

Curriculum Intent & Implementation

Subject Overview for – Music



Purpose of Study – National Curriculum

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Music National Curriculum 2014 Aims and Subject Content

Key Stage 1	Key Stage 2
<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • Understand and explore how music is created, produced and communicated, including through inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music

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| | <ul style="list-style-type: none">• Listen with attention to detail and recall sounds with increasing aural memory• Use and understand staff and other musical notations• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• Develop an understanding of the history of music |
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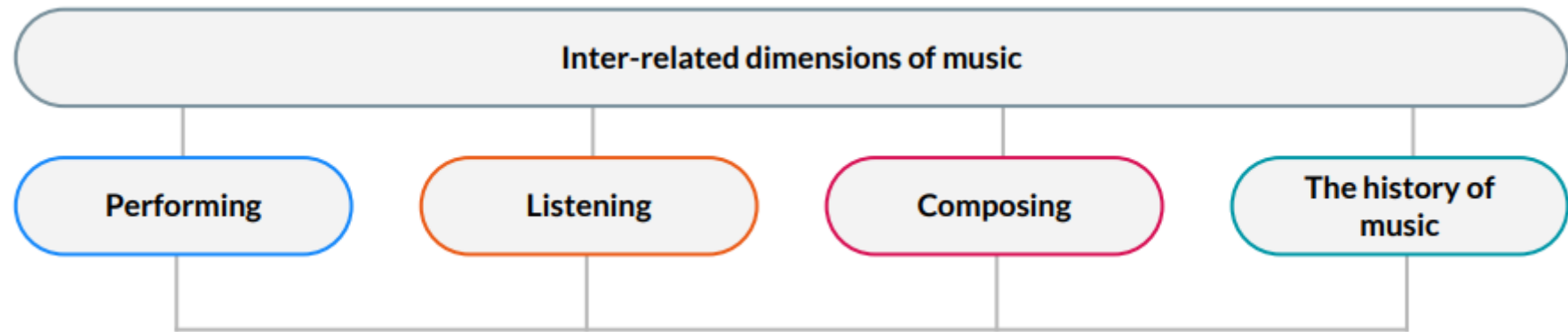
Essential Characteristics of Learning in Music (The learning characteristics of the subject over time)

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of
- technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Disciplinary Knowledge (Threshold Concepts)

Threshold concepts are the 'big ideas' that shape children's thinking within each subject

The diagram below shows how the disciplinary knowledge fits together to shape the implementation of our music curriculum:



Inter-Related Dimensions of Music

The inter-related dimensions of music are: pitch, duration, dynamics, tempo, timbre, texture, structure, appropriate musical notation.

Sometimes known as the elements of music, these are the building blocks of music and therefore run throughout our curriculum as an overarching strand. This strand has been expanded below in the progression of knowledge and skills.

Performing

Listening

Composing

History of music

Our curriculum implementation takes a holistic approach to music, in which the strands above are woven together to create and enriching learning experiences. Each five-lesson unit combines these strands to capture pupils' imagination and encourage them to explore music enthusiastically.

"Concepts are 'holding baskets' for facts. They help to make sense of multiple pieces of information and this makes them efficient. Concepts are largely, but not exclusively expressions of important ideas within an academic discipline. Our pupils are entitled to know them and to use them. Concepts enable connections to be made across a disparate range of facts; they reside in the long-term memory and can be called on to make sense of new information. Concepts provide the intellectual architecture on to which new knowledge and insights can be pinned" (Mary Myatt)

Progression of Skills from KS1 to KS2 by Threshold Concept

Threshold Concept		Key Stage 1 (Year 1 and 2)	Lower Key Stage 2 (Year 3 and 4)	Upper Key Stage 2 (Year 5 and 6)
Listening		<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>*Understanding that different types of sounds are called timbres.</p> <p>*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p>*Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>*Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>*Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>*Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p> <p>Recognising the use and development of motifs in music.</p> <p>*Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>*Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>*Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>*Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>*Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>*Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>*Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>*Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>*Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>*Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>*Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>
Composing		<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p>

	<p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>*Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p> <p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>*Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>*Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p>	<p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting and implementing improvements to their own work, using musical vocabulary.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>*Creating a piece of music with at least four different layers and a clear structure.</p> <p>*Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting improvements to others' work, using musical vocabulary.</p>	<p>*Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>*Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>*Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>*Constructively critique their own and others' work, using musical vocabulary.</p>
Performing	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>*Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p> <p>*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.] *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.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>*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.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as</p>

		Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. *Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.	required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.
The History of Music (KS2 only)			Understanding that music from different times has different features. *Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. *Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
Progression of Knowledge – The Inter-related Dimensions of Music				
The inter-related dimensions of music	<i>Pitch</i>	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.
	<i>Duration</i>	To know that rhythm means a pattern of long and short notes.	To know that different notes have different durations, and that crotchets are worth one whole beat.	To know that 'poly-rhythms' means many different rhythms played at once.

	<p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>	<p>To know that written music tells you how long to play a note for.</p> <p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p>	<p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p> <p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>To know that a quaver is worth half a beat.</p>
<i>Dynamics</i>	<p>To know that dynamics means how loud or soft a sound is.</p> <p>To understand that sounds can be adapted to change their mood, eg through dynamics.</p> <p>To know that dynamics can change the effect a sound has on the audience.</p>	<p>To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To know that a melody can be adapted by changing its dynamics.</p>
<i>Tempo</i>	<p>To know that the 'pulse' is the steady beat that goes through music.</p> <p>To know that tempo is the speed of the music.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p>	<p>To know that playing in time means all performers playing together at the same speed.</p>	<p>To understand that a slow tempo can be used to make music sound sad.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>
<i>Timbre</i>	<p>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</p> <p>To know that my voice can create different timbres to help tell a story.</p> <p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To understand an instrument can be matched to an animal noise based on its timbre.</p>	<p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p>	<p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p>
<i>Texture</i>	<p>To know that music has layers called 'texture'.</p> <p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p>	<p>To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p>	<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that poly-rhythms means many rhythms played at once.</p>

			To understand that harmony means playing two notes at the same time, which usually sound good together.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
<i>Structure</i>	To know that a piece of music can have more than one section, eg a verse and a chorus. To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale. To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.	
<i>Notation</i>	To understand that music can be represented by pictures or symbols. To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.	



Music Long Term Plan (Intent – What and When)

Key Stage 1 - Year A 2022-2023, Year B 2023-2024

Key Stage 2 - Year A and C (2022 to 2023, 2024 to 2025) Year B and D (2023 to 2024, 2025 to 2026)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1/2 Year A	Y1- Fairy tales Timbre and rhythmic patterns (Theme: Fairytales) - Kapow Primary	Review and Recall	Y2-Space Dynamics, timbre, tempo and motifs (Theme: Space) - Kapow Primary	Review and Recall	Y2-Animals West African call and response song (Theme: Animals) - Kapow Primary	Review and Recall
Y1/2 Year B	Y1-All About Me Pulse and rhythm (Theme: All about me) - Kapow Primary	Review and Recall	Year 2-On the Island On this island: British songs and sounds - Kapow Primary	Review and Recall	Year 2-By the Sea Vocal and body sounds (Theme: By the sea) - Kapow Primary	Review and Recall
LKS2 Year A/C	Y3-Jazz Jazz - Kapow Primary	Review and Recall	Y4-South America Samba and carnival sounds and instruments (Theme: South America) - Kapow Primary	Review and Recall	Y3-Mountains Creating Compositions KS2 Year 3 Music - Kapow Primary	Review and Recall
LKS2 Year B/D	Y3-Rivers Music: KS2: Y4 tempo, pitch, dynamics (river theme) - Kapow Primary	Review and Recall	Y3-Chinese New Year Pentatonic melodies and composition (Theme: Chinese New Year) - Kapow Primary	Review and Recall	Y4-Romans Adapting and transposing motifs (Theme: Romans) - Kapow Primary	Review and Recall
Y4/5 Stand Alone	Y4-Hanami KS2 Y4: Haiku, music and performance (Theme: Hanami festival) - Kapow Primary	Review and Recall	Y4-Rainforests Music KS2: Body and tuned percussion (rainforests) - Kapow Primary	Review and Recall	Y5-Holi Festival Composition to represent the festival of colour (Theme: Holi festival) - Kapow Primary	Review and Recall
UKS2 Year A/C	Y6-Songs of WW2 Year 6 Music: Songs of World War 2 - Kapow Primary	Review and Recall	Y6-Film Music KS2 Y6: Music: Film Music Lesson Plans - Kapow Primary	Review and Recall	Y5-South and West Africa South and West Africa - Kapow Primary	Review and Recall
UKS2 Year B/D	Y5-Blues KS2 Year 5 Music: Blues - Kapow Primary	Review and Recall	Y5-Ancient Egypt KS2 Y5 Music: Composition and Staff Notation- Kapow Primary	Review and Recall	Y6-Leavers Song Composing and performing a Leavers' song - Kapow Primary	Review and Recall

Agreed Core Knowledge, Skills and Vocabulary by Unit	
Key Stage One (Year 1 and 2)	
Autumn Term 1 – Year A	
Unit	Fairytales – Timbre and Rhythmic Patterns
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> 1. An instrument or rhythmic pattern can represent a character in a story 2. My voice can create different timbres to help tell a story 3. Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm • Understanding that different types of sounds are called timbres • Recognising basic tempo, dynamic and pitch changes • Describing the character, mood, or 'story' of music they listen to (verbally or through movement) • Describing the differences between two pieces of music • Listening to and repeating short, simple rhythmic patterns • Listening and responding to other performers by playing as part of a group • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character • Combining instrumental and vocal sounds within a given structure • Choosing dynamics, temp and timbre for a piece of music • Using their voices expressively to speak and chant • Copying back short rhythmic and melodic phrases on percussion instruments • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance
Agreed Vocabulary	Timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, French horn, flute
Spring Term 1 – Year A	
Space – Dynamics, Timbre, Tempo and Motifs	
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> 1. A 'soundscape' is a landscape created using only sounds 2. A composer is someone who creates music and writes it down 3. A motif is a 'sound idea' that can be repeated throughout a piece of music
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> • Recognising timbre change in music they listen to • Recognising structural features in music they listen to • Listening to and recognising instrumentation • Beginning to use musical vocabulary to describe music • Suggesting improvements to their own and others' work • Selecting and creating longer sequences of appropriate sounds with their voices or instruments to represent a given idea or character • Successfully combining and layering several instrumental and vocal patterns within a given structure • Creating simple melodies from five or more notes • Choosing appropriate dynamics, tempo and timbre for a piece of music • Using letter name and graphic notation to represent the details of their composition • Beginning to suggest improvements to their own work

	<ul style="list-style-type: none"> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet)
Agreed Vocabulary	Soundscape, dynamics, timbre, tempo, motif
Summer Term 1 – Year A	
Animals - West Africa call and response song	
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> Dynamics can change the effect a sound has on the audience Long and short sounds of a spoke phrase can be represented by a rhythm Structure means the organisation of sounds within music e.g. a chorus and verse pattern in a song Tempo of a musical phrase can be changed to achieve a different effect An instrument can be matched to an animal noise based on its timbre
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> Recognising timbre changes in the music they listen to Recognising structural features in music they listen to Listening to and recognising instrumentation Beginning to use musical vocabulary to describe music Listening to and repeating a short, simple melody by ear Suggesting improvements to their own and others' work Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character Choosing appropriate dynamics, temps and timbre for a piece of music Using letter name and graphic notation to represent the details of their composition Using their voices expressively when singing, including the use of basic dynamics (loud and quiet) Singing short songs from memory, with melodic and rhythmic accuracy Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse Performing expressively using dynamics and timbre to alter sounds as appropriate
Agreed Vocabulary	Timbre, dynamics, tempo, call and response, rhythm, structure
Autumn Term 1 – Year B	
Unit All About Me – Pulse and Rhythm	
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> Rhythm means a pattern of long and short notes Pulse is the regular beat that goes through music The pulse of music can get faster or slower A piece of music can have more than one section, e.g. a verse and a chorus
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm Describing the character, mood, or 'story' of the music they listen to (verbally or through movement) Listening to and repeating short, simple, rhythmic patterns Listening and responding to other performers by playing as part of a group Combining instrumental vocal sounds within a given structure Using their voices expressively to speak and chant Singing short songs from memory, maintaining the overall shape of the melody and keeping in time Maintaining the pulse (playing on the beat) using hands, and tuned and untuned instruments Copying back short rhythmic and melodic phrases on percussion instruments
Agreed Vocabulary	Rhythm, pulse

Spring Term 1 – Year B	
On the Island: British Songs and Sounds	
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> 1. Folk music represents the traditions or culture of a place and is often passed on by being played rather than written down 2. Duration means how long a note, phrase or whole piece of music lasts 3. A composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> • Listening to and recognising instrumentation • Beginning to use musical vocabulary to describe music • selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character • Successfully combining and layering several instrumental and vocal patterns within a given structure • Choosing appropriate dynamics, tempo and timbre for a piece of music • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet) • Singing short songs from memory, with melodic and rhythmic accuracy • Performing expressively using dynamics and timbre to alter sounds as appropriate
Agreed Vocabulary	Composition, dynamics, pitch, tempo, duration, inspiration, structure, texture, timbre
Summer Term 1 – Year B	
By the Sea: Vocal and Body Sounds	
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> 1. Dynamics can change how someone listening feels about music 2. Your voice can be used as a musical instrument 3. Body percussion means making sounds with your body not your voice, e.g. clapping or slapping knees 4. Music can be represented by pictures or symbols
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> • Understanding that different types of sounds are called timbres • Recognising basic tempo, dynamic and pitch changes • Describing the character, mood or 'story' of music they listen to (verbally or through movement) • Describing the differences between two pieces of music • Expressing a basic opinion about music (like/dislike) • Listening and responding to other performers by playing as part of a group • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character • Combining instrumental and vocal sounds within a given structure • Choosing dynamics, tempo and timbre for a piece of music • Creating a simple graphic score to represent a composition • Using their voices expressively to speak and chant • Responding to simple musical instructions such as temp and dynamic changes as part of a class performance • Performing from graphic notation
Agreed Vocabulary	Body percussion, graphic score, pitch, sounds, dynamics, instruments, seaside, tempo, timbre

Agreed Core Knowledge, Skills and Vocabulary by Unit	
Lower Key Stage Two (Year 3 and 4 Classes)	
Autumn Term 1 – Year A and C	
Unit	Jazz
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> 1. Syncopation means a rhythm that is plated off the natural beat 2. Ragtime is piano music that uses syncopation and a fast tempo 3. Jazz is a type of music that originated in the African American communities of the USA about 120 years ago 4. Scat singing' is using made-up words to create the sound of an instrument playing
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary • Understanding that music from different parts of the world, and different times, has different features • Recognising and explaining the changes within a piece of music musical vocabulary • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement • Beginning to show an awareness of metre • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and other's work • Composing a piece of music in a given style with voices and instruments • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)
Agreed Vocabulary	Call and response, jazz, Ragtime, scat singing, swung quaver, Dixieland, motif, rhythm, straight quaver, syncopation
Spring Term 1 – Year A and C	
South America: Samba, Carnival Sounds and Instruments	
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> 1. Samba music originated in Brazil, South America and its main feature is syncopated rhythms 2. The 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these 3. A rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary • Identifying common features between different genres, styles and traditions of music • Recognising, naming and explaining the effect of the interrelated dimensions of music • Using musical vocabulary to discuss the purpose of a piece of music • Beginning to improvise musically within a given style
Agreed Vocabulary	Agogo, Caixa, chocalho, crescendo, dynamics, features, bateria, carnival, composition, cowbell, ensemble, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, Samba, Samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison
Summer Term 1 – Year A and C	
Mountains – Creating Compositions in Response to an Animation	
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> 1. The timbre of instruments played affect the mood and style of a piece of music 2. An ensemble is a group of musicians who perform together 3. To perform well, it is important to listen to the other members of your ensemble

Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Understanding that music from different parts of the world, and different times, has different features Recognising and explaining the changes within a piece of music using musical vocabulary Describing the timbre, dynamic, and textural details of a piece of music both verbally and through movement Beginning to show an awareness of metre Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic) Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions Suggesting and implementing improvements to their own work, using musical vocabulary Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance
Agreed Vocabulary	Influence, listen, dynamics, timbre, pitch, repeated rhythm, pattern, notation, ensemble, compose
Autumn Term 1 – Year B and D	
Unit	Rivers – Changes in Pitch, Tempo and Dynamics
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> When you sing without accompaniments it is called 'A Cappella' Harmony means playing two notes at the same time that usually sound good together An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice 'Performance directions' are words added to musical notation to tell performers how to play
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> Recognising the use and development of motifs in music Identifying gradual dynamic and tempo changes within a piece of music Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Recognising, naming and explaining the effect of the interrelated dimension of music Identifying scaled dynamics (crescendo/decrescendo) within a piece of music Using musical vocabulary to discuss the purpose of a piece of music Using musical vocabulary when discussing improvements to their own and others' work Composing a coherent piece of music in a given style with voices, bodies and instruments Beginning to improvise musically within a given style Developing melodies using rhythmic variation, transposition, inversion and looping Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions 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 Singing and playing in times with peers with accuracy and awareness of their part in the group performance
Agreed Vocabulary	A Cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer
Spring Term 1 – Year B and D	
Chinese New Year – Pentatonic Melodies and Composition	
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> The word 'crescendo' means a sound getting gradually louder Some traditional music around the world is based on five notes called a 'pentatonic' scale A pentatonic melody uses only the five notes C D E G A
Agreed Core Skills	<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features.

(Disciplinary knowledge)	<ul style="list-style-type: none"> Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.
Agreed Vocabulary	Tempo, dynamics, pentatonic, crescendo, timbre, duration
Summer Term 1 – Year B and D	
The Romans – Adapting and Transposing Motifs	
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> Musical motifs (repeating patterns) are used as a building block in many well-know pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!) 'Transposing' a melody means changing its key, making it higher or lower pitched A motif can be adapted by changing the notes, the rhythm or the order of the notes
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Suggesting improvements to others work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. 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. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique
Agreed Vocabulary	Backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps

Agreed Core Knowledge, Skills and Vocabulary by Unit

Year 4 and 5 Class (Herons ONLY)	
Autumn Term 1 – Year A, B, C and D	
Unit	Hanami – Haiku, Music and Performance
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> 1. A glissando in music means a sliding effect played on instruments or made by your voice 2. Expressive language (like a poem) can be used as inspiration for composing music 3. Both instruments and voices can create audio effects that describe something you can see 4. Grouping instruments according to their timbre can create contrasting 'textures' in music
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion and looping. • Creating a piece of music with at least four different layers and a clear structure. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique
Agreed Vocabulary	Hanami, pitch, glissando, composer, col legno, syllables, dynamics, cherry blossom, sound, pizzicato, composition, haiku, melody, tempo
Spring Term 1 – Year A, B, C and D	
Rainforests – Body and Tuned Percussion	
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> 1. Deciding the structure of music when composing can help us create interesting music with contrasting sections 2. Combining different instruments and different rhythms when we compose can create layers of sound we call 'texture' 3. A 'loop' in music is a repeated melody or rhythm 4. Changing the dynamics of a musical phrase or motif can change the texture of a piece of music
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> • Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure. • Suggesting improvements to others work, using musical vocabulary. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style.
Agreed Vocabulary	Pitter, patter, raindrop, clapping, clicking, body percussion, tempo. Rhythm, boom, snap, structure, texture, contrast, higher. Lower, compose, loop, melody, pitch, inspiration, keyboard
Summer Term 1 – Year A, B, C and D	

Holi Festival – Composition to Represent the Festival of Colour	
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> 1. A vocal composition is a piece of music created only using voices 2. Varying effects can be created using only your voice, for example by changing the pitch, dynamic or temp of the sound made 3. Human voices have their own individual timbre, and that this can be adapted by using the voice in different ways 4. The duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol in a graphic score
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary • Comparing, discussing and evaluating music using detailed musical vocabulary • Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and other's work • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama) • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in times with others and communicating with the group • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest
Agreed Vocabulary	Synesthesia, dynamics, Holi, graphic score, vocal composition, performance

Agreed Core Knowledge, Skills and Vocabulary by Unit	
Upper Key Stage Two (Year 5 and 6 Classes)	
Autumn Term 1 – Year A and C	
Unit	Songs of World War II
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> 1. 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of popular songs during WWII 2. The Solfa syllables represent the pitches in an octave 3. A 'counter-subject' or 'counter-melody' provides contrast to the main melody 4. A counter-melody is different to harmony because it uses a different rhythm as well as complementary notes
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor's cues and directions

Agreed Vocabulary	Music, morale, Britain, troops, frontline, Ver Ltinn, contrast, tempo, higher and lower, diaphragm, melody, phrase, graphic score, pitch, Do Re Mi Fa So La Ti, counter-melody, harmony, Solfa
Spring Term 1 – Year A and C	
Film Music	
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> 1. A film soundtrack includes the background music and any songs in films 2. 'Major' key signatures use note pitches that sound cheerful and upbeat 3. 'Minor' key signatures use note pitches that can suggest sadness and tension 4. 'Graphic notation' means writing down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. • Improvising coherently and creatively within a given style, incorporating given features. • Recording own composition using appropriate forms of notation and/or technology. • Constructively critique their own and others' work, using musical vocabulary. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. • Performing with accuracy and fluency from graphic and staff notation and from their own notation.
Agreed Vocabulary	Accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, composition, convey, crescendo, descending, dynamics, emotion, imagery, improvise, interpret, interval, major, melodic, minor, modulate, orchestral, pitch, sequence, solo. Sountrack, symbol, timpani,
Summer Term 1 – Year A and C	
South and West Africa	
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> 1. Songs sung in other languages can contain sounds that are unfamiliar to use, link the clicks of the Xhosa language 2. 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings 3. Major chords create a bright, happy sound 4. Poly-rhythms means many rhythms played at once
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary • Comparing, discussing and evaluating music using detailed musical vocabulary • Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work • Improvising coherently within a given style • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression • 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

	<ul style="list-style-type: none"> Using staff notation to record rhythms and melodies
Agreed Vocabulary	A cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome
Autumn Term 1 – Year B and D	
Unit	Blues
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> Understand that a chord is the layering of several pitches played at the same time 12-bar Blues is a sequence of 12 bars of music, made up of three different chords 'Blues' music aims to share feelings and blues songs tend to be about sadness or worry A 'bent note' in a note that varies in its pitch, e.g. the pitch may slide up or down A chord is the layering or several pitches played at the same time
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Improvising coherently within a given style. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. 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. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies.
Agreed Vocabulary	Blues, chord, 12-bar Blues, Blues scale, bent notes, ascending scale, descending scale, improvisation
Spring Term 1 – Year B and D	
Ancient Egypt – Composition Notation	
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> Simple pictures can be used to represent the structure (organisation) of music A slow tempo and a minor key (pitch) can be used to make music sound sad In written staff notation, notes can go on or between the lines, and that the lines show the pitch of the note
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Using staff notation to record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. 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.

	<ul style="list-style-type: none"> Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
Agreed Vocabulary	Features, notation, repeating, unison, composition, structure, repetition, melody, tempo, compose, ensemble, minor keys
Summer Term 1 – Year B and D	
Composing and Performing a Leavers Song	
Agreed Core Knowledge (Substantive)	<ol style="list-style-type: none"> Know that a chord progression is a sequence of chords that repeats throughout a song A melody can be adapted by changing its dynamics, pitch or tempo Chord progressions are represented in music
Agreed Core Skills (Disciplinary knowledge)	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions
Agreed Vocabulary	Allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, upbeat, verse