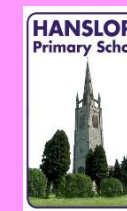


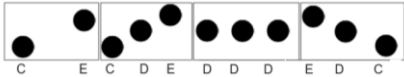
Music – Following KAPOW and The Model Music Curriculum.

Progression of Knowledge, Skills and Vocabulary



EYFS	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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.					
Development Matters – Pupils should be taught to Communication and Language ♣ Learn new vocabulary. • I can consider whether a piece of music has a fast, moderate or slow tempo. (Listening) • I can listen to sounds and identify high and low pitch. (Listening) Communication and Language ♣ Listen carefully to rhymes and songs, paying attention to how they sound • I can explore the story behind the lyrics or music. (Listening) • I can listen to and repeat simple lyrics. (Listening) • I can listen to sounds and match them to the object or instrument. (Listening) • I understand that different instruments make different sounds and I can group them accordingly. (Listening) • I can consider whether a piece of music has a fast, moderate or slow tempo. (Listening) • I can listen to sounds and identify high and low pitch. (Listening) Communication and Language ♣ Learn rhymes, poems and songs. • I can listen to and repeat a simple rhythm. (Listening) Expressive Arts and Design ♣ Listen attentively, move to and talk about music,	NC – Pupils should be taught to ♣ Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • I can select and create short sequences of sound with my voice or an instrument to represent a given idea or character. (Composing) • I can combine instrumental and vocal sounds within a given structure. (Composing) • I can create simple melodies using a few notes. (Composing) • I can sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch. (Performing) Aut/Spr/Sum • I can sing a wide range of call and response songs. (Performing) Aut/Spr/Sum • I can sing familiar songs in both low and high voices and talk about the difference in sound. (Performing) Aut/Spr/Sum • I can perform short copycat rhythm patterns accurately, led by my teacher. (Performing) • I can perform short repeating rhythm patterns while keeping in time with a steady beat. (Performing) • I can perform word- pattern chants, create, retain and	NC – Pupils should be taught to ♣ Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • I can listen to and repeat a short, simple melody by ear. (Listening) • I can select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. (Composing) • I can sing songs pitching accurately. Aut/Spr/Sum • I know the meaning of dynamics and tempo and can demonstrate these when singing by responding to the leaders' directions and visual symbols. (Performing) • I can create rhythms using word phrases as a starting point. (Composing) • I can read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and crotchets rests. (Composing) • I can create and perform my own chanted rhythm patterns using stick notation. (Composing) NC – Pupils should be taught to	NC – Pupils should be taught to ♣ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • I can compose a piece of music in a given style with my voice and instruments. (Composing) • I can sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. (Performing) • I can sing and play in time with my peers, with some degree of accuracy and awareness of their part in the group performance. (Performing) • I can perform from basic staff notation incorporating rhythm, pitch and being able to identify these symbols using musical terminology. (Performing) • I can sing a wide range of unison songs of varying styles and structures tunelessly and with expression. (Performing) Aut/Spr/Sum • I can perform actions confidently and in time to a range of action songs. (Performing) Aut/Spr/Sum • I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. (Performing) • I can use listening skills to correctly order phrases using dot	NC – Pupils should be taught to ♣ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • I can compose a coherent piece of music in a given style with my voice, body and instruments. (Composing) • I can sing 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. (Performing) Aut/Spr/Sum • I can sing and play in time with my peers with accuracy and awareness of my part in a group performance. (Performing) • I can play melody parts on tuned instruments with accuracy and control developing instrumental technique. (Performing) Aut/Spr • I can play syncopated rhythms with accuracy, control and fluency. (Performing) • I can sing a broad range of unison songs pitching my voice accurately and following directions for getting louder and quieter. (Performing) Aut/Spr/Sum	NC – Pupils should be taught to ♣ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • I can compose a detailed piece of music from a given stimulus with my voice, body and instruments. (Composing) • I can improvise coherently within a given style. (Composing) • I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. (Composing) • I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. (Composing) • I can suggest and demonstrate improvements to my own and others' work. (Composing) • I can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. (Performing) Aut/Spr/Sum • I can work as a group to perform a piece of music, adjusting dynamics and pitch	NC – Pupils should be taught to ♣ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • I can compose a multi-layered piece of music from a given stimulus with my voice, body and instruments. (Composing) • I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. (Composing) • I can record my own composition using appropriate forms of notation and/or technology. (Composing) • I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. (Performing) • I can work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. (Performing) • I can perform a solo or take a leadership role within a performance. (Performing) • I can perform with accuracy and fluency from graphic and

(Aut/Spr/Sum)

expressing their feelings and responses. • I can explore lyrics by suggesting appropriate actions. (Listening) • I can explore the story behind the lyrics or music. (Listening) • I can listen to and follow a beat using body percussion and instruments. (Listening) • I can listen to sounds and match them to the object or instrument. (Listening) • I can respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. (Listening) • I can consider whether a piece of music has a fast, moderate or slow tempo. (Listening) • I can listen to sounds and identify high and low pitch. (Listening) Expressive Arts and Design ♣ Sing in a group or on their own, increasingly matching the pitch and following the melody. • I can use my voice to join in with well-known songs from memory. (Performing) Aut/Spr/Sum • I can experiment with body percussion and vocal sounds to respond to music. (Composing) • I can remember and maintain my role within a group performance. (Performing) Aut/Sum Expressive Arts and Design ♣ Explore and engage in music making and dance, performing solo or in groups. • I can explore lyrics by suggesting appropriate actions. (Listening) • I can play untuned percussion ‘in time’ with a piece of music. (Composing)	perform my own rhythm patterns e.g.  (Performing) • I can follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum.  (Performing) NC – Pupils should be taught to ♣ Play tuned and untuned instruments musically. Aut/Spr/Sum • I can select and create short sequences of sound with my voice or an instrument to represent a given idea or character. (Composing) • I can create simple melodies using a few notes. (Composing) • I can explore percussion sounds to enhance storytelling. (Composing) • I can maintain the pulse (play on the beat) using hands, and tuned and untuned instruments. (Performing) • I can copy back short rhythmic and melodic phrases on percussions instruments. (Performing) • I can use body percussion and classroom percussion, playing repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat. (Performing) • I can follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum.  (Performing)	♣ Play tuned and untuned instruments musically. • I can select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. (Composing) • I can copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. (Performing) • I can improvise simple question and answer phrases to be sung and played on untuned percussion creating a musical conversation with a partner. (Composing) • I can play copycat rhythms, copying a leader and invent rhythms for others to copy on untuned percussion. (Performing) NC – Pupils should be taught to ♣ Listen with concentration and understanding to a range of high-quality live and recorded music. • I can recognise structural features in music that I listen to. (Listening) • I can identify melodies that move in steps. (Listening) • I can mark the beat by tapping or clapping to music I listen to. (Listening) • I can walk in time to the beat of a piece of music or song. (Listening) • I can begin to group beats in twos and threes by tapping knees on the first beat and clapping the remaining beats. (Listening) • I can identify the beat groupings in familiar music that I sing and listen to regularly. (Listening)	notation, showing different arrangements of notes. (Listening)  NC – Pupils should be taught to ♣ Improvise and compose music for a range of purposes using the inter-related dimensions of music. • I can recognise and explain the changes within a piece of music using musical vocabulary. (Listening) • I can describe the timbre, dynamic and textual details of a piece of music both verbally and through movement. (Listening) Spr/Sum • I am beginning to use musical vocabulary when discussing improvements to my own and others’ work. (Listening) • I am beginning to show an awareness of metre. (Listening) • I can compose a piece of music in a given style with my voice and instruments. (Composing) • I can suggest and implement improvements to my own work using musical vocabulary. (Composing) • I can perform from basic staff notation incorporating rhythm, pitch and being able to identify these symbols using musical terminology. (Performing) • I can become more skilled in improvising inventing responses using a limited note-range. (Composing) • I can create music that has a beginning, middle and end in response to different stimuli. (Composing)	• I can sing rounds and partner songs in different time signatures. (Performing) NC – Pupils should be taught to ♣ Improvise and compose music for a range of purposes using the inter-related dimensions of music • I can identify gradual dynamic and tempo changes within a piece of music. (Listening) • I can recognise, name and explain the effect of the interrelated dimensions of music. (Listening) • I can identify scaled dynamics (crescendo/decrescendo) within a piece of music. (Listening) • I can use musical vocabulary to discuss the purpose of a piece of music. (Listening) Aut/Spr/Sum • I can use musical vocabulary when discussing improvements to my own and others’ work. (Listening) • I can begin to improvise musically within a given style. (Composing) • I am developing melodies using rhythmic variation, transposition, inversion and looping. (Composing) • I can create a piece of music using musical components to create a specific mood. (Composing) • I can use letter name, graphic and rhythmic notation and key musical vocabulary to label and record my compositions. (Composing) • I can suggest improvements to others’ work using musical vocabulary. (Composing) • I can sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control	according to a graphic score, keeping in time with others and communicating with the group. (Performing) • I can perform with accuracy and fluency from graphic and simple staff notation. (Performing) • I can play a simple chord progression with accuracy and fluency. (Performing) • I can sing a broad range of songs from an extended repertoire with a sense of ensemble and performance, observing phrasing, pitching and style. (Performing) • I can sing three-part rounds, partner songs and songs with a verse and a chorus. (Performing) Aut/Spr/Sum • I can play melodies on tuned percussion, melodic instruments of keyboards, following staff notation written on one stave. (Performing) • I understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards to perform simple, chordal accompaniments to familiar songs. (Performing) NC – Pupils should be taught to ♣ Improvise and compose music for a range of purposes using the inter-related dimensions of music. • I can represent the features of a piece of music using graphic notation and colours justifying my choices with reference to musical vocabulary. (Listening) • I can compare, discuss and evaluate music using detailed musical vocabulary. (Listening) • I am developing confidence in using detailed musical vocabulary to discuss and evaluate my own and others’ work. (Listening)	staff notation and from my own notation. (Performing) • I can sing a broad range of songs, including those that involve syncopated rhythms observing rhythm, phrasing, accurate pitching and appropriate style. (Performing) • I can continue to sing three- and four-part rounds or partner songs. (Performing) • I can use chord changes as part of an improvised sequence. NC – Pupils should be taught to ♣ Improvise and compose music for a range of purposes using the inter-related dimensions of music. • I can represent changes in pitch, dynamics and texture using graphic notation, justifying my choices with reference to musical vocabulary. (Listening) • I can use musical vocabulary correctly when describing and evaluating the features of a piece of music. (Listening) • I can confidently use detailed musical vocabulary to discuss and evaluate my own and others’ work. (Listening) • I can improvise coherently and creatively within a given style, incorporating given features. (Composing) • I can compose a multi-layered piece of music from a given stimulus with my voice, body and instruments. (Composing) • I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. (Composing) • I can develop melodies using rhythmic variation, transposition and changes in
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• <i>I can select classroom objects to use as instruments.</i> (Composing) • <i>I can experiment with body percussion and vocal sounds to respond to music.</i> (Composing) • <i>I can experiment with playing instruments in different ways.</i> (Composing) • <i>I can stop and start playing at the right time.</i> (Performing) • <i>I can respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</i> (Listening). Aut/Spr • <i>I can remember and maintain my role within a group performance.</i> (Performing)) Aut/ Sum • <i>I can move to music with instruction to perform actions.</i> (Performing) • <i>I can participate in performances to a small audience.</i> (Performing) Aut/ Sum Expressive Arts and Design <u>ELG: Being Imaginative;</u> ♣ Sing a range of well-known nursery rhymes and song. • <i>I can listen to and repeat simple lyrics.</i> (Listening) Aut/Spr/Sum • <i>I can use my voice to join in with well-known songs from memory.</i> (Performing) Aut/Spr/Sum Expressive Arts and Design <u>ELG: Being Imaginative;</u> ♣ Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. • <i>I can remember and maintain my role within a group performance.</i> (Performing) Aut/ Sum • <i>I can participate in performances to a small</i>	<u>NC –</u> Pupils should be taught to ♣ Listen with concentration and understanding to a range of high-quality live and recorded music. Aut/Spr/Sum • <i>I can describe the differences between two pieces of music.</i> (Listening) • <i>I can express a basic opinion about music (like/dislike).</i> (Listening) • <i>I can respond to the pulse in recorded/live music through movement and dance.</i> (Listening) <u>NC –</u> Pupils should be taught to ♣ Experiment with, create, select and combine sounds using the inter-related dimensions of music. Aut/Spr/Sum • <i>I can recognise basic timbre changes in music that I listen to.</i> (Listening) • <i>I can begin to use musical vocabulary to describe music.</i> (Listening) • <i>I can successfully combine and layer several instrumental and vocal patterns within a given structure.</i> (Composing) • <i>I can create simple melodies from five or more notes.</i> (Composing) • <i>I can choose appropriate dynamics, tempo and timbre for a piece of music.</i> (Composing) • <i>I can use letter names and graphic notation to represent the details of my composition.</i> (Composing) • <i>I can begin to suggest improvement to my own work.</i> (Composing) • <i>I can create music in response to a non-musical stimulus e.g. a storm, car race, rocket launch.</i> (Composing) • <i>I can perform expressively using dynamics and timbre to alter sounds as appropriate.</i> (Performing) • <i>I can sing back short melodic patterns by ear and play short melodic patterns using graphic symbols, dot and stick notation as appropriate.</i> (Performing) • <i>I can listen to and repeat short, simple rhythmic patterns.</i> (Listening) • <i>I can listen and respond to other performers by playing as part of a group.</i> (Listening) • <i>I can listen to sounds in the local school environment, comparing high and low sounds.</i> (Listening) • <i>I can maintain the pulse (play on the beat) using hands, and</i>	<u>NC –</u> Pupils should be taught to ♣ Experiment with, create, select and combine sounds using the inter-related dimensions of music. Aut/Spr/Sum • <i>I can recognise basic timbre changes in music that I listen to.</i> (Listening) • <i>I can begin to use musical vocabulary to describe music.</i> (Listening) • <i>I can successfully combine and layer several instrumental and vocal patterns within a given structure.</i> (Composing) • <i>I can create simple melodies from five or more notes.</i> (Composing) • <i>I can choose appropriate dynamics, tempo and timbre for a piece of music.</i> (Composing) • <i>I can use letter names and graphic notation to represent the details of my composition.</i> (Composing) • <i>I can begin to suggest improvement to my own work.</i> (Composing) • <i>I can create music in response to a non-musical stimulus e.g. a storm, car race, rocket launch.</i> (Composing) • <i>I can perform expressively using dynamics and timbre to alter sounds as appropriate.</i> (Performing) • <i>I can sing back short melodic patterns by ear and play short melodic patterns using graphic symbols, dot and stick notation as appropriate.</i> (Performing) • <i>I can listen to and repeat short, simple rhythmic patterns.</i> (Listening) • <i>I can listen and respond to other performers by playing as part of a group.</i> (Listening) • <i>I can listen to sounds in the local school environment, comparing high and low sounds.</i> (Listening) • <i>I can maintain the pulse (play on the beat) using hands, and</i>	<u>NC –</u> Pupils should be taught to ♣ Listen with attention to detail and recall sounds with increasing aural memory. • <i>I can use musical vocabulary to describe music.</i> (Listening) Aut/Spr/Sum • <i>I can recognise and describe changes in music.</i> (Listening) Aut/ Spr/Sum <u>NC –</u> Pupils should be taught to ♣ Use and understand staff and other musical notations. Aut/Spr/Sum • <i>I can use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record my compositions.</i> (Composing) • <i>I can perform from basic staff notation incorporating rhythm, pitch and being able to identify these symbols using musical terminology.</i> (Performing) Aut/Spr • <i>I can compose song accompaniments on untuned percussion using known rhythms and note values.</i> (Composing) • <i>I can play and perform melodies following staff notation using a small range.</i> (Performing) Aut/Spr • <i>I know what the stave, lines, spaces and clef are.</i> (Performing) • <i>I can use dot notation to show higher or lower pitch.</i> (Performing) • <i>I understand the differences between crotchets and paired quavers.</i> (Performing) • <i>I can apply word chants to rhythms linking each syllable to one musical note.</i> (Performing)	of subtle dynamic changes. (Performing) Aut/Spr/Sum • <i>I can combine rhythmic notation with letter names to create short pentatonic phrases.</i> (Composing) • <i>I can copy short melodic phrases including those using the pentatonic scale.</i> (Composing) • <i>I can arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases arranged into bars.</i> (Composing) 	• <i>I can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</i> (Performing) Aut/Spr/Sum • <i>I can work 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.</i> (Performing) • <i>I can improvise over a drone, developing a sense of shape and characters using tuned percussion and melodic instruments.</i> (Composing) • <i>I can improvise over a simple groove, responding to the beat.</i> (Composing) • <i>I can use chords to compose music to evoke a specific atmosphere, mood or environment.</i> (Composing) <u>NC –</u> Pupils should be taught to ♣ Listen with attention to detail and recall sounds with increasing aural memory. • <i>I can identify common features between different genres, styles and traditions of music.</i> (Listening) Aut/Spr/Sum • <i>I can identify how many layers there are in a piece of music.</i> (Listening) • <i>I can describe a piece of music referring to tempo, dynamics, texture, structure.</i> (Listening) <u>NC –</u> Pupils should be taught to ♣ Use and understand staff and other musical notations. Spr/Sum • <i>I can use letter name, graphic and rhythmic notation and key musical vocabulary to label and record my compositions.</i> (Composing) • <i>I can play and perform melodies following staff notation.</i> (Performing)	<i>dynamics, pitch and texture.</i> (Composing) • <i>I can record my own composition using appropriate forms of notation and/or technology.</i> (Composing) • <i>I can constructively critique my own and others’ work, using musical vocabulary.</i> (Composing) • <i>I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</i> (Performing) • <i>I can work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</i> (Performing) <u>NC –</u> Pupils should be taught to ♣ Listen with attention to detail and recall sounds with increasing aural memory. • <i>I can identify the way that features of a song can complement one another to create a coherent overall effect.</i> (Listening) • <i>I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</i> (Performing) <u>NC –</u> Pupils should be taught to ♣ Use and understand staff and other musical notations. • <i>I can represent changes in pitch, dynamics and texture using graphic notation, justifying my choices with reference to musical vocabulary.</i> (Listening) • <i>I can record my own composition using appropriate forms of notation and/or technology.</i> (Composing)
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audience. (Performing) Aut/Sum Vocab beat, pitch, nursery rhyme. rhythm, instrument, actions, voice sounds, body percussion. voice, sound, loud, quiet, high, low, squeaky, soft, deep, body sounds, tempo, fast, slow, quickly, slowly, dynamic, names of instruments, environmental sounds, middle, low. lyrics, verse, heartbeat, pulse, steady, repeat, composer, melody, percussion, compose. musical instrument, band, sound, shake, tap, bang, strum, jingle, orchestra, conductor, wind, strings, brass, percussion.	tuned and untuned instruments. (Performing) • I can respond to simple musical instructions such as tempo and dynamic changes as part of a class performance. (Performing) • I can perform from graphic notation. (Performing) • I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. (Performing) • I am beginning to make improvements to my work as suggested by my teacher. (Composing) • I can choose dynamics, tempo and timbre for a piece of music. (Composing) • I can create a simple graphic score to represent a composition. (Composing) • I can improvise simple vocal chants, using question and answer phrases. (Composing) • I can create musical sound effects and short sequences of sounds in response to stimuli. (Composing) • I understand the difference between creating a rhythm pattern and a pitch pattern. (Composing) • I can invent, retain and recall rhythm and pitch patterns and perform these of others taking turns. (Composing) • I can use music technology, if available to capture, change and combine sounds. (Composing) • I can recognise how graphic notation can represent created sounds. Explore and invent my own symbols e.g. (Composing) Vocab rhythm, pulse, pitch, high, low, tempo, performance,	• I can recognise dot notation and match it to 3-note tunes played on tuned percussion. (Listening) Vocab timbre, dynamics, tempo, structure, rhythm. orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, pulse, beat, melody, notation, pitch, texture, duration, composition, graphic score, notation, compose, motif, crescendo, decrescendo, pause, crotchets, quavers and crotchets rests.	NC – Pupils should be taught to ♣ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • I can use musical vocabulary to describe music. (Listening) • I can recognise and describe changes in music. (Listening) • I can say which instruments are used in different genres of music. (Listening) Aut/Spr/Sum • I can recognise different genres of music from its style. (Listening) Aut/Spr/Sum ♣ Develop an understanding of the history of music. • I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Listening) Aut/Spr/Sum Vocab tempo, crescendo, dynamics, timbre, duration, listen, pitch, repeated rhythm, pattern, dot notation, ensemble, compose, composition, melody, minim, crotchet, paired quavers, ballad, ensemble, rhythm, stave, syncopation, straight quaver, strung quaver, motif.	• I can perform in two or more parts from simple notation. (Performing) • I understand the difference between minims, crotchets, paired quavers and rests. (Composing) NC – Pupils should be taught to ♣ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • I can identify common features between different genres, styles and traditions of music. (Listening) Aut/Spr/Sum NC – Pupils should be taught to ♣ Develop an understanding of the history of music. • I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Listening) Spr/Sum Vocab body percussion, tempo, rhythm, structure, texture, contrast, higher, lower, compose, loop, melody, pitch, sound, glissando, pizzicato, composer, composition, col legno, Haiku, syllables, dynamics, motif, repeating patterns, riff, quaver, beat, minim, dotted minim, crotchet semibreve, rests, transposing, flat, sharp, ostinato, repetition, pattern, off beat, pulse, syncopation, break, notation, style, A Capella, breathing, harmony, listen, percussion, layer, time signatures.	according to a graphic score, keeping in time with others and communicating with the group. (Performing) • I can perform with accuracy and fluency from graphic and simple staff notation. (Performing) • I can say what the difference is between a semibreve, minim and crotchet, crotchet rests, paired quavers and semiquavers. • I understand the differences between 2/4, 3/4 and 4/4 time signatures. NC – Pupils should be taught to ♣ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. (Composing) NC – Pupils should be taught to ♣ Develop an understanding of the history of music. • I can confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary and explain how these have developed over time. (Listening) Aut/Spr/Sum Vocab A cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome. features, notation, repeating, unison, composition, structure, repetition, tempo, compose, ensemble, melody, minor key.	• I can perform with accuracy and fluency from graphic and staff notation and from my own notation. (Performing) • I can perform by following a conductor’s cues and directions. (Performing) • I can play a melody following staff notation written on one stave and using notes within an octave range, including dynamics. (Performing) • I can accompany a melody using block chords. (Performing) • I can read and play confidently from rhythm notation cards and rhythmic scores identifying note names and durations. NC – Pupils should be taught to ♣ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • I can recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts (Pop art, Film music). (Listening) • I can identify the way that features of a song can complement one another to create a coherent overall effect. (Listening) • I can evaluate how the venue, occasion and purpose affects the way a piece of music sounds. (Listening) NC – Pupils should be taught to ♣ Develop an understanding of the history of music. • I can discuss musical eras in context, identifying how they have influenced each other and I can discuss the impact of
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	<i>accelerando, timbre, syllables, fast, slow, quiet, dynamics, musical composition, structure, texture, graphic score,</i>				<i>blues, chord, 12-bar blues, bar, scale, ascending scale, descending scale, improvisation. synesthesia, graphic score, vocal composition, loop, riff, body percussion, rhythm, remix, melody, beat, fragment, accuracy, composer, timbre, transitions.</i>	<i>different composers on the development of musical styles. (Listening)</i> <u>Vocab</u> <i>major, minor, orchestra, graphic score, higher, lower, composition, accelerando, crescendo, performance, improvise, syllables, quavers, pulse, chant, melody, unison, rhythmic elements, compose, beat, practise, texture, pitch, dynamics, conductor, improvisation, ensemble, diaphragm, phrase, body percussion, sections, variations, pizzicato, contrast, musical terms, tempo, Do Re Mi Fa So La Ti, counter melody, harmony, phrasing, Solfa, lyrics, presto, allegro, largo, ritardando, forte, piano, diminuendo, verse, chorus, rhyme, chords, chord progressions, staff notation, four-chord progression.</i>
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