

This document outlines the main learning across the year groups. This shows the build on knowledge and how they link to each other. This document allows the teachers to see where their year group / the term fits in the grand scale knowledge and learning.

We have selected the **Early Learning Goals** that link most closely to the **Music** national curriculum.

**Level Expected at the End of EYFS**

<p><b>Reception – Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul> <p><b>Reception – Physical Development</b></p> <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul> <p><b>Reception – Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p><b>ELG: Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
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**Key Stage 1 National Curriculum Expectations**

<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>• play tuned and untuned instruments musically;</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Key Stage 1 National Curriculum Expectations</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music;</li> <li>• listen with attention to detail and recall sounds with increasing aural memory;</li> <li>• use and understand staff and other musical notations;</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</li> <li>• develop an understanding of the history of music.</li> </ul>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Set up continuous provision in your classroom. See our <a href="#">Teacher guidance</a>	<a href="#">Celebration music</a>	<a href="#">Exploring sound</a>	<a href="#">Music and movement</a>	<a href="#">Musical stories</a>	<a href="#">Big band</a>
<b>Year 1</b>	<a href="#">Pulse and rhythm (Theme: All about me)</a>	<a href="#">Classical music, dynamics and tempo (Theme: Animals)</a>	<a href="#">Musical vocabulary (Theme: Under the sea)</a>	<a href="#">Timbre and rhythmic patterns (Theme: Fairy tales)</a>	<a href="#">Pitch and tempo (Theme: Superheroes)</a>	<a href="#">Vocal and body sounds: (Theme: By the sea)</a>
<b>Year 2</b>	<a href="#">African call and response song (Theme: Animals)</a>	<a href="#">Orchestral instruments (Theme: Traditional stories)</a>	<a href="#">Musical me</a>	<a href="#">Dynamics, timbre, tempo and motifs (Theme: Space)</a>	<a href="#">On this island: British songs and sounds</a>	<a href="#">Myths and legends</a>
<b>Year 3</b>	<a href="#">Ballads</a>	<a href="#">Creating compositions in response to an animation (Theme: Mountains)</a>	<a href="#">Developing singing technique (Theme: The Vikings)</a>	<a href="#">Pentatonic melodies and composition (Theme: Chinese New Year)</a>	<a href="#">Jazz</a>	<a href="#">Traditional instruments and improvisation (Theme: India)</a>
<b>Year 4</b>	<a href="#">Body and tuned percussion (Theme: Rainforests)</a>	<a href="#">Rock and roll</a>	<a href="#">Changes in pitch, tempo and dynamics (Theme: Rivers)</a>	<a href="#">Haiku, music and performance (Theme: Hanami)</a>	<a href="#">Samba and carnival sounds and instruments</a>	<a href="#">Adapting and transposing motifs (Theme: Romans)</a>
<b>Year 5</b>	<a href="#">Composition notation (Theme: Ancient Egypt)</a>	<a href="#">Blues</a>	<a href="#">South and West Africa</a>	<a href="#">Composition to represent the festival of colour (Theme: Holi festival)</a>	<a href="#">Looping and remixing</a>	<a href="#">Musical theatre</a>
<b>Year 6</b>	<a href="#">Advanced rhythms</a>	<a href="#">Dynamics, pitch and tempo (Theme: Fingal's Cave)</a>	<a href="#">Songs of WW2</a>	<a href="#">Film music</a>	<a href="#">Theme and variations (Theme: Pop Art)</a>	<a href="#">Composing and performing a Leavers' Song (6 lessons)</a>

Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand what is meant by:</p> <ul style="list-style-type: none"> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> </ul> <p>Be able to identify changes in:</p> <ul style="list-style-type: none"> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> </ul> <p>Be able to name different musical instruments</p>	<p>Understand what is meant by:</p> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Dynamic</li> <li>• Pitch</li> <li>• Pulse</li> <li>• Rhythm</li> </ul> <p>Be able to identify changes in:</p> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Dynamic</li> <li>• Pitch</li> <li>• Pulse</li> <li>• Rhythm</li> </ul> <p>Be able to identify the key features of different music styles</p>	<p>Understand what is meant by:</p> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Dynamic</li> <li>• Pitch</li> <li>• Pulse</li> <li>• Rhythm</li> </ul> <p>Be able to identify changes in:</p> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Dynamic</li> <li>• Pitch</li> <li>• Pulse</li> <li>• Rhythm</li> </ul> <p>Understand musical vocabulary used to describe music.</p> <p>Name and recognize different instruments.</p> <p>Begin to understand letter name notation.</p> <p>Be able to identify the structural features of different music styles</p>	<p>Understand what is meant by:</p> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Dynamic</li> <li>• Pitch</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Texture</li> <li>• Metre</li> </ul> <p>Be able to identify changes in:</p> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Dynamic</li> <li>• Pitch</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Texture</li> <li>• Metre</li> </ul> <p>Understand that music from different parts of the world and different times, have different features.</p> <p>Begin to understand musical vocabulary when discussing music and their own work.</p> <p>Understand letter name notation and rhythmic notation (graphic or staff score)</p> <p>Be able to identify and discuss the stylistic features of different music styles and genres.</p>	<p>Understand what is meant by:</p> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Dynamic</li> <li>• Pitch</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Texture</li> <li>• Metre</li> <li>• Improvisation</li> <li>• Transposition</li> <li>• Inversion</li> <li>• Looping</li> <li>• Motifs</li> </ul> <p>Be able to identify changes in:</p> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Dynamic</li> <li>• Pitch</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Texture</li> <li>• Metre</li> </ul> <p>Understand common features between different genres, styles and traditions of music.</p> <p>Recognise, name and explain the effect of the interrelated dimensions of music.</p> <p>Understand and recognise scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Understand basic staff notation, and identifying musical symbols.</p> <p>Use musical vocabulary to discuss the purpose of a piece of music.</p> <p>Be able to identify the key features of different music styles</p>	<p>Understand what is meant by:</p> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Dynamic</li> <li>• Pitch</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Texture</li> <li>• Metre</li> <li>• Improvisation</li> <li>• Transposition</li> <li>• Inversion</li> <li>• Looping</li> <li>• Motifs</li> <li>• Chord</li> <li>• Ostinato</li> </ul> <p>Be able to identify changes in:</p> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Dynamic</li> <li>• Pitch</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Texture</li> <li>• Metre</li> </ul> <p>Recognise the stylistic features of different genres, styles and traditions of music and describe these using musical vocabulary and explaining how these have developed over time.</p> <p>Use musical vocabulary to discuss the purpose and features of a piece of music</p> <p>Understand graphic and staff notation.</p>	<p>Understand what is meant by:</p> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Dynamic</li> <li>• Pitch</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Texture</li> <li>• Metre</li> <li>• Improvisation</li> <li>• Transposition</li> <li>• Inversion</li> <li>• Looping</li> <li>• Motifs</li> <li>• Chord</li> <li>• Ostinato</li> </ul> <p>Be able to identify changes in:</p> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Dynamic</li> <li>• Pitch</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Texture</li> <li>• Metre</li> </ul> <p>Understand how different musical eras influenced each other.</p> <p>Recognise the stylistic features of music and relate it to other aspects of the Arts (Pop art, film, music)</p> <p>Understand the purpose of a conductor.</p> <p>Understand graphic and staff notation.</p> <p>Use musical vocabulary to evaluate and describe the features of a piece of music.</p> <p>Know that the venue, occasion and purpose can affect the way music sounds.</p>

Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Listening, appraising, responding</b></p> <ul style="list-style-type: none"> <li>Listen to a range of high quality live and recorded music</li> <li>Respond to music with imaginative movement, using hand and whole body.</li> <li>Alter movement to reflect the tempo, dynamics or pitch of the music.</li> <li>Respond to music and lyrics by discussing how it makes them feel</li> <li>Exploring lyrics by suggesting appropriate actions.</li> <li>Explore the story behind the music and lyrics.</li> <li>Listen to and follow a beat using body percussion and instruments.</li> <li>Consider whether a piece of music has a fast, moderate or slow tempo.</li> <li>Listening to sounds and matching to the object or instrument.</li> <li>Listening to sounds and identifying high or low pitch.</li> <li>Listening to and repeating a simple pattern.</li> <li>Listening to and repeating simple lyrics.</li> <li>Understand that different instruments make different sounds and grouping them accordingly.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Playing untuned percussion 'in time' with a piece of music</li> <li>Selecting classroom objects to use as instruments.</li> <li>Experimenting with body percussion and vocal sounds to respond to music.</li> <li>Selecting appropriate instruments to represent action and mood.</li> <li>Experimenting with playing with instruments in different ways.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Using their voices to join in with well-known songs from memory.</li> <li>Remembering and maintaining their role within a group performance.</li> <li>Moving to music with instruction to perform actions.</li> <li>Participating in performances to a small audience.</li> <li>Stopping and starting playing at the right time.</li> </ul> <p><b>Celebration Music</b> <b>Exploring Sound</b></p>	<p><b>Listening, appraising, responding</b></p> <ul style="list-style-type: none"> <li>Listen to a range of high quality live and recorded music</li> <li>Recognising and understanding the difference between pulse and rhythm.</li> <li>Understanding that different types of sounds are called timbres.</li> <li>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</li> <li>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</li> <li>Describing the differences between two pieces of music.</li> <li>Expressing a basic opinion about music (like/dislike)</li> <li>Listening to and repeating short, simple rhythmic patterns.</li> <li>Listening and responding to other performers by playing as part of a group.</li> </ul> <p><b>Pulse and Rhythm</b> <b>Classical Music, dynamics and tempo</b> <b>Musical Activity</b> <b>Timbre and Rhythmic Pattern</b> <b>Pitch and Tempo</b> <b>Vocal &amp; Body Sounds</b></p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>Combining instrumental and vocal sounds within a given structure.</li> <li>Creating simple melodies using a few notes.</li> <li>Choosing dynamics, tempo and timbre for a piece of music.</li> <li>Creating a simple graphic score to represent a composition.</li> <li>Beginning to make improvements to their work as suggested by the teacher.</li> </ul> <p><b>Pulse and Rhythm</b> <b>Classical Music, dynamics and tempo</b> <b>Musical Activity</b> <b>Timbre and Rhythmic Pattern</b> <b>Pitch and Tempo</b> <b>Vocal &amp; Body Sounds</b></p> <p><b>Performing</b></p>	<p><b>Listening, appraising, responding</b></p> <ul style="list-style-type: none"> <li>Listen to a range of high quality live and recorded music</li> <li>Recognising timbre changes in music they listen to</li> <li>Recognising structural features in music they listen to.</li> <li>Listening to and recognising instrumentation.</li> <li>Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps.</li> <li>Identifying melodies that move in steps</li> <li>Listening to and repeating a short, simple melody by ear.</li> <li>Suggesting improvements to their own and others' work.</li> </ul> <p><b>Musical Me</b> <b>Orchestral instruments</b> <b>African call and response song</b> <b>On this island: British songs and sounds</b> <b>Myth and Legends</b> <b>Dynamics, timbre, tempo and motifs</b></p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>Creating simple melodies from 5 or more notes.</li> <li>Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>Using letter name and graphic notation to represent the details of their composition.</li> <li>Beginning to suggest improvements to their own work</li> </ul> <p><b>Musical Me</b> <b>Orchestral instruments</b> <b>African call and response song</b> <b>On this island: British songs and sounds</b> <b>Myth and Legends</b> <b>Dynamics, timbre, tempo and motifs</b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>Performing expressively using</li> </ul>	<p><b>Listening, appraising, responding</b></p> <ul style="list-style-type: none"> <li>Listen to a range of high quality live and recorded music</li> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</li> <li>Understanding that music from different parts of the world, and different times, have different features.</li> <li>Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>Beginning to show an awareness of metre.</li> <li>Recognising and beginning to discuss changes within a piece of music.</li> <li>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul> <p><b>Ballads</b> <b>Creating and Compositions in response to animation</b> <b>Developing singing technique and keeping in time</b> <b>Pentatonic melodies and composition</b> <b>Jazz</b> <b>Traditional instruments and improvisation</b></p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</li> <li>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>Suggesting and implementing improvements to their own work, using musical vocabulary.</li> </ul> <p><b>Ballads</b> <b>Creating and Compositions in response to animation</b></p>	<p><b>Listening, appraising, responding</b></p> <ul style="list-style-type: none"> <li>Listen to a range of high quality live and recorded music</li> <li>Recognising the use and development of motifs in music.</li> <li>Identifying gradual dynamic and tempo changes within a piece of music</li> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues).</li> <li>Identifying common features between different genres, styles and traditions of music.</li> <li>Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>Using musical vocabulary to discuss the purpose of a piece of music</li> <li>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul> <p><b>Body and Tuned Percussion</b> <b>Rock and Roll</b> <b>Changes in pitch, dynamics and tempo</b> <b>Haiku, music and performance</b> <b>Samba and carnival sounds and instruments</b> <b>Adapting and transposing motifs</b></p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>Beginning to improvise musically within a given style (Blues).</li> <li>Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>Creating a piece of music with at least four different layers and a clear structure.</li> <li>Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</li> <li>Suggesting improvements to</li> </ul>	<p><b>Listening, appraising, responding</b></p> <ul style="list-style-type: none"> <li>Listen to a range of high quality live and recorded music</li> <li>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical).</li> <li>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>Comparing, discussing and evaluating music using detailed musical vocabulary</li> <li>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work</li> </ul> <p><b>Composition notation</b> <b>Blues</b> <b>South and West Africa</b> <b>Composition to present the festival of colour</b> <b>Looping and remixing</b> <b>Musical Theatre</b></p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</li> <li>Improvising coherently within a given style.</li> <li>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>Using staff notation to record rhythms and melodies.</li> <li>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>Suggesting and demonstrating improvements to own and others' work</li> </ul> <p><b>Composition notation</b> <b>Blues</b> <b>South and West Africa</b> <b>Composition to present the festival of colour</b> <b>Looping and remixing</b> <b>Musical Theatre</b></p>	<p><b>Listening, appraising, responding</b></p> <ul style="list-style-type: none"> <li>Listen to a range of high quality live and recorded music</li> <li>Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> <li>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (pop art, film music).</li> <li>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li> </ul> <p><b>Advanced rhythms</b> <b>Dynamics, pitch and texture</b> <b>Songs of World War 2</b> <b>Film Music</b> <b>Theme and variations</b> <b>Composing and performing a leavers' song</b></p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Improvising coherently and creatively within a given style, incorporating given features.</li> <li>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</li> <li>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</li> <li>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> <li>Recording own composition using appropriate forms of notation and/or technology and incorporating.</li> <li>Constructively critique their own and others' work, using musical vocabulary</li> </ul> <p><b>Advanced rhythms</b></p>

<p>Music and Movement Musical Stories Big Band</p>	<ul style="list-style-type: none"> <li>Using their voices expressively to speak and chant.</li> <li>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> <li>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</li> <li>Copying back short rhythmic and melodic phrases on percussion instruments.</li> <li>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> <li>Performing from graphic notation.</li> </ul> <p>Pulse and Rhythm Classical Music, dynamics and tempo Timbre and Rhythmic Pattern Pitch and Tempo Vocal &amp; Body Sounds Musical Activity</p>	<p>dynamics and timbre to alter sounds as appropriate.</p> <ul style="list-style-type: none"> <li>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</li> </ul> <p>Musical Me Orchestral instruments African call and response song On this island: British songs and sounds Myth and Legends Dynamics, timbre, tempo and motifs</p>	<p>Developing singing technique and keeping in time Pentatonic melodies and composition Jazz Traditional instruments and improvisation</p> <p>Performing</p> <ul style="list-style-type: none"> <li>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</li> </ul> <p>Ballads Creating and Compositions in response to animation Developing singing technique and keeping in time Pentatonic melodies and composition Jazz Traditional instruments and improvisation</p>	<p>others work, using musical vocabulary.</p> <p>Body and Tuned Percussion Rock and Roll Changes in pitch, dynamics and tempo Haiku, music and performance Samba and carnival sounds and instruments Adapting and transposing motifs</p> <p>Performing</p> <ul style="list-style-type: none"> <li>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.</li> <li>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> <li>Playing syncopated rhythms with accuracy, control and fluency.</li> <li>Playing simple chord sequences (12 bar blues).</li> <li>Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology</li> </ul> <p>Body and Tuned Percussion Rock and Roll Changes in pitch, dynamics and tempo Haiku, music and performance Samba and carnival sounds and instruments Adapting and transposing motifs</p>	<p>Performing</p> <ul style="list-style-type: none"> <li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>Performing with accuracy and fluency from graphic and simple staff notation.</li> <li>Playing a simple chord progression with accuracy and fluency.</li> </ul> <p>Composition notation Blues South and West Africa Composition to present the festival of colour Looping and remixing Musical Theatre</p>	<p>Dynamics, pitch and texture Songs of World War 2 Film Music Theme and variations Composing and performing a leavers' song</p> <p>Performing</p> <ul style="list-style-type: none"> <li>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</li> <li>Performing a solo or taking a leadership role within a performance.</li> <li>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>Performing by following a conductor's cues and directions.</li> </ul> <p>Advanced rhythms Dynamics, pitch and texture Songs of World War 2 Film Music Theme and variations Composing and performing a leavers' song</p>
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Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sing – instrument – perform – percussion – pitch – rhythm – pulse – beat</p>	<p>Pulse - dynamic - rhythm - pitch - timbre - tempo - graphic score - vocal sounds - in time - accelerando - compose - chant - round</p>	<p>- Structure - notation - dynamics - tempo - timbre - rhythm - call and response - composition - melody - pulse - compose - notation - graphic score - stave - layers - verse - chorus - instrumental - structure - texture - strings - woodwind - brass - percussion - sound effects - composer - motif - soundscape - inspiration</p>	<p>Ballad - compose - stanza - solo - ensemble - expression - lyrics - chorus - compose - notation - graphic score - stave and letter notation - composition - melody - soundscape - rhythm - transpose - major - minor - parts - duration - crescendo - pentatonic - Bollywood - tal - rag - drone - improvising</p>	<p>Motif - ostinato - riff - rhythm - backing track - transpose - sharp notes - flat notes - notation - graphic score - stave - letter notation - rhythmic notation - appraising - melody - rhythm - contrast - layers - transition - col legno - pizzicato - haiku - glissando - staccato - improvising - inspiration - bass line - walking bass - in time - hand jive - in tune - pitch - dynamics - tempo - syncopation - off beat - break - acapella - rounds - harmony - cue</p>	<p>12 bar blues - chord - scale - ascending - descending - blues scale - improvisation - bent notes - bar - quaver - composer - librettist - lyricist - director - musical director - choreographer - action song - transition - score - script - chord progression - major chord - minor chord - break - call and response - acapella - soloist - duo - ostinato - polyrhythms - syncopation - rest - metronome - melody - motif - unison - verse - notation - tempo - ensemble - structure -crotchet - minim - dotted minim - semibreve - layers - loop - remix - fragment - back beat -</p>	<p>Chromatics - composition - evoke - graphic score - imagery - improvise - major key - minor key - modulates - notate - pitch - sound effect - soundtrack - tremolo - unison - lyrics - tempo - presto - allegro - largo - accelerando - ritardando - arrangement - chords - chord progression - melody - dynamics - crescendo - diminuendo - forte - piano - verse - chorus - structure - rhyming pattern - backing track - expression - diaphragm - melody - melody line - counter melody - score - graphic score - depict - composition - conductor - ensemble - pulse - phrase - rhythm - 3/4time - 4/4time - orchestra - strings - woodwind - brass - percussion - canon - compose - Kodaly method - music critic</p>