



Bure Park Primary School

Subject Music

- **Overview & Rationale**
- **Scheme of Work**
- **Progression of Skills & Year Group End Points**

Overview and Rationale

Music at Bure Park Primary School plays a central role in developing children's musical imagination, skills and enjoyment. Through curriculum provision, extra-curricular activities, performances and whole-school events, our aim is to nurture creativity, confidence and a lifelong love of music.

Music contributes to a broad and balanced curriculum and is taught as part of the National Curriculum, supported by the Model Music Curriculum (2021) which is delivered through the Charanga Scheme of Work. This policy outlines the purpose, nature and management of music teaching at Bure Park Primary School.

At Bure Park Primary School, we aim to:

- Enable every child to fulfil their musical potential.
- Encourage creativity, imagination and responsiveness.
- Support personal development, self-expression and community engagement.
- Provide opportunities for performance and experimentation.
- Develop awareness of music's role within culture and society.
- Engender a lifelong love of music.

Early Years Foundation Stage



End points for EYFS

Through our EAD provision, all pupils will be able to

Listen and Respond:

- Understand that there are different kinds of music
- Listen to a piece of music attentively
- Discuss changes and patterns as a piece of music develops

Share, Create and Perform:

- Explore and engage in music making, performing solo and in groups
- Be able to keep a steady beat
- Move in time with a pulse and respond to changes
- Create their own music
- Perform to an audience

Singing:

- Play pitch matching games, hum or sing short phrases which are copied
- Sing songs with or without words


- Sing call and response songs

Key Stages 1 & 2

	Autumn Term	Spring Term	Summer Term
Year 1	My Musical Heartbeat Dance, sing and play	Exploring sounds Listening to Learn	Having fun with improvisation Let's perform together
Year 2	Pulse, Rhythm and Pitch Playing in an Orchestra	Inventing a musical story Recognising different sounds	Exploring improvisation Our big concert
Year 3	Writing music down Playing in a band	Compose using your imagination More Musical Styles	Enjoying improvisation Opening Night.
Year 4	Exploring feelings when you play	Enjoying Musical Styles	The Show must go on Introduction to the Yu Studio
Year 5	Sing and Play in Different Styles.	Enjoying Musical Styles	Battle of the Bands Yu Studio A Spooky Story
Year 6	Developing Ensemble Skills	Musical Styles – Connect Us	Farewell Tour Yu Studio Grime

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Musicianship	Listen and Respond	Singing	Instruments	Improvisation	Composition	Performance
<p>To understand and demonstrate the difference between pulse, rhythm and pitch</p> <p>How to move in time with a steady beat/pulse.</p> <p>To copy back simple long and short rhythms with clapping</p> <p>To copy back singing simple high and low patterns.</p>	<p>To describe their thoughts and feelings when listening to the music, including why they like or don't like the music.</p> <p>To recognise some band and orchestral instruments.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand different styles of music</p> <p>To identify a fast or slow tempo.</p>	<p>Try to understand the meaning of the song.</p> <p>Begin to demonstrate good singing posture – standing up straight with relaxed shoulders</p> <p>Try to follow the leader or conductor</p> <p>To add actions and/or movement to a song.</p> <p>To sing unit songs from memory.</p>	<p>To play a part on a tuned or untuned instrument by ear. Decide to play Part 1 or Part 2.</p> <p>To learn to treat instruments carefully and with respect.</p> <p>To rehearse and perform their parts within the context of the unit song.</p> <p>To play together with everybody while keeping in time with a steady beat.</p> <p>To perform short, repeating rhythm</p>	<p>To understand that improvisation is about making up your own very simple tunes on the spot.</p> <p>To understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>To follow a steady beat and stay 'in time'.</p> <p>To improvise simple vocal patterns using question-and-answer phrases.</p>	<p>Begin to understand that composing is like writing a story with music.</p> <p>Use simple notation if appropriate:</p> <p>To create a simple melody using crotchets and minims.</p> <p>To explore sounds and create their own melodies.</p> <p>To perform their simple composition/s using two, three, four or five notes.</p>	<p>To show their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance</p> <p>To add actions and perhaps movement to the song.</p> <p>To perform the song from memory.</p> <p>To follow the leader or conductor.</p> <p>To talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p>

	To identify loud and quiet sounds as an introduction to understanding dynamics		patterns (ostinati or riffs) while keeping in time with a steady beat.			
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 <h2 style="text-align: center;">End points for Year 1</h2> <p style="text-align: center;">Pupils can:</p>	<h3>Listen and Respond</h3> <ul style="list-style-type: none"> ● I can feel the pulse by moving my body to the music ● I can say what I like or dislike about a piece of music and describe how it makes me feel. ● I can concentrate and listen to a piece of music. ● I can use some musical words to describe a piece of music. ● I can recognise some musical instruments and name them. ● I can recognise if the music is fast or slow. ● I understand that tempo describes how fast or slow the music is. ● I can recognise if the music is loud or quiet. ● I can talk about the songs and pieces we have listened to and any songs that are similar. ● I can talk about different styles of music and where they might come from in the world.
<h3>Musicianship</h3> <ul style="list-style-type: none"> ● I can move in time with a steady beat. ● I can find the pulse of the music by moving my body. ● I can listen to, copy and repeat a simple rhythm through call and response. ● I can listen to, copy and repeat a simple melody using my voice. ● I understand that the pulse or beat of the music is like a heartbeat that doesn't stop. ● I understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music. ● I can sing high or low sounds, demonstrating an understanding of pitch. 	

<p>Singing</p> <ul style="list-style-type: none"> ● I can sing and/or rap as part of a group. ● I can demonstrate good posture when singing ● I can sing some songs and sections of songs from memory ● I can sing a solo, demonstrating some level of confidence. ● I can sing a solo with confidence. ● I can explain what the song is about. ● I can follow the leader of the group and take simple directions. ● I can add appropriate actions and movement to the songs I sing. 	<p>Instruments</p> <ul style="list-style-type: none"> ● I can play a tuned and/or untuned percussion instrument carefully and with respect. ● I can rehearse a part effectively to improve my overall performance ● I can play my instrument as part of an ensemble in time to a pulse and/or steady beat ● I can perform repeated rhythmic patterns in time to a backing track. 	
<p>Improvisation</p> <p>I know that when I improvise, I am making up my own tune.</p> <p>I can use some notes to create an improvised rhythm/melody.</p> <p>I can stay in time with the music when I improvise</p> <p>I can use call and response/question-and-answer to improvise simple vocal patterns. I can use call and response/question-and-answer to improvise simple vocal patterns.</p> <p>I can use rhythm and/or pitch to improvise over a steady pulse.</p>	<p>Composition</p> <ul style="list-style-type: none"> ● I can compose a melodic line with direction, creating a beginning and an end using the home key. ● I can explore pitch and rhythm when composing. ● I can evaluate my composition through performance, using up to five notes. ● I can write my melody using manuscript/online resources and/or graphic scores. ● I can recognise signs and symbols that equate to the note value of one and two beats. 	<p>Performance</p> <ul style="list-style-type: none"> ● I can perform the song with my class, without any help from the teacher. ● I can explain why we chose the song/s to perform. ● I can perform the song confidently with movement and/or actions. ● I can perform the song from memory ● I can follow the leader or conductor ● I can say what I liked or enjoyed about the performance and what could have been better. ● I can collectively plan a performance, including activities appropriate for an audience. ● I can explain the Musical Spotlight and how music and songs have a Social Theme, ie how music brings us together.

K e y V o c a b u l a r y	<p>Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure and Form, Notation.</p> <p>Actions, audience, band, beat, brass instruments, chorus, clap, compose, composer,, concert, copy back, count, count in, dance, fast and slow, glockenspiel, high and low sounds, imagination, improvise, instrument, introduction, listen, loud and quiet sounds, march, melody, musician, note, nursery rhyme, , orchestra, outro, percussion, perform,, play, player, question and answer, rap, singer, smooth and spiky sounds, Song songwriter, sound, steady,string instruments,, verse, vocals, voice, warm up, words of the song.</p> <p><i>In addition, please refer to the Key vocabulary for the previous years.</i></p>
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Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Musicianship	Listen and Respond	Singing	Instruments	Improvisation	Composition	Performance
To understand the difference between creating a rhythm	To describe their thoughts and feelings when hearing the	To demonstrate good singing posture.	To play a part on a tuned or untuned	To understand that improvisation is about making up your own	Continue to understand that	To show a simple understanding of the Musical Spotlight and Social Theme,

<p>pattern and a pitch pattern.</p> <p>Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>To recognise long and short sounds, matching them to syllables and movements.</p> <p>To move in time and keep a steady beat together.</p> <p>To create their own rhythmic and melodic patterns.</p> <p>Continue to copy back simple rhythmic patterns using long and short.</p> <p>Continue to copy back simple melodic patterns using high and low</p> <p>To sing short phrases independently.</p> <p>Continue to learn to watch and follow a steady beat.</p>	<p>music.</p> <p>To describe what they see in their individual imaginations when listening to the piece of music.</p> <p>To talk about why they like or don't like the music.</p> <p>To discuss together what the song or piece of music might be about.</p> <p>To talk about any other music they have heard that is similar.</p> <p>Begin to understand the concept of there being different styles of music.</p> <p>To discuss the style of the music.</p> <p>To describe differences in tempo and dynamics with more confidence.</p> <p>To recognise some band and orchestral instruments.</p> <p>Continue to talk about where music might fit into the world.</p> <p>To invent different actions to move in time with the music.</p>	<p>To sing to try to communicate the meaning of the words.</p> <p>To sing as part of a choir</p> <p>To sing songs from memory</p> <p>To sing with more pitching accuracy.</p> <p>To understand and follow the leader or conductor.</p> <p>To listen for being 'in time' or 'out of time'.</p> <p>To add actions and perhaps movement to a song.</p>	<p>instrument by ear (either Part 1 or Part 2).</p> <p>To treat instruments carefully and with respect.</p> <p>To rehearse and perform their parts within the context of the unit song.</p> <p>To play together with everybody while keeping in time with a steady beat.</p> <p>To perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p>	<p>very simple tunes on the spot.</p> <p>Begin to create personal musical ideas using the given notes.</p> <p>To follow a steady beat and stay 'in time'.</p>	<p>composing is like writing a story with music.</p> <p>To explore and create graphic scores: To create musical sound effects and short sequences of sounds in response to music and video stimuli.</p> <p>To create a story, choosing and playing classroom instruments</p> <p>To perform their simple composition/s using two, three, four or five notes</p> <p>To start and end their tune/s on note one</p> <p>To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces</p> <p>To create and perform their own rhythm patterns with stick notation, including crotchets, quavers and minims.</p> <p>To use music technology, if available, to capture,</p>	<p>and how they have influenced their performance.</p> <p>To talk about the performance afterwards, saying what they enjoyed and what they think could have been better.</p> <p>To rehearse a song and then perform it to an audience, explaining why the song was chosen.</p> <p>To add actions to the song.</p> <p>To perform the song from memory.</p> <p>To follow the leader or conductor</p>
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<p>To play copy-back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion</p> <p>To create rhythms using word phrases as a starting point</p>	<p>To move, dance and respond with their bodies in any way they can.</p> <p>To find and try to keep a steady beat.</p> <p>To identify a fast or slow tempo.</p> <p>To identify loud and quiet sounds as an introduction to understanding dynamics.</p> <p>To mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>To walk in time to the beat of a piece of music</p>				<p>change and combine sounds.</p> <p>Use notation, if appropriate: To create a simple melody using crotchets and minims.</p>	
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End points for Year 2

Pupils can:

Listen and Respond

<p>Musicianship</p> <ul style="list-style-type: none"> ● I can move in time with a steady beat. ● I can find the pulse of the music by moving my body. ● I understand that rhythm is a pattern of long and short sounds which are performed over the pulse of the music. ● I can listen to, copy and repeat a simple rhythm. ● I understand that pitch describes how high or low sounds are. ● I can listen to, copy and repeat a simple melody using varied rhythm and pitch when I sing on my own. ● I can follow a steady beat. I can follow the leader of the group or the conductor. ● I understand that when the speed of the music changes, the tempo increases/decreases. ● I can improvise a simple rhythm using different instruments, including my voice. ● I can clap a rhythm that I have made up by myself. ● I can clap the rhythm of my name, pet or favourite colour. 	<ul style="list-style-type: none"> ● I can find the pulse/steady beat and move in time to the music ● I can keep a steady beat in my head ● I can feel the pulse and move in time with the music. ● I can describe my emotions and thoughts when listening to a piece of music. ● I can explain why I like or don't like a piece of music. ● I can recognise the difference between fast and slow tempos. ● I can recognise the difference between loud and soft dynamics. ● I can recognise the differences between two varying styles of music. ● I can point out the differences and similarities between the varying styles. ● I can discuss as a class what the music might be about and relate it to music I have listened to in the past. ● I can tap the pulse of a piece of music and recognise changes/fluctuations in tempo. ● I can describe the tempo as fast or slow and dynamics as loud and soft, with confidence ● I can recognise some musical instruments within their family groups. ● I can listen to music from around the world and talk about its features.
<p>Singing</p> <ul style="list-style-type: none"> ● I can sing as part of a group, in unison or in two parts ● I can take the lead and perform solo. ● I can demonstrate and maintain good posture when singing. ● I can memorise songs in preparation for performance ● I can sing with fluency and accuracy of pitch. ● I can sing as part of a choir/group and follow directions. ● I can communicate the words of the song effectively. ● I can listen effectively when performing to ensure accuracy of pulse. ● I can add appropriate actions and movement to the songs I sing. 	<p>Instruments</p> <ul style="list-style-type: none"> ● I can use tuned and untuned classroom percussion instruments to perform accompaniments and/or melodies ● I can rehearse and then perform sections of music with accuracy. ● I can use instruments respectfully and treat them with care ● I can perform as part of a group/ensemble, keeping in time with a steady beat. ● I can perform as a group or solo passages of music, keeping in time with a steady beat.

Improvisation	Composition	Performance
<ul style="list-style-type: none"> ● I can recall musical sequences to build ideas around any given note/s to a steady pulse. ● I can use tuned and untuned classroom percussion instruments to improvise and compose. 	<ul style="list-style-type: none"> ● I can use tuned and untuned classroom percussion instruments to improvise and compose. ● I understand that I can start and finish a composition on the 'home' note. ● I can compose a melodic line with direction, creating a beginning and an end using the home key. ● I can create a sound using tuned and untuned percussion instruments in response to a stimulus. ● I can use musical symbols to compose simple pieces of music. ● I can use classroom instruments to help narrate a story. ● I can compose simple rhythms using basic stick notation. ● I can use music technology to create, edit and combine sounds. ● I can create a simple melody using crotchets and minims. 	<ul style="list-style-type: none"> ● I can practise, rehearse and perform music to an audience with confidence. ● I can introduce a song, explaining why it was chosen. ● I can add actions to a song, where appropriate ● I have an understanding of the musical themes and how they have shaped my performance. ● I can perform a song from memory. ● I can follow the leader or conductor. ● I can talk about my performance, considering what was good and what could be improved

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Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure and Form, Notation.

Accordion, bass drum, bassoon, brass band, Calypso, canon, , choir, Choral music, clarinet, conductor, cornet,dynamics, Hammond organ, euphonium, Film Music, Folk music, French horn, horn section, hymn, improvisation, Kwela, layers of sound, lead singer/vocals, lyrics, major, melody, minor, mouthpiece, oboe, off-beat rhythms, one-man band, opera, penny whistle, performance, performer, piano accompaniment, pianola, piccolo, Ragtime, recorder, records, reeds, Rock 'n' Roll, round, Romantic music, scat singing, side drum (or snare drum),detached sounds,, structure and form, musical style, sustain pedal, symphony, , tambourine, time signature, timpani, trio, trombone, vibraslap, woodblock, woodwind instruments.

In addition, please refer to the Key vocabulary for the previous years.

Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Musicianship	Listen and Respond	Singing	Instruments	Improvisation	Composition	Performance
<p>The beginnings of formal notation, linking sounds to symbols and that music has its own language. Start learning about basic music theory:</p> <ul style="list-style-type: none"> ● Staves ● Lines and spaces ● Clefs ● Crotchets ● Minims ● Paired quavers <p>Introduce and understand the differences between crotchets and paired quavers.</p> <p>Begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests</p> <p>To identify the names of some pitched notes on a stave.</p>	<p>To talk about what the song or piece of music means.</p> <p>To identify and describe their feelings when hearing the music, including why they like or don't like the music.</p> <p>To use appropriate musical language to describe and discuss the music.</p> <p>Start to use musical concepts and elements with more confidence when talking about the music.</p> <p>To recognise that some instruments are band instruments and some are orchestral instruments, identifying specific instruments if they can</p> <p>To talk about where the music fits into the world</p> <p>To think about and discuss why the song or piece of music was</p>	<p>To demonstrate good singing posture.</p> <p>To discuss together what the song or piece of music might be about.</p> <p>To sing the unit songs from memory.</p> <p>To listen for being 'in time' or 'out of time', with an awareness of following the beat.</p> <p>To sing more expressively, with attention to breathing and phrasing.</p> <p>To follow the leader or conductor confidently</p> <p>To perform actions confidently and in time.</p>	<p>To play a part on a tuned instrument, by ear or from notation.</p> <p>To play the instrumental part they are comfortable with and swap when appropriate</p> <p>To treat instruments carefully and with respect.</p> <p>To play their instruments with good posture and technique</p> <p>To play the right notes with secure rhythms</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To play together with everybody while keeping the beat.</p>	<p>To become more skilled in improvising; perhaps trying more notes and rhythms, including rests or silent beats.</p> <p>To think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other</p> <p>To follow a steady beat and stay 'in time' when improvising.</p>	<p>To successfully create a melody in keeping with the style of the backing track. This could be to:</p> <p>Compose over a simple chord progression.</p> <p>Compose over a simple groove.</p> <p>Compose over a drone</p> <p>To include a home note to provide a sense of an ending; coming home.</p> <p>To give the melody a shape</p> <p>To describe how their melodies were created</p> <p>To start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>To compose song accompaniments on tuned and untuned percussion, using</p>	<p>To plan, rehearse and perform a song to an audience that has been learned in the lesson, from memory or with notation, with confidence</p> <p>To explain why the song was chosen.</p> <p>To show their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance</p> <p>To talk about the strengths of the performance, how they felt and what they would like to change</p> <p>To introduce the performance with an understanding of what the song is about and to comment on any other relevant connections.</p> <p>To reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc</p> <p>To include any actions, instrumental parts/improvisatory</p>

<p>To identify if a song is major or minor</p> <p>To play and sing in the time signatures of 2/4, 3/4 and 4/4.</p> <p>To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>To recognise and move in time with the beat.</p> <p>To create rhythms using word phrases as a starting point.</p> <p>To recognise long and short sounds and match them to syllables and movements</p>	<p>written and what it might mean.</p> <p>To discuss the style of the music and any other music they have heard that is similar.</p> <p>To find the beat or groove of the music.</p> <p>To invent different actions and move in time with the music.</p>				<p>known rhythms and note values.</p> <p>To use simple dynamics.</p> <p>To create a tempo instruction.</p> <p>To use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns</p>	<p>ideas/composed passages within the rehearsal and in the performance.</p> <p>To follow the leader or conductor.</p>
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End points for Year 3

Pupils can:

Musicianship:

- I understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols.
- These symbols can be written on a staff, helping us to remember what we are going to sing and play.
- I can sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music.
- I can copy back simple patterns aurally and visually, following basic notation.
- I can improvise using simple patterns that include basic rhythms
- I can move in time with a steady beat.
- I know the pulse or beat of the music is like a heartbeat that doesn't stop.
- I can recognise various notes and equivalent rests on a staff and understand their note values.
- I can identify the position of some notes on a staff.
- I can recognise a major sound.
- I can recognise a minor sound.
- I can move in time with a steady beat in simple time.
- I can find the pulse of the music by moving my body.
- I can clap a rhythm that I have made up by myself.
- I can clap the rhythm of my name, pet or favourite colour.

Listen and Respond:

- I can communicate to others my thoughts and feelings about the music that I listen to.
- I can find the pulse of songs/music, with confidence.
- I can clap the beat of the music, accentuating the first beat of the bar.
- I can confidently move in time to the music and create suitable actions.
- I can communicate to others the meaning of the song or music.
- I can talk about the musical features relating to the style of the music.
- I can communicate effectively the emotions I feel when listening to music.
- I can express an opinion as to why I like or dislike a piece of music
- I can discuss a piece of music using appropriate musical language.
- I can confidently recognise a range I can compare and contrast songs of similar styles of musical instruments within their family groups.
- I can listen to music from around the world and talk more confidently about their features.
- I can think about and discuss what the music might be about, why it was written and the meaning of the song.

Singing:

- I can sing songs in unison and in multiple parts with increasing confidence.
- I can demonstrate good singing posture when rehearsing/performing
- I can sing songs confidently from memory.
- I can listen and respond confidently to ensure awareness of time when following the beat.
- I can sing, paying attention to clear diction and articulation
- I can sing with expression.
- I can sing with attention to good posture, breathing and phrasing.
- I can sing a solo when required.
- I can discuss as part of a group what the song might be about.
- I can confidently follow the leader or conductor.
- I can sing expressively, with attention to the meaning of the words.
- I can confidently perform actions in time with the music.
- I can sing a collection of songs in unison, of varying styles and structures.

Instruments:

- I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence
- I can understand some formal, written notation which includes crotchets and their equivalent rests.
- I can play securely with good levels of accuracy
- I can play as part of an ensemble keeping a steady beat
- I can follow musical directions as part of an ensemble or as a soloist.
- I can use instruments respectfully and treat them with care.
- I can demonstrate good posture when playing my instrument.
- I can demonstrate a good technique for the instrument I am playing.

Improvisation

- I understand that improvisation is when you make up your own melody
- I can improvise successfully, listening and responding to stimuli from the unit backing track.
- I sometimes use silent beats (rests) within my improvisation.
- I can create simple rhythms to build phrases using limited notes.

Composition

- I understand that composition is when a composer writes down and records musical ideas.
- I can compose a simple melody in response to musical stimuli
- I can write a melody that starts and ends on the home note.

- I can perform my own composition using the notes I have chosen
- I can shape the melody by using conjunct and disjunct movements (moving in steps and leaps) in a structured fashion.
- I can describe how my melody was created
- I can use a simple structure when composing.
- I know my composition has a start, a middle and an end.
- I know my composition has two contrasting sections
- I can use simple dynamics and tempo to express loud and quiet/fast and slow
- I can compose basic song accompaniments using pulse and rhythm on tuned and untuned percussion instruments
- I can create simple rhythmic patterns using both notes and rests.

Performance:

- I can play and perform in solo or ensemble contexts, with confidence.
- I can explain why a song was chosen and in what context
- I have an understanding of the musical themes and how they have shaped my performance.
- I can follow the leader or conductor
- I can talk about/evaluate my performance, considering what was good and what could be improved
- I can introduce the song and explain why it was chosen, focusing on relevant personal connections.
- I can include musical ideas/passages within a rehearsal to enhance future performances.
- I can express how my performance affected me emotionally.

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Key Vocabulary

Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure and Form, Notation.


20th and 21st Century Orchestral music, Appalachian music, articulation, backing track, Ballad, bar, barline, Baroque music, Blues, clef, crotchet, Disco, dotted crotchet, expression, Film & TV Soundtracks, forte (Italian musical term for 'loud'),hook, intro, key signature, legato (Italian musical term for 'smooth'), major, minim, minor, Native American music, New Orleans Jazz, notation, ostinato, pentatonic scale, piano (Italian musical term for 'quiet/soft') quaver, repeats, rests, rhythmic patterns, riff, semibreve, semiquaver, scale, Sea Shanty, staccato (Italian musical term for 'detached'), stave, texture (layers of sound), time signature, tune.

In addition, please refer to the Key vocabulary for the previous years.

Year 4	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Musicianship	Listen and Respond	Singing	Instruments	Improvisation	Composition	Performance
<p>The beginnings of formal notation, linking sound to symbol.</p> <p>That music has its own language.</p> <p>Start learning about basic music theory:</p> <ul style="list-style-type: none"> ● Staves ● Lines and spaces ● Clefs ● Crotchets ● Minims 	<p>To talk about the words of a song.</p> <p>To think about why the song or piece of music was written.</p> <p>To recognise the style of music they are listening to.</p> <p>To recognise different styles and any important musical features that distinguish the style.</p> <p>To discuss the structures of songs.</p>	<p>To rehearse and learn songs from memory and/or with notation.</p> <p>To talk about the different styles of singing used for different styles of song.</p> <p>To talk about how the songs and their styles connect to the world</p> <p>To sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>To sing as part of a choir with awareness of size: the larger the ensemble, the thicker</p>	<p>To rehearse and play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and D major.</p> <p>To rehearse and perform their parts within the context of the unit song.</p> <p>To treat instruments carefully and with respect.</p> <p>To play their instruments with good posture and technique.</p>	<p>To explore improvisation within a major scale, using more notes.</p> <p>To improvise on a limited range of pitches on the instrument they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>To improvise over a simple chord progression/groove.</p>	<p>To compose over a simple chord progression.</p> <p>To compose over a groove</p> <p>To use music technology, if available, to capture, change and combine sounds.</p> <p>To start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>To use simple dynamics</p>	<p>To explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>To communicate the meaning of the words and articulate them clearly.</p> <p>To reflect on the performance and how well it suited the occasion</p> <p>To discuss and respond to any feedback; to consider how future performances might be different.</p> <p>To rehearse and enjoy the opportunity to share what</p>

<ul style="list-style-type: none"> Paired quavers <p>Introduce and understand the differences between crotchets and paired quavers.</p> <p>To begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests.</p> <p>To identify the names of some pitched notes on a stave.</p> <p>To play and sing in the time signatures of 2/4, 3/4 and 4/4</p> <p>To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests.</p> <p>To internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time</p> <p>To create rhythms using word phrases as a starting point.</p> <p>To recognise long sounds and short sounds, and match</p>	<p>To explain what a main theme is and identify when it is repeated.</p> <p>To identify: Call and response A solo vocal or instrumental line and the rest of the ensemble A change in texture Articulation of certain words Programme Music To understand what a musical introduction is and its purpose.</p> <p>To recall (by ear) memorable phrases heard in the music</p> <p>To identify major and minor tonalities</p> <p>To recognise the sound and notes of the pentatonic scale, by ear and from notation</p> <p>To describe legato and staccato</p> <p>To find and demonstrate the steady beat. To identify 2/4, 3/4, and 4/4 metre.</p>	<p>and richer the musical texture.</p> <p>To demonstrate vowel sounds, blended sounds and consonant</p> <p>To sing 'on pitch' and 'in time'.</p> <p>To sing expressively, with attention to breathing and phrasing. To sing expressively, with attention to staccato and legato.</p>	<p>To play the right notes with secure rhythms</p> <p>To play together with everybody while keeping the beat.</p> <p>To listen to and follow musical instructions from a leader.</p>		<p>To create a tempo instruction</p> <p>To compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>To create a melody using crotchets, minims, quavers and their rests. To use a pentatonic scale</p> <p>Begin to understand the structure of the composition.</p> <p>To explain a composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p> <p>To include the home note to provide a sense of an ending; coming home.</p> <p>To perform their simple composition/s using their own choice of notes.</p>	<p>has been learnt in the lessons.</p> <p>To perform, with confidence, a song from memory or using notation.</p> <p>To play and perform melodies following staff notation, using a small range of notes, as a whole class or in small groups.</p> <p>To include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p>
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<p>them to syllables and movements.</p> <p>To listen and copy more complex rhythmic patterns, by ear or from notation</p> <p>To copy back more complex melodic patterns</p>	<p>To identify the tempo as fast, slow or steady.</p>					
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 <h3 style="text-align: center;">End points for Year 4</h3> <p style="text-align: center;">Pupils can:</p>	<h3 style="text-align: center;">Listen and Respond</h3> <ul style="list-style-type: none"> ● I can talk about the words of a song and explain why the song/music was written. ● I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time. ● I can identify the difference between a fast, steady and slow tempo, using appropriate vocabulary ● I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. ● I can recognise and discuss sections of music from various styles and genres
<h3>Musicianship</h3> <ul style="list-style-type: none"> ● I can copy increasingly challenging rhythms using body percussion and untuned instruments ● I can understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave. ● I can perform with an understanding of simple time signatures. ● I can copy back and improvise a rhythm using varied note lengths and their equivalent rests ● I can move in time with a beat, recognising the accentuated first beat of the bar. 	

<ul style="list-style-type: none"> ● I can hear a note and suggest its length in relation to other notes over a steady pulse ● I can identify some pitched note names on the treble stave. ● I can use short sentences to create rhythmic patterns, recognising patterns of long and short sounds. ● I can match rhythmic patterns to movement. ● I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually. ● I can copy back more complex melodic patterns as a call and response exercise, both aurally and visually 	<ul style="list-style-type: none"> ● I can confidently recognise thematic material within a piece when this is repeated and if there are variations ● I can identify various compositional techniques within a vocal performance that will alter the mood and/or texture. ● I understand the importance of a musical introduction and the information it offers ● I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music ● I can confidently recognise the difference between major and minor tonalities ● I can recognise the sound and tonal structure of a pentatonic scale, both visually and aurally ● I can describe the differences between legato and staccato, identifying these articulatory effects when heard.
<p>Singing</p> <ul style="list-style-type: none"> ● I can rehearse a song and learn it from memory, both aurally and visually ● I can sing songs that have different simple time signatures ● I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. ● I understand that phonetics creates various sounds when singing. The vowel gives the length on a note while the consonant creates percussive timbres ● I can sing on pitch and in time, adjusting for accuracy when needed. ● I can sing with attention to phrasing on my own or as directed. ● I can sing expressively, paying attention to articulation, on my own or as directed. ● I have an understanding of the various styles of singing used in correlation to the styles of song. ● I can discuss in depth how the song connects to the world and its relevant culture 	<p>Instruments</p> <ul style="list-style-type: none"> ● I can rehearse and play a melodic line aurally and/or visually in various keys, with understanding of accidental notation. ● I can play securely with good levels of accuracy. ● I can rehearse and perform some or all parts in context of the unit song. ● I can play with improved accuracy as part of an ensemble, keeping a steady beat ● I can follow musical direction as part of an ensemble or as a soloist ● I can use instruments respectfully and treat them with care. ● I can demonstrate excellent posture when playing my instrument. ● I can demonstrate consistently good technique for the instrument I am playing.

<p>Improvisation</p> <ul style="list-style-type: none"> ● I can improvise within a major scale, using one to five notes. ● I can use my chosen instrument to improvise on a limited range of notes. ● I can improvise, demonstrating use of articulation (legato/staccato) and dynamics (piano/forte). ● I can improvise over a simple chord progression, using conjunct and disjunct movement (moving in steps and leaps). ● # I can improvise using more complex rhythms, including varying notes and their equivalent rests. ● I can improvise sections of music which include structured phrases. ● When improvising, I have a clear vision of key, structure and relevant use of the home note. 	<p>Composition</p> <ul style="list-style-type: none"> ● I can compose a melody over a chord progression or groove ● I can use music technology effectively to capture, edit and combine sounds. ● I can use a simple structure when composing. ● I know my composition has a start, a middle and an end ● I can use simple dynamics and tempo to express loud/quiet and fast/slow ● I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments ● I can compose a basic song accompaniment using pulse, rhythm and pitch. 	<p>Performance</p> <ul style="list-style-type: none"> ● I can rehearse and comfortably perform to others, showing the progress I have made during my lesson. ● I can play and perform with confidence in solo or ensemble contexts, following staff notation with confidence. ● I can perform a song in solo or ensemble contexts, including instrumental performances that might be rehearsed, improvised or composed. ● I can explain why a song was chosen and in what context, including historical information about the piece. ● I can effectively communicate the meaning of the words and articulate them clearly. ● I can reflect on my performance and how well it suited the occasion ● I can discuss and reflect upon my performance to improve upon future performances

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| | <ul style="list-style-type: none">● I can compose using a pentatonic tonality.● I can compose a piece of music and explain how it is structured● I can recognise melodic intervals and understand that melody can move in steps or leaps.● I can include a home note and understand its significance within my composition● I can compose using notation from a chosen key. | |
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Key Vocabulary	<p>Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure and Form, Notation.</p> <p>Acoustic guitar, alto clef, bass clef, by ear, choreography, Contemporary R&B, crescendo (Italian musical term for ‘gradually getting louder’), digital/electronic sounds, diminuendo (Italian musical term for ‘gradually getting quieter’), dotted quaver, Electronic Dance Music (EDM), fortissimo (Italian musical term for ‘very loud’), Medieval music, mezzo forte (Italian musical term for ‘medium-loud’), mezzo piano (Italian musical term for ‘medium-quiet’), pianissimo (Italian musical term for ‘very quiet/soft’), timbre (sound quality), tonality, treble clef, turntables, unison.</p> <p><i>In addition, please refer to the Key vocabulary for the previous years.</i></p>
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Year 5	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Musicianship	Listen and Respond	Singing	Instruments	Improvisation	Composition	Performance
<p>To find and keep a steady beat.</p> <p>To listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet</p>	<p>To talk about feelings created by the music.</p> <p>To justify a personal opinion with reference to musical elements</p> <p>To identify the musical style of a song or piece of music.</p>	<p>To talk about the different styles of singing used for different styles of song</p> <p>To talk confidently about how connected they feel to the music and how it connects to the world</p>	<p>To rehearse and learn to play a simple melodic instrumental part, by ear and/or from notation.</p> <p>To play melodies on tuned percussion, melodic instruments or keyboards, following</p>	<p>To think about creating music with ‘phrases’ made up of notes, rather than simply lots of notes played one after the other.</p>	<p>To create music in response to music and video stimuli.</p> <p>To use music technology, if available, to capture, change and combine sounds.</p>	<p>To create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience</p> <p>(Perhaps) to perform in smaller groups, as well as the whole class</p>

<p>quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>To copy back various melodic patterns.</p>	<p>To identify instruments by ear and through a range of media.</p> <p>To discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form.</p> <p>To explain a bridge passage and its position in a song.</p> <p>To identify major and minor tonalities</p> <p>.To recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation</p> <p>To explain the role of a main theme in a musical structure.</p> <p>To understand what a musical introduction is and its purpose.</p> <p>To explain rapping.</p> <p>To find and demonstrate a steady beat.</p>	<p>To rehearse and learn songs from memory and/or with notation.</p> <p>To sing in 2/4, 3/4, 4/4 and 6/8 time.</p> <p>To sing in unison and in parts, and as part of a smaller group.</p> <p>To sing 'on pitch' and 'in time'.</p> <p>To sing a second part in a song</p> <p>To self-correct if lost or out of time.</p> <p>To sing expressively, with attention to breathing and phrasing.</p> <p>To sing expressively, with attention to dynamics and articulation</p> <p>To respond to a leader or conductor.</p>	<p>staff notation written on one staff and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.</p> <p>To play a part on a tuned instrument (by ear or from notation): Playing the right notes with secure rhythms. Rehearsing and performing their parts within the context of the unit song. Playing together with everybody while keeping the beat</p> <p>Listening to and following musical instructions from a leader.</p> <p>Treating instruments carefully and with respect.</p> <p>Playing their instruments with good posture.</p>	<p>To include smooth (legato) and detached (staccato) articulation when playing notes.To explore improvisation within major and minor scales, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A</p> <p>To improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>To experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)</p> <p>To follow a steady beat and stay 'in time'.</p> <p>To explore rhythm patterns created from quavers, crotchets, semiquavers,</p>	<p>To compose song accompaniments, perhaps using basic chords.</p> <p>To understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.</p> <p>To perform simple, chordal accompaniments</p> <p>To create a melody using crotchets, quavers, minims and perhaps semibreves and semiquavers, plus all equivalent rests. To use a pentatonic and a full scale, as well as major and minor tonalities.</p> <p>To understand the structure of the composition</p> <p>To explain the composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a</p>	<p>To include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>To explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>A student leads part of the rehearsal and part of the performance</p> <p>To record the performance and compare it to a previous performance; to explain how well the performance communicated the mood of each piece</p> <p>To discuss and talk musically about the strengths and weaknesses of a performance</p> <p>To collect feedback from the audience and reflect on how future performances might be different</p> <p>To perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra</p>
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	<p>To identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>To recall (by ear) memorable phrases heard in the music.</p>		<p>Beginning to understand how to rehearse a piece of music in order to improve.</p>	<p>minims and their rests. To include rests or silent beats.</p> <p>To use some loud and quiet dynamics.</p>	<p>melody that moves to the next note).</p> <p>To perform their simple composition/s using their own choice of notes.</p> <p>Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>To use chords to compose music that evokes a specific atmosphere, mood or environment.</p> <p>To use simple dynamics.</p> <p>To use rhythmic variety.</p> <p>To use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and</p>	<p>To perform from memory or with notation, with confidence and accuracy.</p>
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					<p>mezzo piano (moderately quiet).</p> <p>To use full scales in different keys.</p> <p>To include a home note to provide a sense of an ending; coming home.</p> <p>To successfully create a melody in keeping with the style of the backing track.</p>	
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End points for Year 5

Pupils can:

Listen and Respond

- I can talk about the emotions I feel when I listen to a piece of music

Musicianship

- I can confidently find and keep a steady beat.
- I understand how pulse, rhythm and pitch work together.
- I can listen and copy back more complex rhythmic patterns, including triplets as a call and response exercise, both aurally and visually.
- I can understand some formal, written notation which includes semibreves, triplets and dotted crotchets, recognising their position on a staff
- I can copy back complex melodic patterns as a call and response exercise, both aurally and visually.

- I can justify a personal opinion, making reference to musical elements
- I can find the pulse and demonstrate the beat, identifying the first beat of the bar in a simple and complex time signature
- I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators
- I can accurately identify instruments and describe their timbres.
- I can recognise and discuss the sections of music from various styles and genres I can explain what a bridge passage is and identify its position within a song.
- I can explain what a bridge passage is and identify its position within a song
- I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music
- I can confidently recognise the difference between major and minor tonalities.
- I can recognise the sound and tonal structure of a Blues and pentatonic scale, both visually and aurally
- I understand and can describe the role of a main theme in a musical structure.
- I understand the importance of a musical introduction and the information it offers.
- I understand that rap is a musical form of vocal delivery.
- I can describe the three components of rap.

<p>Singing</p> <ul style="list-style-type: none"> ● I can rehearse a song and learn it from memory, both aurally and visually ● I can sing songs that have different simple and complex time signatures ● I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. ● I can sing on pitch and in time with the music. ● I can sing a second part in a song. ● I can self-correct if lost or out of tune/time. ● I can sing with attention to phrasing, on my own or as directed ● I can sing expressively, paying attention to articulation, on my own or as directed. ● I have an understanding of the various styles of singing used in correlation to the styles of song ● I can discuss in depth how the song connects to the world and its relevant culture ● I can confidently follow the leader or conductor. 	<p>Instruments</p> <ul style="list-style-type: none"> ● I can rehearse and play a melodic line aurally and/or visually, in various keys, with an understanding of accidental notation ● I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of one octave. ● I can perform this melody as part of a wider ensemble or small group, or individually as a soloist ● I can play securely with good levels of accuracy. ● I can rehearse and perform some or all parts in the context of the unit song. ● I can play with accuracy as part of an ensemble, keeping a steady beat. ● I can follow musical direction as part of an ensemble or as a soloist. ● I can use instruments respectfully and treat them with care. ● I can demonstrate excellent posture when playing my instrument. ● I understand and can practise in a manner that will benefit my improvement over time. 	
<p>Improvisation</p> <ul style="list-style-type: none"> ● I can improvise with increasing confidence, using my own voice, rhythms and different pitches. ● I can improvise sections of music which include structured phrases and improved melodic shape. ● When improvising, I have a clear vision of key structure and relevant use of the home note. ● I can improvise using a wider range of dynamics, including pianissimo, mezzo piano, mezzo forte and fortissimo 	<p>Composition</p> <ul style="list-style-type: none"> ● I can compose music in response to musical and/or video stimuli ● I can use music technology effectively to capture, edit and combine sounds. ● I can use a planned structure when composing. ● I know my composition has multiple sections and can be labelled as such ● I can compose with chords to create an emotive/atmospheric mood. ● I can use simple dynamics and tempo to express loud and soft/fast and slow ● I can compose using a variety of rhythms, including notes and their equivalent rests ● I can compose song accompaniment using 	<p>Performance</p> <ul style="list-style-type: none"> ● I can organise, rehearse and perform for an unfamiliar audience. ● I can perform as part of a smaller group as well as a whole class. ● I can perform as part of a mixed ensemble of acoustic instruments ● I can perform from memory or visually, using staff notation with confidence and accuracy. ● I can perform a song in solo or ensemble contexts, including instrumental performances that might be rehearsed, improvised or composed ● I can explain why a song was chosen and in what context, including historical information about the piece. ● I can lead part (or all) of a rehearsal/performance. ● I can record performances to compare and evaluate. ● I can evaluate how well the performances communicated the mood of each piece

<ul style="list-style-type: none"> ● When improvising, I can follow a steady beat, keeping in time with the pulse of the music. ● I can use additional notes and rhythms to show progression ● I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps). ● I can improvise using more complex rhythms, including varying notes and their equivalent rests/silent beats ● I can improvise sections of music which include structured phrases with more complex dynamics ● I can (legato/staccato) and use o improvise, demonstrating use of articulation f extended dynamics. 	<p>chord progressions as part of my composition</p> <ul style="list-style-type: none"> ● I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow ● I can compose using full, one-octave scales in selected major and minor keys, as well as pentatonic scales ● I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument. ● I can create a melody using varied staff notation and equivalent rests within an appropriate key centre. ● I can use and understand the pentatonic scale and full octave ranges of both major and minor scales ● I understand and can explain the structure of my composition. ● I understand and can explain the musical shape that my composition moves in. ● I can include a home note with my composition to give it cadential recognition. ● I can compose using my own choice of notes. ● I can create a melody in line with the style and harmonic structure of the backing track 	<ul style="list-style-type: none"> ● I can discuss in detail, using appropriate vocabulary, the strengths and weaknesses of my perform ● I can collect feedback and reflect to ensure progression within future performances
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Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure and Form, Notation.

Amplifier backbeat, loops, brass section, bridge, chords, Contemporary Jazz, cover, deck, dotted minim, harmony, interlude, Minimalism, note names, note values, scratching, South African Pop, strings syncopation (playing on the off-beat), tag ending, triplet quaver, tune/head.

In addition, please refer to the Key vocabulary for the previous years.

Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills			
Musicianship	Listen and Respond	Singing	Instruments	Improvisation	Composition	Performance
<p>To listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>The time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>The key centres of C major, G major, D major, A minor and D minor.</p> <p>To use body percussion, instruments and voices.</p> <p>To find and keep a steady beat.</p>	<p>To recognise the following styles and any key musical features that distinguish them: 20th and 21st Century Orchestral; Soul; Pop; Hip Hop; Jazz: Swing; Rock; Disco; Romantic; Zimbabwean Pop; RnB; Folk; Gospel; Salsa; Reggae; Musicals and Film Music</p> <p>To identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and an A cappella group.</p> <p>To understand what a musical introduction and outro are, and their purposes.</p> <p>To explain the role of a main theme in a musical structure.</p> <p>To identify major and minor tonalities, chord triads I, IV and V, and intervals within a major scale.</p>	<p>To sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing in parts where appropriate</p> <p>To talk about the different styles of singing used in the different songs sung throughout this year.</p> <p>To discuss with others how connected they are to the music/songs, and how the songs and styles are connected to the world.</p>	<p>To rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E\flat major, D minor and F minor.</p> <p>To play a melody, following staff notation written on one stave and using notes within an octave range (do–do); to make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>To play a part on a tuned instrument, by ear or from notation:</p> <p>Playing the right notes with secure rhythms. Rehearsing and performing their parts</p>	<p>To explore improvisation within a major scale, using the notes: C, D, E, F, G</p> <p>G, A, B\flat, C, D</p> <p>G, A, B, C, D</p> <p>F, G, A, C, D</p> <p>To improvise over a groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation.</p> <p>To become more skilled in improvising; perhaps trying more notes and rhythms. To include rests or silent beats.</p> <p>To think about creating music with ‘phrases’ made up of notes, rather than just lots of notes played one after the other</p> <p>To follow a steady beat and stay ‘in time’.</p>	<p>To create their composition/s with an awareness of the basic/simple chords in the backing track.</p> <p>To successfully create a melody in keeping with the style of the backing track and to describe how their melodies were created.</p> <p>To perform their simple composition/s using their own choice of notes.</p> <p>To include a home note, providing a sense of an ending; coming home.</p> <p>To explain a composition’s musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p> <p>To compose a ternary (ABA form) piece; to</p>	<p>To create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience.</p> <p>To perform a range of songs as a choir in school assemblies, school performance opportunities and for a wider audience.</p> <p>To create, rehearse and present a holistic performance with a detailed understanding of the musical, cultural and historical contexts.</p> <p>To perform from memory or with notation</p> <p>To understand the value of choreographing any aspect of a performance.</p> <p>To understand the importance of a performing space and how to use it.</p> <p>A student or a group of students to rehearse and lead parts of the performance.</p>

	<p>To talk about feelings created by the music.</p> <p>To justify a personal opinion with reference to the musical elements.</p> <p>To identify 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>To identify the musical style of a song, using some musical vocabulary to discuss its musical elements</p> <p>To identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesisers, and vocal techniques such as scat singing.</p> <p>To discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break</p> <p>To explain a bridge passage and its position in a song.</p>	<p>To demonstrate and maintain good posture and breath control whilst singing.</p> <p>To sing in 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>To sing with and without an accompaniment</p> <p>To sing syncopated melodic patterns.</p> <p>To lead a singing rehearsal</p>	<p>within the context of the unit song.</p> <p>Playing together with everybody while keeping the beat.</p> <p>Listening to and following musical instructions from a leader.</p> <p>Treating instruments carefully and with respect.</p> <p>Playing their instruments with good posture.</p> <p>Understanding how to rehearse a piece of music in order to improve</p> <p>Playing a more complex part.</p>		<p>use available music software/apps to create and record it, discussing how musical contrasts are achieved</p> <p>To use music technology, if available, to capture, change and combine sounds</p> <p>To create music in response to music and video stimuli.</p> <p>To plan and compose an eight or 16-beat melodic phrase using the pentatonic scale (eg C, D, E, G, A) and incorporate rhythmic variety and interest. To play this melody on available tuned percussion and/or orchestral instruments. To notate this melody.</p> <p>To create a simple chord progression</p> <p>To create a melody using crotchets, quavers, minims,</p>	<p>To record the performance and compare it to a previous performance.</p> <p>To collect feedback from the audience and reflect on how the audience believed in the performance</p> <p>To discuss how the performance might change if it was repeated in a larger/smaller performance</p>
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	<p>To recall (by ear) memorable phrases heard in the music</p>				<p>perhaps semibreves and semiquavers, and all equivalent rests.</p> <p>To use a pentatonic and a full scale as well as major and minor tonalities</p> <p>To use full scales in different keys.</p> <p>To use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>To use rhythmic variety.</p> <p>To compose song accompaniments, perhaps using basic chords</p>	
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End points for Year 6

Pupils can:

Musicianship

- I can use body percussion, instruments and my voice with confidence in response to musical stimuli.
- I can actively respond to and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor
- I understand and can respond to music in simple and complex time signatures.
- I can find and keep a steady beat/pulse
- I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semiquavers as a call and response exercise, both aurally and visually.
- I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a staff
- I can copy back complex melodic patterns as a call and response exercise, both aurally and visually.
- I can listen with attention to detail and recall sounds with increasing aural memory and accuracy.

Listen and Respond

- I can talk about the emotions I feel when I listen to a piece of music and pinpoint specific elements within the music that heightened the emotion.
- I can justify a personal opinion, making reference to the musical elements
- I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple and complex time signatures
- I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators, referring to the musical elements
- I can accurately identify most instruments and describe their timbres, including various vocal styles.
- I can recognise and discuss sections of music from various styles and genres
- I can explain what a bridge passage is and identify its position within a song.
- I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.
- I can confidently recognise the difference between major and minor tonalities, primary chords and intervals within a major scale
- I understand and can describe the role of a main theme in a musical structure
- I understand the importance of a musical introduction/coda (outro) and the information it offers.
- I can identify and describe the sounds of various and contrasting vocal/instrumental styles, including Rock, Gospel, A cappella groups and symphony orchestras
- I can confidently recognise and explore a range of musical styles and traditions/history, and know their basic style indicators.

<p>Singing</p> <ul style="list-style-type: none"> ● I can rehearse a song and learn it from memory, both aurally and visually. ● I can sing a broad range of songs as part of a group or as a soloist. ● I can sing songs with complex and syncopated rhythms. ● I can perform with accuracy, observing correct techniques where appropriate. ● I can sing in unison and in up to three parts. ● I can sing songs that have different simple and complex time signatures. ● I can sing a cappella or with accompaniment, live or recorded. ● I can sing syncopated patterns, accentuating the beat where appropriate ● I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively. ● I can lead a singing rehearsal. ● I have a good understanding of the various styles of singing used in correlation to the styles of song I have performed this year ● I can discuss in depth how the song connects to the world and its relevant culture. ● I understand the connection I have to the music I am performing. 	<p>Instruments</p> <ul style="list-style-type: none"> ● I can rehearse and play a melodic line aurally and/or visually, in various keys, with an understanding of accidental notation in various major and minor keys ● I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of one octave and paying attention to a broad dynamic range. ● I can perform this melody as part of a wider ensemble, small group or individually as a soloist ● I can play securely with good levels of accuracy. ● I can rehearse and perform some or all parts in the context of the unit song. ● I can play with accuracy as part of an ensemble, keeping a steady beat. ● I can follow musical direction as part of an ensemble or as a soloist. ● I can use instruments respectfully and treat them with care. ● I can demonstrate excellent posture when playing my instrument. ● I understand and can practise in a manner that will benefit my improvement over time. 	
<p>Improvisation</p> <ul style="list-style-type: none"> ● I can improvise with increasing confidence, using my own voice, rhythms and different pitches ● I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps). ● I can improvise using more complex rhythms, including varying notes and their equivalent rests. ● I can improvise sections of music which include structured phrases and improved melodic shape. ● When improvising, I have a clear vision of key structure 	<p>Composition</p> <ul style="list-style-type: none"> ● I can compose and perform an eight to 16-bar melodic phrase using a pentatonic scale in known key centres. ● I can perform this melody on tuned percussion and/or melodic instruments, following the notated score. ● I can enhance my melody with simple chord progressions. ● I can compose a ternary form piece, showing variation between my A and B sections, and discuss how these contrast. ● I can use music software/technology to capture, change, combine and record sounds. ● I can create music in response to other music and/or video stimuli. ● I can use a planned structure when 	<p>Performance</p> <ul style="list-style-type: none"> ● I can create, organise, rehearse and perform for an unfamiliar audience. ● I can perform as part of a smaller group as well as a whole class, in school or for a wider audience. ● I can perform as part of a mixed ensemble of acoustic instruments which reflects an understanding of the cultural and historical context of the song/piece ● I can perform from memory or visually, using staff notation with confidence and accuracy. ● I understand the significance of movement and performing space within all aspects of my performance. ● I can lead part (or all) of a rehearsal/performance, individually or as part of a group ● I can record performances to compare and evaluate. ● I can evaluate how well the performances communicated the mood of each piece.

<p>and relevant use of the home note.</p> <ul style="list-style-type: none"> ● I can improvise using a wider range of dynamics, including pianissimo, mezzo piano, mezzo forte and fortissimo. ● When improvising, I can: <ul style="list-style-type: none"> ● Follow a steady beat, keeping in time with the pulse of the music. ● Use additional notes and rhythms to show progression. 	<p>composing.</p> <ul style="list-style-type: none"> ● I know my composition has multiple sections and can be labelled as such. ● I can compose using a variety of rhythms, including notes and their equivalent rests ● I can compose with chords to create an emotive/atmospheric mood I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow. ● I can compose using full one-octave scales in selected major and minor keys, as well as pentatonic scales ● I can create a melody using varied stave notation and equivalent rests within an appropriate key centre. ● I can use and understand the pentatonic scale and full octave range of both major and minor scales. ● I understand and can explain the structure of my composition. ● I understand and can explain the musical shape that my composition moves in. ● I can include a home note with my composition to give it cadential recognition ● I can compose using my own choice of notes ● I can create a melody in line with the style and harmonic structure of the backing track and can describe in detail how it was created ● I can create a composition with an awareness of basic harmonic structure 	<ul style="list-style-type: none"> ● I can discuss in detail, using appropriate vocabulary, the strengths and weaknesses of my performance ● I can collect feedback and reflect to ensure progression within future performances ● I can evaluate and discuss how my performance might change in different venues/spaces.
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Key Vocabulary	<p>Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure and Form, Notation.</p> <p>Dimensions of Music, Elements of Music/Musical Elements, Motown, phrases, producer, Salsa music, Style indicators, triplet crotchet, Zimbabwean Pop.</p> <p><i>In addition, please refer to the Key vocabulary for the previous years.</i></p>
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