



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Pupils will know- What a nursery rhyme is The terms melody and lyrics</p> <p>Pupils will be able to- Sing along to simple nursery rhymes Explain how singing makes them feel</p>	<p>Pupils will know- The terms pitch, rhythm, pulse and dynamic Types of choral singing</p> <p>Pupils will be able to- Sing chorally at the same pitch Listen and respond to significant choral works</p>	<p>Pupils will know- The terms canon, round and texture Rounds are sung by two or more groups of people singing the same melody at different times</p> <p>Pupils will be able to- Maintain their own part in a two- (or more) part round Follow musical directions</p>	<p>Pupils will know- That a sea shanty is a folk song traditionally sung by sailors Know the terms diction, articulation and refrain</p> <p>Pupils will be able to- Create harmony by singing as a class in two rounds Describe some of the stylistic features of folk music Apply singing techniques to extend their vocal range</p>	<p>Pupils will know- The stylistic features of pop music. The terms soprano, alto and countermelody</p> <p>Pupils will be able to- Describe music in terms of its structure Sing songs in two-part harmony and rounds in three parts</p>	<p>Pupils will know- That music is often the influence of social factors and / or cultural contexts</p> <p>The stylistic features of African music The appropriate musical vocabulary for describing traditional African music</p> <p>Pupils will be able to- Sing songs with an increasing complexity of range Sing songs in multiple parts, including descants</p>
Untuned percussion	<p>Pupils will know- The difference between rhythm and pulse The names of a selection of untuned instruments</p> <p>Pupils will be able to- Copy back simple rhythms Play the pulse of a song on untuned instruments</p>	<p>Pupils will know- Samba music is made by layering ostinati The names of a range of untuned percussion</p> <p>Pupils will be able to- Identify an instrument according to the sound that it makes Perform simple ostinati</p>	<p>Pupils will know- The terms time signature, bar and bar line The note values crotchet, crotchet rest and paired quavers</p> <p>Pupils will be able to- Perform and combine multiple rhythms at the same time Notate simple rhythms using standard musical notation</p>	<p>Pupils will know- The stylistic features of Bhangra music How rhythms can be represented in notation</p> <p>Pupils will be able to- Play back simple rhythms from standard notation Combine and layer rhythms</p>	<p>Pupils will know- The terms simple time, compound time and motif How to notate a simple rhythmic motif</p> <p>Pupils will be able to- Clap back and perform rhythms in compound time, e.g. 6/8 Select sounds to create a desired effect</p>	<p>Pupils will know- The stylistic features of music composed by Danny Elfman The terms associated with music technology</p> <p>Pupils will be able to- Select sounds to create a desired effect Sequence sounds, layering and combining to build and reduce texture</p>
Tuned percussion		<p>Pupils will know- Musical vocabulary used to describe tempo and dynamics The role of the conductor and why this is important</p> <p>Pupils will be able to- Control tempo and dynamics as part of a performance Compose and record simple musical phrases using dot notation</p>				
Range of instruments studied					<p>Pupils will know- That ternary form (ABA) is a compositional structure</p>	<p>Pupils will know- The origins and stylistic features of blues music The typical structure of blues music</p>

					Pupils will be able to- Use compositional devices such as motif and ostinato to develop a composition	Pupils will be able to- Invent improvisations over a fixed groove, appropriate to the style of blues music
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