

Year 3 Music				Key Objectives	Key Vocabulary
<b>Ballads</b>	<b>Instrumental Unit (glockenspiels) – South Africa</b>	<b>Pentatonic Melodies and Composition – Chinese New Year</b>	<b>Traditional instruments and improvisation – India</b>	<p><b>Ballads</b></p> <ul style="list-style-type: none"> <li>* Identify the key features of a ballad.</li> <li>• Perform a ballad using actions.</li> <li>• Sing in time and in tune with a song and incorporate actions.</li> <li>• Write a verse with rhyming words which tell part of a story.</li> <li>• Perform their lyrics fluently and with actions.</li> </ul> <p><b>Instrumental (Glocks) – South Africa</b></p> <ul style="list-style-type: none"> <li>* To identify the basic features of staff notation</li> <li>* To recognise and play minims, semibreves and crotchet rests by ear and from staff notation, moving up and down by step</li> <li>* To compose rhythmic patterns for a gumboot dance</li> </ul> <p><b>Pentatonic Melodies and Composition - Chinese New Year</b></p> <ul style="list-style-type: none"> <li>• Match movements to music and explain why they cose these movements</li> <li>• Accurately notate and play a pentatonic melody.</li> <li>• Play their part in a composition confidently.</li> <li>• Work as a group to perform a piece of music.</li> </ul> <p><b>Traditional instruments and improvisation - India</b></p> <ul style="list-style-type: none"> <li>• Verbalise feelings about music and identify likes and dislikes.</li> <li>• Read musical notation and play the correct notes of the rag.</li> <li>• Improvise along to a drone and tal.</li> <li>• Play a rag and a tal accurately alongside a drone.</li> <li>• Sing accurately from musical notation and lyrics.</li> <li>• Sing and play in time with others with some degree of accuracy and awareness of each other's parts.</li> </ul>	Ballad Ensemble Features Nonsense words Phrases Poem Stanza Story Crescendo, control, fluency, folk music Grid notation Harmony Layered melodies Terminology Octave Pentatonic Scale Bollywood Drone Harmonium Rag Sarangi Sitar Tabla
<b>Musicians and Genres</b>					
Popular Music:	David Bowie The Righteous Brothers Bryan Adams Whitney Houston Sam Smith Rhianna Leona Lewis  The Scorpions Adele Eiffel 65 South African popular Music:	Musical Theatre:  Traditional:  Bhangra:  Bollywood:	Les Miserables  Chinese (Jasmine Flower) Indina (Tabla Ecstasy) Ladysmith Black Mambazo  Daler Mendhi  Punjabi MC  Udit Narayan		

Year 4 Music				Key Objectives	Key Vocabulary
<b>Body and Tuned Percussion / Rainforests</b>	<b>Romans / Adapting &amp; Transposing Motifs</b>	<b>Instrumental Unit (glockenspiels) - Caribbean</b>	<b>Samba &amp; Carnival Sounds</b>	<p><b>Body and Tuned Percussion - Rainforests</b></p> <ul style="list-style-type: none"> <li>Identify the structure of a piece of music.</li> <li>Have an idea as to when there is one layer in a piece of music and when there are two.</li> <li>Play a sequence in the correct order in time with their partner.</li> <li>Have two contrasting rhythms being played together.</li> <li>Have two different melodies being played together.</li> <li>Have a complete piece of music with four different layers with an appropriate structure.</li> </ul> <p><b>Samba and Carnival Sounds and Music</b></p> <ul style="list-style-type: none"> <li>Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.</li> <li>Clap on the off beat and be able to play a syncopated rhythm.</li> <li>Play their rhythm and break in time with the rest of their group and in time with the rest of the piece.</li> <li>Play in time and with confidence; accurately playing their break.</li> </ul> <p><b>Instrumental (Glocks) - Caribbean</b></p> <ul style="list-style-type: none"> <li>To understand the main features of Calypso music</li> <li>To improvise a vocal part in the style of a calypso</li> <li>To understand how and why percussion instruments can be used in Calypso music</li> <li>To recognise and perform quavers from staff notation</li> <li>To improvise in a Calypso style using a pentatonic scale</li> </ul> <p><b>Adapting and Transposing Motifs - Romans</b></p> <ul style="list-style-type: none"> <li>Learn a new song, singing in time and in tune while following the lyrics.</li> <li>Identify motifs aurally and play a repeated pattern on a tuned instrument.</li> <li>Create and perform a motif, notating it with reasonable accuracy.</li> <li>Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</li> <li>Combine different versions of a musical motif and perform as a group using musical notation.</li> </ul>	Contrasting rhythms Loop Organisation Bass line Flat notes Hand jive Origin Rock and roll Sharp notes Walking bass line Crotchet Dotted minim Key signature Minim Quavers Semibreve Transpose Agogo Bateria Carnival Chocalho Repique Ganza Metronome Rhythmic break Surdo Syncopated rhythms
<p><b>Musicians and Genres</b></p> <p>Popular Music: David Paich Cups Song from Pitch Perfect</p> <p>Calypso: Calypso Rose Lord Kitchener Tropical Bird (Steel Band)</p> <p>Modern Classical: Steve Reich</p> <p>Old Time Calypso (Steel Band)</p> <p>Classical: Beethoven</p> <p>Samba: La bateria de Virgen de los Reyes</p> <p>Film soundtrack: John Barry (James Bond theme)</p>					

Year 5 Music			Key Objectives	Key Vocabulary
<p><b>Blues</b></p> <p><b>Composition notation – Ancient Egypt</b></p> <p><b>Musicians and Genres</b></p> <p>Popular Music: The Bangles</p> <p>Baroque: Henry Purcell</p> <p>Blues: Extracts of Blues music (unnamed) Lisa Simpson Swiss Dutchman 12 Bar Blues</p>	<p><b>Instrumental Unit – whole class djembe tuition delivered by a specialist tutor from Sefton Music Hub</b></p>		<p><b>Blues</b></p> <ul style="list-style-type: none"> <li>* Name three key features of Blues music</li> <li>* Sing in tune, using vocal expression to convey meaning</li> <li>* Explain what a chord is and play the chord of C repeatedly</li> <li>* Play the twelve bar blues correctly</li> <li>* Play the notes of the blues scale in the correct order, ascending and descending</li> <li>* Play a selection of blues scale notes out of order in their own improvisation</li> <li>* To become increasingly familiar with the written notation of the blues scale</li> </ul> <p><b>Composition notation – Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>* Sing in time and in tune with other people and the backing track</li> <li>* Remember the lyrics to a song</li> <li>* Identify the structure of a piece of music and match this to non-standard notation</li> <li>* Improvise their own piece of music</li> <li>* Play a melody with reasonable accuracy</li> <li>* Perform with confidence and in time with others</li> <li>* Compose and play a melody using stave notation</li> <li>* Contribute meaningfully to the group performance and composition</li> <li>* Use hieroglyphic notation to show the structure of their piece</li> </ul> <p><b>Instrumental tuition – djembe drumming</b></p> <ul style="list-style-type: none"> <li>* Play a part from memory, remaining in time</li> <li>* Maintain their part in a performance with accuracy while others play a different rhythm</li> <li>* Play the more complicated rhythms in time and with rests</li> <li>* Improvise and compose short sections to create a break</li> <li>* To understand the history and roots of djembe drumming in West Africa</li> </ul>	<p>Balance</p> <p>Pitch notation</p> <p>Sheet music</p> <p>Staff notation</p> <p>12 bar blues</p> <p>Ascending / descending scale</p> <p>Bent note</p> <p>Bar</p> <p>Blues scale</p> <p>Chord</p> <p>A capella</p> <p>Break</p> <p>Diction</p> <p>Djembe</p> <p>Eight beat break</p> <p>Master drummer</p> <p>Polyrhythms</p> <p>Pronunciation</p>

Year 6 Music				Key Objectives	Key Vocabulary
Film Music	Dynamics, pitch and tempo – Fingal's Cave	Theme and Variations – Pop Art	Baroque	<p><b>Film Music</b></p> <ul style="list-style-type: none"> <li>Identify how different styles of music contribute to the feel of a film.</li> <li>Participate in discussions, sharing their views and justifying their answers.</li> <li>Use the terms 'major' and 'minor'.</li> <li>Identify different instruments to describe how music evokes different emotions.</li> <li>Identify pitch, tempo and dynamics, and use these to explain and justify their answers.</li> <li>Give reasonable and thought-out suggestions for what different graphic scores represent.</li> <li>Use their body, voice and instruments to create sounds to represent a given theme and that relate to the scene of a film.</li> <li>Create a musical score to represent a composition.</li> <li>Interpret their graphic score and performing their composition appropriately with their group.</li> </ul> <p><b>Dynamics, Pitch and Tempo – Fingal's Cave</b></p> <ul style="list-style-type: none"> <li>Engage in discussion about the sounds of an orchestral piece. Use a varied vocabulary to respond to what they hear.</li> <li>Change dynamics and pitch, differentiating between the two.</li> <li>Take the role of conductor or follow a conductor to show changes in pitch, dynamics and texture.</li> <li>Change texture within their group improvisation and talk about its effect.</li> <li>Create a graphic score to represent sounds.</li> </ul> <p><b>Theme and Variations – Pop Art</b></p> <ul style="list-style-type: none"> <li>Perform rhythms confidently either on their own or in a group.</li> <li>Identify the sounds of different instruments and discuss what they sound like.</li> <li>Make reasonable suggestions for which instruments can be matched to which pieces of art.</li> <li>Recall the names of several instruments according to their orchestra sections.</li> <li>Keep the pulse with the body percussion section and sing with control and confidence.</li> </ul>	Chromatics Clashing Conversation Evoke Imagery Interpret Interval Major Melodic Military Minor Modulate Tremolo Timpani Characterise Accidentals $\frac{3}{4}$ time $\frac{4}{4}$ time Legato Semi quaver Variations

				<ul style="list-style-type: none"><li>• Name rhythms correctly and copy the rhythms accurately with a good sense of pulse.</li><li>• Draw the rhythms accurately and show a difference between each of their variations.</li><li>• Showcase creativity in the finished product.</li></ul> <p><b>Baroque</b></p> <ul style="list-style-type: none"><li>• Define some key features of Baroque music, including recitative, canon, ground bass and fugue.</li><li>• Take part in a vocal improvisation task based on Baroque recitative.</li><li>• Play several parts of a canon using staff notation, with or without letter names.</li><li>• Compose a ground bass melodic ostinato.</li><li>• Notate a ground bass pattern using staff notation.</li><li>• Name some well-known Baroque composers and describe what musical features they were known for.</li><li>• Learn a fugue part by reading staff notation, with or without note names.</li></ul> <p>Perform a fugue.</p>	
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