

Music Skills, Progression and Vocabulary at Holy Family Catholic Primary School

	EYFS	1	2	3	4	5	6
Music appreciation	Imitates movement in response to music and develops a preference for forms of expression.	Responses to music include playing or clapping along to the pulse and rhythms, humming or singing melodies, creating actions and dance movements, and using adjectives, such as lively or cheerful, to describe the music.	Responses to a piece of music that tell a story include creating movements relating to characters or events in the music, identifying instruments and sounds that represent characters or events, describing key events and changes in the sound and drawing scenes inspired by the music.	Genres of music include jazz, rock, classical, blues, pop, folk, country and world music.	Genres of music include jazz, rock, classical, blues, pop, folk, country and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, tempos and dynamics; date of composition and style of performance.	Musical vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture	A motif in music is a short musical idea that is repeated and developed throughout a piece.
Listening	Listens with interest to noises and sounds. Shows interest in play with sounds, songs and rhymes. Listens to songs and rhymes with increasing attention and recall. Joins in with repeated refrains and anticipates phrases in rhymes and songs.	Basic features of music that can be easily identified include the melody (the main tune), the instruments used and the feelings the music engenders, such as happy, angry or scary.	Specific terms can be used to describe the sounds and changes in a piece of music, including dynamics (loudness) and tempo (speed).	Specific terms can be used to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed).	Instruments include strings, brass, woodwind and percussion. Composers choose instruments for timbre, pitch and duration of the notes. For example, timpani, can give the impression of heavy footsteps.	A mixture of pitch, tempo, rhythm, melody and dynamics create mood and feeling in the listener. For example, quick, high-pitched notes can create a feeling of panic, and long, low-pitched notes can create a feeling of calm. All music is written in a major (happy) or minor (sad) key.	Genres are different styles of music, such as pop, rock, world music, classical, Latin American, swing, gospel and soul. Words such as tempo, rhythm, dynamics, pulse and timbre can be used to comment on the genre of music.

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Singing	<p>Traditional songs and nursery rhymes include Humpty Dumpty, The Grand Old Duke of York and Twinkle Twinkle. You can hear songs on the radio, on TV, on the internet or at home.</p>	<p>Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.</p>	<p>The melody of a piece of music is the main tune, which is usually part of a larger piece of music. The shape of the music is the pattern created by the changing pitches of notes in a melody.</p>	<p>The voice can be used to create notes of different pitches, durations and dynamics (loudness) to add interest to the music by highlighting certain lyrics or creating different moods.</p>	<p>Accurate solo singing includes good timing, note memory and accurate pitching of notes. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor.</p>	<p>Rounds consist of the same melody being sung at different times in a group. Harmony singing consists of a melody line accompanied by other lines of music made up of differently pitched notes that, when sung together, give a pleasing effect. Singers usually sing the same words at the same time when singing in harmony.</p>	<p>Gestures in music - eye contact, waving /beckoning, closing eyes. Some gestures are associated with different types of music, eg exaggerated movements for virtuoso guitar playing during rock musical performances. Expression in music means adding feeling and is indicated in musical scores using words, such as <i>dramatico</i>, <i>legato</i> <i>tranquillo</i> and <i>cantabile</i>.</p>
Composing	<p>Sounds can be made with parts of the body such as clapping hands. Clapping hands or stamping feet can create a rhythm or pattern which can be fast or slow, loud or quiet.</p>	<p>Sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound.</p> <p>Musical notes and symbols have meaning and can be read by musicians when they play</p>	<p>A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music.</p>	<p>Sequences of sounds combine pitch, rhythm, dynamics and pulse. Sequences can be written down using informal pictures or symbols in a graphic score, or using standard musical notation.</p>	<p>Sequences of sounds for different instruments are written on separate lines in a graphic score or on separate staves of standard musical notation.</p> <p>Standard musical notation symbols for dynamics, such as <i>mp</i>, <i>p</i>, <i>pp</i>, <i>ppp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>, <i>fff</i>, tell musicians how loudly or quietly they should play.</p>	<p>Effective compositions include instruments with different pitches, repeated and contrasting rhythms, a pleasing melody and a variety of dynamics.</p> <p>In standard musical notation, time signatures eg 4/4 (4 crotchets in a bar). How bar lines split the notes into groups.</p>	<p>A score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as <i>mp</i> and <i>mf</i>. Features of standard notation include staves, time signatures, bar lines, notation and dynamic markings.</p>

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Pulse and Rhythm	<p>A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music</p>	<p>A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music. A pulse is a steady beat, like a heartbeat. People can clap or tap their feet to the pulse.</p>	<p>A rhythm and a pulse are different. The beats in a rhythm can be of different lengths. The beats in a pulse are all the same length. The pulse often stays the same throughout a piece of music whereas the rhythm changes.</p>	<p>The pulse often stays the same throughout a piece of music whereas the rhythm changes.</p>	<p>Repeated rhythmic patterns are a series of long and short sounds that are played over and over again. Repeated patterns can be found in all music. Short, repeated patterns are called motifs.</p>	<p>Extended rhythmic patterns usually contain repetition and may include short repeated phrases called motifs. Rests provide a break in a rhythmic pattern or line of music and should be counted in the same way as notes.</p>	<p>Pulse can be created using bar lines to write bars of music with the same number of beats per bar. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves, and writing them in equal bars of music.</p>
Performing	<p>Songs or instruments can be performed to an audience. A performer should look at the audience, use intonation, rhythm and phrasing to make the meaning clear to others and express themselves effectively, showing awareness of listeners' needs.</p>	<p>A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians play or sing at the same time as each other.</p>	<p>Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the xylophone or piano, produce notes of different pitches. Untuned percussion instruments, such as the drum or güiro, produce sounds with no definite pitch.</p>	<p>Control in music can include breath control, or control of a musical instrument, such as using bow strokes correctly when playing the violin. To sing or play accurately, the pitch, rhythm and volume of notes should match the intent of the musician, composer or conductor and the playing of other musicians.</p>	<p>When playing or singing from notation, the shape and colour of a note denotes its length. The shape of a rest denotes its length. The position of the note on the staff denotes the pitch of the note and letters above or below the notes, such as p or f, denote the dynamics.</p>	<p>Accurate and confident group performances benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician.</p>	<p>Suggestions for improvements to musical performances include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs.</p>

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Whole School Events	EYFS Nativity Summer Concert Class Mass & Assembly	Nativity Summer Concert Class Mass & Assembly	Nativity Summer Concert Class Mass & Assembly	Choir of the Year Y3 Harvest Festival Summer Concert Class Mass & Assembly	Y4 Lenten Liturgy Summer Concert Choir of the Year Class Mass & Assembly	Y5 Advent Service/Play Jesse Tree Review Summer Concert Choir of the Year Class Mass & Assembly	Y6 Leavers Play Summer Concert Choir of the Year Class Mass & Assembly
Vocabulary	Rhyme Song Listen Sounds Hit Shake Scrape	Rhythm Melody/Melodic Feelings Mood Musician Xylophone Piano Drum Beat	Dynamics Tempo Performance Percussion Choir Groove Improvisation Ostinato Verse Chorus	High pitch Low pitch Timbre Pulse Jazz Rock Classical Blues Pop Folk Country Original	Composer/composing Note duration- crotchet, minim Piano Forte Composition Solo Ensemble Backing Interlude Tempo	Major key Minor key Harmony Time signature Note duration-quaver, semi breve, breve, rest Stave Bar lines Back beat Off beat Phrase	Motif Musical score Dramatico Legato Tranquillo Cantabile A capella Ballad Decks

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Key Music for Listening and Singing	<p>EYFS Traditional songs & nursery rhymes Happy Birthday My God is so big</p> <p>Celebrations Myself Vivaldi- Four Seasons National Anthems Sea Shanties Seaside-Wurlitzer London Bridge is Falling Down</p>	<p>YEAR 1 Traditional songs & nursery rhymes Jenny was a-weeping, Rain rain go away, Oats and Beans and Barley Grow, London’s Burning, London Bridge is falling down Weather songs</p> <p>Frere Jacques, Alouette</p> <p>Animals Songs- If you ever meet a dinosaur Jurassic Park Fairground music</p> <p>Seaside songs /shanties- Oh I do like to be beside the seaside, George Formby</p> <p>Rondo all Turca Mozart (Classical) Mars from The Planets Holst (20th Century) Fanfarra Mendes Samba (Brazil) Vivaldi The Four Seasons (Baroque)</p>	<p>YEAR 2 Traditional Songs-</p> <p>Love is something if you give it away Oh, oh, oh how good is the Lord Jesus, Jesus here I am (and signing)</p> <p>Florence Price (black female composer) BBC Ten Pieces</p> <p>Animals environmental -Lion King- Elton John Nutcraker-Tchaikovsky</p> <p>Grieg Peer Gynt</p> <p>Sailors, pirates- A sailor went to sea, When I was one, Pirates of the Caribbean, La Mer- Debussy</p> <p>Disney Fantasia With a little help from my friends, All you need is love The Beatles (Pop) Runaway Blues Ma Reiney (Blues) Holst- The Planets- Jupiter Bringer of Jollity, National Anthem</p>
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Key Music for Listening and Singing	<p>YEAR 3 Tribal, Prehistoric</p> <p>Heal the World I will follow him I'll be there Lean on me We are the World Day by Day Pokare kare ana</p> <p>Celtic Music- Danny Boy, Minstrel Boy, Skye Boat Song</p> <p>Food- I've got a body, Oats and beans and barley grow, Food Glorious Food, Strawberry Fields, Blueberry Hill</p> <p>Charanga Unit 3- Hey You!</p> <p>Charanga- Dragons-The Dragon ate our School, peaking Dragonese, Dragons Everywhere</p> <p>Film Music- Gladiator Hans Zimmer Hall of the Mountain King (Grieg) Jai-Ho from Slum Dog Millionaire AR Rahman (21st Century) Hound Flight of the Bumble Rimsky Korsakov</p>	<p>YEAR 4 I can't really explain it-Electricity Follow your Dream Hallelujah My Jesus My Saviour To make you feel my love Because of Him Can't Smile without you Doll on a music box Adiemus</p> <p>Egypt Walk like an Egyptian</p> <p>Viking Warriors- Ride of the Valkyries- Wagner Normans</p> <p>Indian Music –Raga</p> <p>Potions</p> <p>Environment Britten Storm- BBC 10 Pieces</p> <p>For the Beauty of the Earth Rutter (20th Century) Wonderwall Oasis (90s Indie)</p>	<p>YEAR 5 Renaissance- Tudor Music from the Royal Court- Byrd, Tallis, Greensleeves</p> <p>Because the Lord is my Shepherd Believe Somewhere only we know A million dreams California Dreamin' Narnia, Magical</p> <p>Animals- Circle of Life</p> <p>Charanga- Make you feel my love</p> <p>Dr Who BBC 10 Pieces John Williams-Star Wars, Harry Potter</p> <p>Ode to Joy Moonlight Sonata Beethoven Claire de Lune Debussy Greensleeves att Henry V11 Holst- The Planets- Hans Zimmer- Earth BBC 10 Pieces</p>	<p>YEAR 6 Oh Happy Day The Prayer- I pray you'll be our eyes Chiquitita Close to You I can see clearly now</p> <p>Charanga- Music and Me- inspirational women & Brighter Sounds gender equality initiative, Both sides now.</p> <p>World War 11- Pack up your troubles, it's a long way to Tipperary 30s & 40's</p> <p>Victorian Parlour/ British Empire Old Music Hall compared to modern club music Elgar BBC 10 Pieces</p> <p>Film Music Titanic, Schindler's List</p> <p>Adele- Contemporary 1812 Overture Tchaikovsky (Romantic) Symphony No 5 Beethoven (Classical) El Jilquerillo Mariache Cobre (Mexico) Ojios Begros Cornelio Reyna (Mexico)</p>
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