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| **End points: MUSIC** | | | | |  |
| **Classes** | **Listening** | **Composing** | **Performing** | **The history of music** | **Key Vocabulary** |
| **Year 1** | I can listen to and repeat short, simple rhythmic patterns. | I can select and create short sequences of sound with my voice or instruments to represent a given idea or character. | I can sing short songs from memory, maintaining the overall shape of the melody and keeping in time. | **N/A** | I can use key vocabulary for example: body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables |
| **Year 2** | I can listen to and repeat a short, simple melody by ear. | I can select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. | I can sing short songs from memory, with melodic and rhythmic accuracy. | **N/A** | I can use key vocabulary for example: actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume |
| **Year 3** | I can describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. | I can compose a piece of music in each style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). | I can sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. | I can understand that music from different times has different features. | I can use key vocabulary for example: ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume |
| **Year 4** | I can identify scaled dynamics (crescendo/decrescendo) within a piece of music. | I can compose a coherent piece of music in each style with voices, bodies, and instruments. | I can sing and play in time with peers with accuracy and awareness of their part in the group performance. | I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. | I can use key vocabulary for example: body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion |
| **Year 5** | I can recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). | I can compose a detailed piece of music from a given stimulus with voices, bodies, and instruments (Remix, Colours, Stories, Drama). | I can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. | I can confidently discuss the stylistic features of different genres, styles and traditions of music and explain how these have developed over time. | I can use key vocabulary for example: accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups |
| **Year 6** | I can recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts (Pop art, Film music). | I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. | I can sing songs in two or more secure parts from memory, with accuracy, fluency, control, and expression. | I can discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles. | I can use key vocabulary for example: bar, beats, chant, crotchet, crotchet rest, inter-related dimensions of music, Kodaly, minim, music critic, notate, pulse, quaver, rhythm, rhythmic canon, rhythmic elements, rhythmic notation, rhythmic patterns, SH, syllable, Ta, TiTi, unison |

* *Please note the vocabulary list is taken from the Kapow scheme of work for the first terms block of sessions.*