror Take Time In Life It's All About Love Perdido Scarborough Fair Bring Us Together Mambo From West Side Story Old Joe Clark Bachianas Brasileiras No. 2 - The Little Train Of The Caipira Dance With Me Let Your Spirit Fly Symphony No. 5 4th Movement Frère Jacques On The Beautiful Blue Danube The Other Side Of The Moon Train Is A-Comin' O Eucharisti Oh Happy Day Romeo and Juliet, Overture-Fantasy A World Full of Sound You Can See It Through A Ceremony Of Carols</p> <p style="text-align: center;">The Octopus Slide Connect</p> <p>Styles Reggae Soul: Ballad R&B Pop Folk Jazz Disco Musicals Contemporary R&B Classical Rock Gospel Choral Electronic Dance Music Funk 20th and 21st Century Orchestral</p>							
Continuous provision	<p style="text-align: center;">Artist of the week and composer of the week during whole school assembly.</p> <p style="text-align: center;">Singing assembly Tuesday.</p> <p style="text-align: center;">Oxfordshire Music Service "First Access" Brass Lesson.</p> <p style="text-align: center;">Children take home their brass instrument for daily practise.</p>							
Retrieval practice	<p style="text-align: center;">Flash cards to teach/remind children vocabulary for year group.</p> <p style="text-align: center;">Retrieve Artist or Composer of the week information during Friday assembly.</p>							



Launton Church of England Primary School

Music Upper KS2



	Pulse/Beat /Metre	Rythmn	Pitch (melody)	Tempo	Dynamics	Timbre	Texture	Structure (form)
Year group 5	Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 5/4 and 6/8. Respond to the 'offbeat' or 'backbeat'.	Recognise by ear and notation: • Minims, dotted crotchets, quavers and their rests Recognise by ear and notation: • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted quavers, quavers and their rests Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation,	Identify and explain steps, jumps and leaps in the pitch of a melody. Learn to sing and follow a melody by ear and from notation. Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation. Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D. Identify the following scales by ear or from notation: C major, F major, D minor, G	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi	Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.	Recognise the following ensembles: • Gospel choir and soloist • Rock band • Symphony orchestra • A Cappella group Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesiser, saxophone, trumpet, harmonica, banjo, accordion, tuned and	Identify solos and instrumental breaks in songs and music. Talk about solo voices, backing vocals and different vocal textures. Identify changes in texture. Talk about the different textures created by intervals and chords.	Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures. Identify the instrumental break and its purpose in a song. Recognise phrases and repeated sections. Discuss the purpose of a bridge section.

		<p>which use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music</p>	<p>major, Eb major, C minor. Copy simple melodies by ear or from reading notation.</p>	<p>and musical styles.</p>		<p>untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute. Recognise the difference between the sound of high and low voices. Recognise tone colour and rapping</p>			
<p>Vocabulary</p>	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>								
<p>Evolving Musical Repertoire</p>	<p>The children will be taught to use the following musical terms whilst singing and listening:</p> <p style="text-align: center;">Pitch C, G, Ab, Bb, F, A, D, E, F#, G, Eb</p> <p style="text-align: center;">Duration Minims, dotted minims, dotted crotchets, crotchets, quavers dotted quavers semiquavers, triplet quavers</p> <p style="text-align: center;">Rests Minims, dotted minims, dotted crotchets, crotchets, quavers dotted quavers semiquavers, triplet quavers</p> <p style="text-align: center;">Key A minor, C minor, G major, F major, Ebmajor, C major, D minor, D major</p> <p style="text-align: center;">Time signature 2/4, 4/4, 6/8, 3/4, 5/4</p> <p>Children will have an awareness of their evolving musical repertoire whilst performing and will be taught the importance of and the skills associated with this.</p> <p>Children will listen and respond to music by learning to sing these songs and experiencing these genres of music:</p> <p>Songs Ghost Parade Lively Words Can Hurt His Eye Is On the Sparrow Joyful, Joyful The Sparkle In My Life Glassworks I. Opening Dreaming Of Mars Macaroni Sundae Get On Board Freedom Is coming Forever Always All Over Again Free Do You Ever Wonder? Erie Canal Dances In The Canebrakes No. 2, Tropical Moon Heroes Star Wars Episode IV: A New Hope Happy To Be Me Look Into The Night The Lark Ascending Breathe Stay Connected Keeping Time You And Me The Song Of Hiawatha: Overture Op. 30 A Bright Sunny Day Central Park In The Dark You Belong With Me</p> <p>Style 20th and 21st Century Orchestral Gospel Pop Minimalism Rock 'n' Roll Jazz: Contemporary South African Pop Reggae Film Music Hip Hop Funk Romantic Rhythm & Blues</p>								

Continuous provision	<p>Artist of the week and composer of the week during whole school assembly. Singing assembly Tuesday. "Play On" Brass Lessons offered.</p>							
Retrieval practice	<p>Flash cards to teach/remind children vocabulary for year group. Retrieve Artist or Composer of the week information during Friday assembly.</p>							
Year group 6	<p>Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4. Identify syncopation and swing.</p>	<p>Recognise by ear and notation: • Minims, crotchets, quavers, semiquavers and their rests Recognise by ear and notation: • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests Recognise by ear and notation: • 9/8 rhythm patterns • Dotted crotchets, triplet quavers and quaver notes and their</p>	<p>Identify major and minor tonality by ear and from notation Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D. Identify the following scales by ear or from notation: A minor, G major, D major, D minor, F major. Identify an interval of a</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi</p>	<p>Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood. Identify the connection between dynamics and texture, eg adding more players and/or</p>	<p>Recognise the following ensembles: • Pop group • A Cappella group • Gospel choir Identify instruments that add particular colour to a song or piece of music. Identify the following instruments by ear and through a range of media: • Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass</p>	<p>Sing and play instruments in different-sized groups. Identify solos and instrumental breaks in songs and music. Talk about solo voices, backing vocals and different vocal textures. Refer to repeated rhythmic or melodic patterns as riffs/ostinati. Talk about the different textures created by intervals and chords. Understand how texture builds throughout a</p>	<p>Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break. Talk about the purpose of musical structures. Identify where changes in texture and tonality help emphasise the contrasting sections in a song. Recognise that changing the tonality at different points</p>

		<p>rests Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music</p>	<p>major triad: 3rd, 5th. Identify an octave by ear or notation. Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Use chords C, F, G and A minor by ear or from notation. Identify the tonal centres of: A minor, G major, D major, D minor, F major. Identify and demonstrate the following scales by ear and from notation: Major scale, minor scale, pentatonic scale, blues scale</p>	<p>and musical styles. Recognise an effective use of tempo at the end of a son</p>	<p>singers makes the music louder.</p>	<p>guitar, drum kit, vocals, drum machine and synthesiser. • Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano. • Other instruments such as steel pans, harmonica, banjo and accordion.</p>	<p>piece as voices are layered.</p>	<p>within the song creates different sections to the structure.</p>
<p>Vocabulary</p>	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony</p>							

<p>Evolving Musical Repertoire</p>	<p>The children will be taught to use the following musical terms whilst singing and listening:</p> <p style="text-align: center;">Pitch C, D, E, F, G, A, B, B\flat, F\sharp, C\sharp, G\sharp, A\flat</p> <p style="text-align: center;">Duration Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers, dotted minims, triplet quavers</p> <p style="text-align: center;">Rests Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers, dotted minims, triplet quavers</p> <p style="text-align: center;">Key C major, G major, D major, A minor, D minor, E\flatmajor, F major, A major, F minor</p> <p style="text-align: center;">Time Signature 2/4, 4/4, 3/4, 5/4</p> <p>Children will have an awareness of their evolving musical repertoire whilst performing and will be taught the importance of and the skills associated with this.</p> <p>Children will listen and respond to music by learning to sing these songs and experiencing these genres of music:</p> <p>Songs Do What You Want To Fanfare For The Common Man It's All About Love Main Title Theme (From Schindler's List) Sunshine On A Rainy Day My Best Friend Why The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction Singing Swinging Star Roll Alabama Disco Fever 1812 Overture La Bamba Vakuru (Elders) Change Let's Rock Mazurka In G Minor, Op. 24 No. 1 Simple Gifts Danny Boy Friendship Should Never End Wake Up! We Shall Overcome Down By The Riverside You Belong With Me Dance The Night Away Heal The Earth My Funny Valentine Let's Go Surfin' So Amazing</p> <p>Styles Soul Pop 20th and 21st Century Orchestral Hip Hop Jazz: Swing Rock Disco Romantic Rock 'n' Roll Zimbabwean Pop Folk Gospel Salsa Reggae</p> <p style="text-align: center;">Musicals Film Music</p>
<p>Continuous provision</p>	<p style="text-align: center;">Artist of the week and composer of the week during whole school assembly.</p> <p style="text-align: center;">Singing assembly Tuesday.</p> <p style="text-align: center;">"Play On" Brass Lessons offered.</p>
<p>Retrieval practice</p>	<p style="text-align: center;">Flash cards to teach/remind children vocabulary for year group.</p> <p style="text-align: center;">Retrieve Artist or Composer of the week information during Friday assembly.</p>