



# Progression of skills and knowledge in Music

## *Controlling sounds through Singing (achieved/also achieved through singing assemblies)*

Year group	National Curriculum and core skills	Additional Skills	Knowledge	Key Vocabulary
N	<b>See EYFS Music knowledge organisers</b>			
R				
1	<ul style="list-style-type: none"> <li>-Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>-Learn that they can make different types of sounds with their voices</li> </ul>	<ul style="list-style-type: none"> <li>-Take part in a group singing performance.</li> <li>-Learn about voices, singing notes of different pitches (high low) (Ch)</li> <li>- Identify long, short for duration, loud and quiet for dynamics (Ch)</li> <li>-Learn to start and stop singing when following a leader. (Ch)</li> </ul>	<ul style="list-style-type: none"> <li>-Know 4 songs or raps by heart and sing them in unison with others (Ch)</li> <li>-Know how to perform with an awareness of others</li> <li>-Know that their voices make different sounds and that the sounds can be made into patterns</li> <li>-Copy and create patterns with their own voices</li> </ul>	<ul style="list-style-type: none"> <li>High, low, pitch, beat, pulse, rhythm, long, short, duration, loud, quiet, soft, unison</li> </ul>
2	<ul style="list-style-type: none"> <li>-Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>-Sing or clap increasing and decreasing tempo</li> </ul>	<ul style="list-style-type: none"> <li>-Learn about voices, singing notes of different pitches (high low) (Ch).</li> <li>-Identify where singing rises, falls or stays the same.</li> <li>-Learn to find a comfortable singing position (Ch)</li> <li>-Sing with clarity of diction (clear words) appropriate to age</li> <li>-Perform songs to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>-Confidently know and sing 5 songs from memory in unison(Ch)</li> <li>-Know that unison is everyone singing at the same time. (Ch)</li> <li>-Know that we need to warm up our voices (Ch)</li> <li>-Know that songs include other ways of using voices e.g. rapping (Ch)</li> <li>-Know how to sing simple songs loudly and softly with control</li> <li>-Know when to breathe when singing (phrasing)</li> </ul>	<ul style="list-style-type: none"> <li>Pianissimo (quietly), forte (loud), loudly, softly, unison, tempo, rapping, warm up, rise, falls, voice, rhythm, melody, stick notation</li> </ul>
3	<ul style="list-style-type: none"> <li>-Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</li> </ul>	<ul style="list-style-type: none"> <li>-Enjoy exploring singing solo (Ch)</li> <li>-Sing with an awareness of being in tune and with expression (Ch)</li> <li>-Have an awareness of pulse internally when singing/keeping in time) (Ch)</li> </ul>	<ul style="list-style-type: none"> <li>-Know that singing in a group can be called a choir (Ch) -Know that a person who the choir or group follow is called a conductor (Ch)</li> <li>-Know that songs can make you feel different things e.g happy, energetic or sad (Ch)</li> </ul>	<ul style="list-style-type: none"> <li>Choir, conductor, ensemble, pulse, diaphragm, two-part songs, round, harmony</li> </ul>

	<p>increasing, fluency, control and expression</p> <p>-Sing in unison and in simple two-parts</p>		<p>-Know that singing as part of an ensemble is fun, but that you must listen to each other (Ch)</p>	
4	<p>-Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing, fluency, control and expression</p> <p>-Sing songs from memory with accurate pitch.</p>	<p>-Re-join the song if lost (Ch)</p> <p>-Listen to the group when singing (Ch)</p> <p>-Sing a range of songs in tune with expression as part of a group or individually.</p> <p>-Perform with an awareness of tempo and dynamic.</p> <p>-Evaluate their own singing and make improvements.</p>	<p>-Know that a solo singer makes a thinner texture than a large group (Ch)</p> <p>-Listen to a second part and know that ostinato is a repeating pattern in singing.</p>	<p>Ostinato (repeating pattern), texture (layers of sound), solo, pitch, control, expression, tempo, dynamics, two-part songs, round, harmony</p>
5	<p>-Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing, fluency, control and expression</p> <p>-Listen to each other and be aware of how you fit into the group. (Ch)</p>	<p>-Sing in unison and sing backing vocals. (Ch)</p> <p>-Listen to the group when singing. (Ch)</p> <p>-Demonstrate a good singing posture. (Ch)</p> <p>-Follow a leader when singing. (Ch)</p> <p>-Experience rapping and solo singing. (Ch)</p> <p>-Sing with awareness of being 'in tune'. (Ch)</p>	<p>-Know and confidently sing 5 songs and their parts from memory, and to sing them with a -strong internal pulse. (Ch) -Choose a song and be able to talk about:</p> <p>*Its main features</p> <p>*Singing in unison, the solo, lead vocal, backing vocals or rapping taking place</p> <p>*What the song is about and the meaning of the lyrics</p> <p>-Know the importance of warming up your voice (Ch)</p>	<p>Solo, lead vocal, backing vocals, rapping, unison, posture, 'in tune', expression, cannon, harmony, clarity of projection</p>
6	<p>-Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing, fluency, control and expression</p> <p>-Maintain harmony in a song, singing confidently and accurately.</p>	<p>-Sing an individual role in a group performance, from memory or by reading notation, singing solos, accompaniments or directing a group.</p> <p>-Perform own part in a round or other split part.</p> <p>-Evaluate different types of singing from different cultures and heritages and discuss their preferences. -Sing in unison and sing backing vocals. (Ch)</p> <p>-Demonstrate a good singing posture. (Ch)</p> <p>-Follow a leader when singing. (Ch)</p> <p>-Experience rapping and solo singing. (Ch)</p> <p>-Listen to each other and be aware of how you fit into the group. (Ch)</p> <p>-Sing with awareness of being 'in tune'. (Ch)</p>	<p>-Know and confidently sing 5 songs and their parts from memory, and to sing them with a strong internal pulse. (Ch) -Know about the style of the songs so you can represent the feeling and context to your audience (Ch) -Choose a song and be able to talk about:</p> <p>*Its main features</p> <p>*Singing in unison, the solo, lead vocal, backing vocals or rapping taking place</p> <p>*What the song is about and the meaning of the lyrics</p> <p>-Know and explain the importance of warming up your voice (Ch)</p>	<p>Notation, directing, harmony (singing higher or lower than the main melody), clear diction, pulse, vocals, posture, conductor, rounds, descant parts (harmony), clarity of projection</p>

## Controlling sounds by Playing (and Performing)

Year group	National Curriculum and core skills	Additional Skills	Knowledge	Key Vocabulary
N	<i>See EYFS Music knowledge organisers</i>			
R	<i>See EYFS Music knowledge organisers</i>			
1	<p>- Play tuned and un-tuned instruments</p> <p><b>Chime bars</b></p> <p>-Listen to and follow musical instructions from a leader.</p>	<p>-Use instruments to perform and choose sounds to represent different things.</p> <p>-Treat instruments carefully and with respect.</p> <p>-Play a tuned instrumental part with the song they perform. (Ch)</p> <p>-Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). (Ch)</p> <p>(Ch)</p> <p>-Make and control long and short sounds (duration)</p> <p>-Investigate pitch by using chime bars, copying high and low notes.</p>	<p>-Learn the names of the notes in their instrumental part from memory or when written down. (Ch)</p> <p>-Learn the names of the instruments they are playing. (Ch)</p>	<p>Instrument names, tuned, un-tuned, leader, long, short, duration, perform, appraise, improve, feedback</p>
2	<p>NC: Play tuned and un-tuned instruments</p> <p><b>Glockenspiels</b></p> <p>-Play simple rhythmic patterns on an instrument.</p>	<p>-Treat instruments carefully and with respect. (Ch)</p> <p>-Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a onenote, simple or medium part). (Ch)</p> <p>-Play the part in time with the steady pulse. (Ch)</p> <p>-Choose a song they have learnt and perform it. (Ch)</p> <p>-Add their ideas to the performance. (Ch)</p> <p>-Record the performance and say how they were feeling about it. (Ch)</p> <p>-Follow instructions on how and when to sing/play an instrument.</p>	<p>-Learn the names of the notes in their instrumental part from memory or when written down. (Ch)</p> <p>-Know the names of un-tuned percussion instruments played in class. (Ch)</p> <p>-Know that a performance is sharing music with an audience. (Ch)</p> <p>-Know that a performance can be a special occasion and involve a class, a year group or a whole school. (Ch)</p> <p>-Know that an audience can include your parents and friends. (Ch)</p>	<p>Patterns, rhythm, names of notes being played, names of instruments being played, leader, performance, audience, tuned, un-tuned, glockenspiel, boom whackers, small group compositions, polish, refine</p>
3	<p>-Play musically with increasing confidence and control</p> <p><b>Glockenspiels and Boomwackers</b></p> <p>-Play notes on instruments clearly, including steps/leaps in pitch.</p>	<p>-Treat instruments carefully and with respect. (Ch)</p> <p>-Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. (Ch)</p> <p>-Rehearse and perform their part within the context of the song. (Ch)</p> <p>(Ch)</p> <p>-Listen to and follow musical instructions from a leader. (Ch)</p>	<p>-Know and be able to talk about the instruments used in class (Ch)</p> <p>-Know and be able to talk about:</p> <p>*How performing is sharing music with other people, an audience - it can be to one person or to each other.</p> <p>*how you need to know and have planned everything that will be performed.</p> <p>*How lyrics must be sung or rapped clearly and with confidence</p> <p>*How a performance can be a</p>	<p>Names of notes being played, names of instruments being played, audience, performance, composition, pentatonic scale (remove 4<sup>th</sup> and 7<sup>th</sup> note –F and B), iPads, laptops, appraise,</p>

		<ul style="list-style-type: none"> <li>-Choose what to perform and create a programme. (Ch)</li> <li>-Communicate the meaning of the words and clearly articulate them. (Ch)</li> <li>-Talk about the best place to be when performing and how to stand or sit. (Ch)</li> <li>-Record the performance and say how they were feeling, what they were pleased with what they would change and why. (Ch) - Improvise (including call and response) within a group using 1 or 2 notes.</li> </ul>	<ul style="list-style-type: none"> <li>special occasion and involve an audience including of people you don't know</li> <li>*How a performance is planned and different for each occasion</li> <li>*How it involves communicating feelings, thoughts and ideas about the song/music (Ch)</li> </ul>	<ul style="list-style-type: none"> <li>polish, refine feedback</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>-Play instruments and perform in solo and ensemble contexts. <b>Bells, Boomwhackers and Glockenspiels</b></li> <li>-Perform with control and awareness of what others are playing.</li> </ul>	<ul style="list-style-type: none"> <li>-Treat instruments carefully and with respect. (Ch)</li> <li>-Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. (Ch)</li> <li>-Rehearse and perform their part within the context of the song. (Ch)</li> <li>-Listen to and follow musical instructions from a leader. (Ch) -Experience leading the playing by making sure everyone plays in the playing section of the song. (Ch)</li> <li>-Choose what to perform and create a programme. (Ch) -Present a musical performance designed to capture the audience. (Ch)</li> <li>-Communicate the meaning of the words and clearly articulate them. (Ch)</li> <li>-Talk about the best place to be when performing and how to stand or sit. (Ch)</li> <li>-Record the performance and say how they were feeling, what they were pleased with what they would change and why. (Ch) - Improvise (including call and response) within a group using 3 or 4 notes.</li> </ul>	<ul style="list-style-type: none"> <li>-Know and be able to talk about:</li> <li>*The instruments used in class</li> <li>*How performing is sharing music with other people, an audience - it can be to one person or to each other.</li> <li>*how you need to know and have planned everything that will be performed.</li> <li>*How lyrics must be sung or rapped clearly and with confidence</li> <li>*How a performance can be a special occasion and involve an audience including of people you don't know</li> <li>*How a performance is planned and different for each occasion</li> <li>*How it involves communicating feelings, thoughts and ideas about the song/music (Ch)</li> </ul>	<ul style="list-style-type: none"> <li>Names of notes being played, names of instruments being played, solo, ensemble, recorder, band, orchestra, audience, rehearse, leader, conductor, body percussion, record, video, playback, clear feedback, perform</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>-Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy and control. <b>Ukuleles, bells, boomwackers and glockenspiels (Plus Keyboards for composition)</b></li> <li>-Maintain own part whilst others are playing their part.</li> </ul>	<ul style="list-style-type: none"> <li>-Play a musical instrument with the correct technique within the context of the song. (Ch)</li> <li>-Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. (Ch)</li> <li>-Rehearse and perform their part within the context of the song. (Ch)</li> </ul>	<ul style="list-style-type: none"> <li>-Know different ways of writing music down – e.g. staff notation, symbols</li> <li>-Know the notes C, D, E, F, G, A, B + C on the treble stave</li> <li>-Know the instruments they might play or be played in a band or orchestra or by their friends (Ch)</li> <li>-Know that performing is sharing music with other people, an audience - it can be to one person or to each other.</li> </ul>	<ul style="list-style-type: none"> <li>Names of notes being played, names of instruments being played, control, solo, ensemble, staff notation, symbols, orchestra, quaver, crochet, minim, semibreve, rest, treble clef, line</li> </ul>

		<ul style="list-style-type: none"> <li>-Listen to and follow musical instructions from a leader. (Ch)</li> <li>-Choose what to perform and create a programme. (Ch)</li> <li>-Communicate the meaning of the words and clearly articulate them. (Ch)</li> <li>-Talk about the venue and how to use it to best effect. (Ch)</li> <li>-Record the performance and compare it to a previous performance. (Ch)</li> <li>-Discuss and talk musically about it – “What went well?” and “It would have been even better if...?” (Ch)</li> <li>-Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</li> <li>-Lead a call and response pattern involving 3 notes.</li> </ul>	<ul style="list-style-type: none"> <li>-Know that everything that will be performed must be planned and learned and is different for each occasion</li> <li>- Know that you must sing or rap the words clearly and play with confidence</li> <li>-A performance involves communicating ideas, thoughts and feelings about the song/music (Ch)</li> </ul>	<ul style="list-style-type: none"> <li>notes, space notes, time signature, small group, innovated composition, set rhythm, interrelated dimensions of music, appraise</li> </ul>
6	<ul style="list-style-type: none"> <li>-Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>-Play and perform music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>Recorders, ukuleles, bells, boomwackers and glockenspiels (Plus Keyboards for composition)</li> <li>-Play parts from memory</li> <li>-Take the lead in a performance</li> </ul>	<ul style="list-style-type: none"> <li>-Play a musical instrument with the correct technique within the context of the song. (Ch)</li> <li>-Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. (Ch)</li> <li>-Rehearse and perform their part within the context of the song. (Ch)</li> <li>-Listen to and follow musical instructions from a leader. (Ch)</li> <li>-Lead a rehearsal session. (Ch)</li> <li>-Choose what to perform and create a programme. (Ch)</li> <li>-Communicate the meaning of the words and clearly articulate them. (Ch)</li> <li>-Talk about the venue and how to use it to best effect. (Ch)</li> <li>-Record the performance and compare it to a previous performance. (Ch)</li> <li>-Discuss and talk musically about it – “What went well?” and “It would have been even better if...?” (Ch)</li> <li>-Maintain own part in a round/sing a harmony/play accurately with awareness of what others are playing.</li> <li>-Play more complex instrumental parts.</li> <li>-Improvise using 5 notes of the pentatonic scale.</li> </ul>	<ul style="list-style-type: none"> <li>-Know and be able to talk about:</li> <li>*Different ways of writing music down – e.g. staff notation, symbols</li> <li>*The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>*The instruments they might play or be played in a band or orchestra or by their friends (Ch)</li> <li>*Performing is sharing music with an audience</li> <li>*Everything that will be performed must be planned and learned and is different for each occasion</li> <li>*How you must sing or rap the words clearly and play with confidence</li> <li>*How a performance can be a special occasion and involve an audience including of people you don’t know</li> <li>*A performance involves communicating ideas, thoughts and feelings about the song/music (Ch)</li> </ul>	<ul style="list-style-type: none"> <li>Names of notes being played, names of instruments being played, quaver, crochet, minim, semibreve, rest, treble clef, line notes, space notes, time signature, bar line, body percussion, constructively appraise</li> </ul>

## ***Creating and developing musical ideas (Improvisation and Composing)***

<b>Year group</b>	<b>National Curriculum and core skills</b>	<b>Additional Skills</b>	<b>Knowledge</b>	<b>Key Vocabulary</b>
<b>N</b>	<b><i>See EYFS Music knowledge organisers</i></b>			
<b>R</b>	<b><i>See EYFS Music knowledge organisers</i></b>			
<b>1</b>	<p>-Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>-Clap and repeat short melodic and rhythmic patterns.</p>	<p>-Create a sequence of long and short sounds with help (duration).</p> <p>-Clap longer rhythms with help.</p> <p>-Make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, twinkling etc – timbre)</p> <p>-Make a sequence of sounds and respond to different moods in music.</p> <p>-Help to create a simple melody using one, two or three notes. (Ch)</p> <p>-Learn how the notes of the composition can be written down and changed if necessary. (Ch)</p> <p>-Use the improvisation tracks provided to improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> </ol> <p>Improvise! – Take it in turns to improvise using one or two notes. (Ch)</p>	<p>-Know that composing is like writing a story with music. (Ch)</p> <p>-Know that everyone can compose. (Ch)</p> <p>-Know that improvisation is about making up your own tunes on the spot. (Ch)</p> <p>-Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. (Ch)</p> <p>-Know that everyone can improvise! (Ch)</p>	<p>Repeat, melody, rhythm, notes, symbols, improvise, compose, long, short, duration, high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc – timbre, melodic phrases</p> <p>Notation: tap a beat, speaking voice, thinking voice, rhythm, melody, rhythm, tap a rhythm</p>
<b>2</b>	<p>-Experiment with, create, select and combine sounds using the inter-related dimensions of music with more accuracy.</p> <p>-Order sounds to create an effect (structure - beginning, middle and an end).</p> <p>-Create music in response to different starting points.</p>	<p>-Carefully choose sounds to achieve an effect (including use of ICT)</p> <p>-Create short musical patterns.</p> <p>-Create sequences of long and short sounds - rhythmic patterns (duration).</p> <p>-Control playing instruments so they sound as they should.</p> <p>-Use pitch changes to communicate an idea.</p> <p>-Start to compose with two or three notes.</p> <p>-Use the improvisation tracks provided to improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> </ol>	<p>-Know that improvisation is making up your own tunes on the spot. (Ch)</p> <p>-Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. (Ch)</p> <p>-Know that everyone can improvise, and you can use one or two notes. (Ch)</p> <p>-Know that composing is like writing a story with music. (Ch)</p>	<p>Patterns, rhythm, names of notes being played, names of instruments being played, leader, tuned, un-tuned, glockenspiel, boom whackers, improvising, composing, rehearsing, beginning, middle, end, small group, choir, noises, voices, body parts, sequence</p> <p>Notation: tap a beat, singing, speaking voice, thinking voice,</p>

		<p>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improvise! – Take it in turns to improvise using one or two notes.</p> <p>-Help create three simple melodies using one, three or five different notes. (Ch)</p> <p>-Learn how the notes of the composition can be written down and changed if necessary. (Ch)</p>	-Know that everyone can compose (Ch)	rhythm, melody, rhythm, tap a rhythm, stick notation, pause, rest symbol
<b>3</b>	<p>-Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>-Combine different sounds to create a specific mood or feeling.</p>	<p>-Help create at least one simple melody using one, three or five different notes. (Ch)</p> <p>-Plan and create a section of music that can be performed within the context of the song. (Ch) -Talk about how it was created. (Ch)</p> <p>-Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. (Ch)</p> <p>-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). (Ch)</p> <p>-Compose and perform melodies using two or three notes.</p> <p>-Use sound to create abstract effects (including using ICT). - Create/improvise repeated patterns (ostinato) with a range of instruments.</p> <p>-Effectively choose, order, combine and control sounds (texture/structure).</p>	<p>-Know and be able to talk about:</p> <p>*A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>*Different ways of recording compositions (letter names, symbols, audio etc.) (Ch)</p>	<p>Names of notes being played, names of instruments being played, audience, performance, composition, pulse, rhythm, texture, dynamics, call and response, compose, pentatonic music, five notes repeated, bars, beats, louder, softer</p> <p>Notation: tap a beat, speaking voice, thinking voice, rhythm, melody, rhythm, tap a rhythm, stick notation, pause, rest symbol, pentatonic scale, five notes, stave</p>
<b>4</b>	<p>-Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>-Begin to use notation to record compositions in a small group or individually</p>	<p>-Improvise using instruments in the context of a song they are learning to perform.</p> <p>-Copy Back: Listen and sing back melodic patterns</p> <p>-Play and Improvise: Using instruments, listen and play your own answer using one note.</p> <p>-Take it in turns to improvise using up to 3 different notes. (Ch) -Help create at least one simple melody using one, three or all five different notes. (Ch)</p> <p>-Plan and create a section of music that can be performed within the context of the song. (Ch) -Talk about how it was created. (Ch)</p> <p>-Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. (Ch)</p>	<p>-Know and be able to talk about:</p> <p>*Improvisation - is making up your own tunes on the spot *When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. (Ch)</p> <p>-Know that using one or two notes confidently is better than using five (Ch)</p> <p>-Know that if you improvise using the notes you are given, you cannot make a mistake (Ch)</p>	<p>Names of notes being played, names of instruments being played, solo, ensemble, recorder, band, orchestra, audience, rehearse, leader, conductor, improvisation, composition, tempo, dynamics, timbre, texture, pulse, rhythm, body percussion, body parts, represents, contrast, silent, loud crescendo, diminishing, direct, musicians</p> <p>Notation: speaking voice, thinking voice, rhythm, melody,</p>

		<ul style="list-style-type: none"> <li>-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). (Ch)</li> <li>- Compose and perform melodies using three or four notes.</li> <li>-Make creative use of the way sounds can be changed, organised and controlled (including ICT).</li> <li>-Create accompaniments for tunes using drones or melodic ostinati (riffs).</li> <li>-Create (dotted) rhythmic patterns with awareness of timbre and duration.</li> </ul>	<ul style="list-style-type: none"> <li>-Know that you can use some of the riffs you have heard in your improvisations (Ch)</li> <li>-Know and be able to talk about: <ul style="list-style-type: none"> <li>* A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> </ul> </li> <li>-Know different ways of recording compositions (letter names, symbols, audio etc.) (Ch)</li> </ul>	<ul style="list-style-type: none"> <li>rhythm, tap a rhythm, stick notation, pause, rest symbol, pentatonic scale, five notes, stave, fixed notes, C,D,E,F,G,A,B, recorder, reading music, formal stave notation</li> </ul>
5	<ul style="list-style-type: none"> <li>-Use musical notations</li> <li>-Compose music which meets a specific criteria.</li> <li>-Choose the most appropriate tempo for a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>-Improvise using instruments in the context of a song to be performed.</li> <li>-Play and Copy Back up to 3 different notes (Ch)</li> <li>-Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. (Ch)</li> <li>-Explain the keynote or home note and the structure of the melody. (Ch)</li> <li>-Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. (Ch)</li> <li>-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). (Ch)</li> <li>-Compose and perform melodies using four or five notes. -Use a variety of different musical devices including melody, rhythms and chords.</li> <li>-Record own compositions.</li> <li>-Create own songs (raps - structure).</li> <li>- Identify where to place emphasis and accents in a song to create effects (duration).</li> </ul>	<ul style="list-style-type: none"> <li>-Know and be able to talk about: <ul style="list-style-type: none"> <li>*Improvisation: is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. -Know that using one or two notes confidently is better than using five</li> <li>-Know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul> </li> <li>-Know that you can use some of the riffs you have heard in your improvisations</li> <li>-Know three well-known improvising musicians (Ch)</li> <li>Know and be able to talk about: <ul style="list-style-type: none"> <li>*A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>*A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> </ul> </li> <li>-Notation: recognise the connection between sound and symbol (Ch)</li> </ul>	<ul style="list-style-type: none"> <li>Names of notes being played, names of instruments being played, control, solo, ensemble, staff notation, symbols, orchestra, quaver, crochet, minim, semibreve, rest, treble clef, line notes, space notes, time signature, improvisation, composition, tempo, dynamics, timbre, texture, pulse, rhythm, innovation, key rhythmic patterns, memorable phrases, musical terminology, steady beat, rhythm combinations, long sounds, short sounds, pitch, high, low, fast, slow, loud, quiet, structure, plan, map, texture, combination, layering sounds, enhance, riff, keynote/home note</li> <li>Notation: stick notation, pause, rest symbol, pentatonic scale, five notes, stave, moveable, fixed notes, C,D,E,F,G,A,B, chord, reading music, formal stave notation, group of notes</li> </ul>



<p><b>6</b></p>	<p>-Use staff and other musical notations.          -Use a variety of different musical devices in composition (including melody, rhythms and chords).</p>	<p>-Play and copy back using instruments. Use up to three notes.          (Ch)          -Question and Answer using instruments. Use up to 3 notes in your answer. (Ch)          -Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.          (Ch)          -Explain the keynote or home note and the structure of the melody. (Ch)          -Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.          (Ch)          -Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). (Ch)          - Compose and perform melodies using five or more notes. -Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</p>	<p>Know and be able to talk about:          *Improvisation - is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. -Know that using one, two or three notes confidently is better than using five          -Know that if you improvise using the notes you are given, you cannot make a mistake          -Know that you can use some of the riffs and licks you have learnt in your improvisations          -Know three well-known improvising musicians          -Know and be able to talk about:          *A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.          *A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure -Notation: recognise the connection between sound and symbol           -Create music reflecting given intentions and record using standard notation.          - Use ICT to organise musical ideas (where appropriate).          (Combine all musical dimensions).</p>	<p>Names of notes being played, names of instruments being played, quaver, crochet, minim, semibreve, rest, treble clef, line notes, space notes, time signature, bar line, body percussion, improvisation, composition, tempo, dynamics, timbre, texture, pulse, rhythm, combinations, pitch, layering sounds, musical elements, interrelated dimensions of music, riff, lick, keynote/home note           Notation: stick notation, pause, rest symbol, pentatonic scale, five notes, stave, moveable, fixed notes, C,D,E,F,G,A,B, chord, reading music, formal stave notation, group of notes, accompanying notes</p>
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## **Responding and reviewing (Appraising)**

<b>Year group</b>	<b>National Curriculum and core skills</b>	<b>Additional Skills</b>	<b>Knowledge</b>	<b>Key Vocabulary</b>
<b>N</b>	<b>See EYFS Music knowledge organisers</b>			
<b>R</b>	<b>See EYFS Music knowledge organisers</b>			
<b>1</b>	<ul style="list-style-type: none"> <li>-Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>-Say whether they like or dislike a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>-Learn how they can enjoy moving to pulse in music by dancing, marching, being animals or pop stars. (Ch)</li> <li>-Hear, listen and respond to moods in music.</li> <li>-Identify texture – one sound or several sounds?</li> <li>-Begin to choose sounds to represent different ideas, thoughts, feelings, moods etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Know and recognise the sound and names of some of the instruments they use. (Ch)</li> </ul>	<ul style="list-style-type: none"> <li>Emotions/feelings eg. happy, sad, excited, angry, scared, describe,, because, dancing, marching, names of instruments heard, like, dislike, represent, composer, musicians, low pitched notes, high pitched notes, higher, lower, slowly, faster, repeats, hear, identify, layers up</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>-Listen with improved concentration and understanding to a range of high-quality live and recorded music</li> <li>-Make connections between notations and musical sounds.</li> </ul>	<ul style="list-style-type: none"> <li>-Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. (Ch)</li> <li>-Learn how songs can tell a story or describe an idea. (Ch)</li> <li>-Identify the pulse in music</li> <li>-Recognise changes in timbre (sound quality – smooth, crisp, scratchy, rattling, tinkling etc), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low)</li> <li>-Begin to recognise different instruments.</li> </ul>	<ul style="list-style-type: none"> <li>-Know some songs have a chorus or a response/answer part. (Ch)</li> <li>-Know that songs have a musical style. (Ch)</li> </ul>	<ul style="list-style-type: none"> <li>Chorus, call and response, musical style, notations, timbre, (sound quality – smooth, crisp, scratchy, rattling, tinkling), dynamics, loud, quiet, tempo (fast and slow) and pitch (high and low), conductor, beginning, middle, end, retell, good, bad, scary, evil, kind, innocent, favourite,</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>-Listen with attention to detail.</li> <li>-Listen carefully and recognise high and low phrases.</li> <li>-Use musical words to describe a piece of music and compositions.</li> <li>-Use musical words to describe what they like and don't like about a musical piece.</li> <li>-Use these words to identify where music works well/needs improving.</li> </ul>	<ul style="list-style-type: none"> <li>-Confidently identify and move to the pulse. (Ch)</li> <li>-Think about what the words of a song mean. (Ch)</li> <li>-Discuss how the song makes them feel. (Ch)</li> <li>-Listen carefully and respectfully to other people's thoughts about the music. (Ch)</li> <li>-Copy Back – Listen and sing back</li> <li>-Using instruments, listen and play your own answer using one note.</li> <li>-Take it in turns to improvise using up to 3 different notes.</li> <li>-Internalise the pulse in music.</li> <li>-Begin to use musical dimensions vocabulary to describe music – duration, timbre, pitch, dynamics, tempo, texture, structure.</li> </ul>	<ul style="list-style-type: none"> <li>-Know 4 songs from memory and who sang them or wrote them. (Ch)</li> <li>-Know the style of the 4 songs. (Ch)</li> <li>-Choose one song and be able to talk about:                             <ul style="list-style-type: none"> <li>*Its lyrics: what the song is about</li> <li>*Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>*Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>*Name some of the instruments they heard in the song (Ch)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lyrics, chorus, verse, musical dimensions – duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, phrase, pulse, emotions, feelings, reasons, describe, internalise, instrument families eg woodwind, brass, strings, sections, story, poem, visualise</li> </ul>

<p><b>4</b></p>	<p>-Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -Explain why silence is often needed in music and explain what effect it has. -Identify and describe the different purposes of music</p>	<p>-Identify and describe the different purposes of music. -Confidently identify and move to the pulse. (Ch) -Talk about the musical dimensions working together in the songs e.g. if the song gets louder in the chorus (dynamics). (Ch) -Talk about the music and how it makes them feel. (Ch) -Listen carefully and respectfully to other people's thoughts about the music. (Ch) -When talking try to use musical words. (Ch) -Listen to several layers of sound (texture) and talk about the effect on mood and feelings. -Identify orchestral family timbres. -Identify cyclic (repeated) patterns.</p>	<p>-Know 5 songs from memory and who sang them or wrote them. (Ch) -Know the style of the 5 songs. (Ch) -Choose one song and be able to talk about: *Some of the style indicators of that song (musical characteristics that give the song its style) *The lyrics: what the song is about *Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) *Identify the main sections of the song (introduction, verse, chorus etc.) *Name some of the instruments they heard in the song (Ch) -Know how pulse stays the same but rhythm changes in a piece of music. -Use more musical dimensions vocabulary to describe music – duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p>	<p>Pulse, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. orchestral family timbres, cyclic patterns, repeating phrases, different pitches, fast moving, melodic phrases, chords</p>
<p><b>5</b></p>	<p>-Appreciate and understand a wider range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -Repeat a phrase from the music after listening intently. -Describe, compare and evaluate music using musical vocabulary. -Explain why they think music is successful or unsuccessful.</p>	<p>-Identify and move to the pulse with ease. -Think about the message of songs. (Ch) -Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. (Ch) -Listen carefully and respectfully to other people's thoughts about the music. (Ch) -When talking, use musical words. (Ch) -Talk about the musical dimensions working together in the songs. (Ch) -Talk about the music and how it makes you feel. (Ch) -Use a range of words to identify strengths and weaknesses in own and others' music.</p>	<p>-Know five songs from memory, who sang or wrote them, when they were written and, if possible, why? (Ch) -Know the style of the five songs and name other songs in those styles. (Ch) -Choose two or three other songs and be able to talk about: *Some of the style indicators of the songs (musical characteristics that give the songs their style) *The lyrics: what the songs are about *Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) *Identify the main sections of the songs (intro, verse, chorus etc.)</p>	<p>Duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo., call and response, ostinato, rhythmic accompaniment, harmonic accompaniment, melody, narrative, tastes, listen, appraise, preferences</p>

			<p>*Name some of the instruments they heard in the songs</p> <p>*The historical context of the songs. What else was going on at this time? (Ch)</p> <p>-Know how pulse, rhythm and pitch fit together.</p> <p>-Use a range of words to describe music - eg duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo.</p>	
6	<p>-Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>-Accurately recall a part of the music listened to.</p> <p>-The historical context of the songs. What else was going on at this time, musically and historically?</p> <p>-Evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p>	<p>-Identify and move to the pulse with ease.</p> <p>-Think about the message of songs. (Ch)</p> <p>-Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. (Ch)</p> <p>-Listen carefully and respectfully to other people's thoughts about the music. (Ch)</p> <p>-Use musical vocabulary confidently to describe music. (Ch)</p> <p>-Talk about the musical dimensions working together in the songs. (Ch)</p> <p>-Talk about the music and how it makes you feel, using musical language to describe the music. (Ch)</p> <p>-Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing.</p> <p>-Use the knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</p> <p>-Refine and improve own/others' work.</p>	<p>-Know five songs from memory, who sang or wrote them, when they were written and why? (Ch)</p> <p>-Know the style of the songs and name other songs in those styles. (Ch)</p> <p>-Choose three or four other songs and be able to talk about: *The style indicators of the songs (musical characteristics that give the songs their style)</p> <p>*The lyrics: what the songs are about</p> <p>*Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</p> <p>*Identify the structure of the songs (intro, verse, chorus etc.)</p> <p>*Name some of the instruments used in the songs</p> <p>-Know and talk about that fact that we each have a musical Identity (Ch)</p> <p>-Know how the other musical dimensions are sprinkled through songs and pieces of music.</p>	<p>Musical dimensions, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo, musical arrangements, swing, jazz, brass, woodwind, percussion, skipping rhythm, upbeat tempo, repeating refrain, theme tune</p>

## ***Listening and applying knowledge and understanding (Theory)***

<b>Year group</b>	<b>National Curriculum and core skills</b>	<b>Additional Skills</b>	<b>Knowledge</b>	<b>Key Vocabulary</b>
<b>N</b>	<b><i>See EYFS Music knowledge organisers</i></b>			
<b>R</b>				
<b>1</b>	<ul style="list-style-type: none"> <li>-Develop a love of music and talent as a musician.</li> <li>-Choose a song they have learnt and perform it.</li> </ul>	<ul style="list-style-type: none"> <li>-Add their own ideas to a performance. (Ch)</li> <li>-Record the performance and say how they were feeling about it. (Ch)</li> <li>-Make sounds with a slight difference, with help.</li> <li>-Use voice in different ways to create different effects.</li> </ul>	<ul style="list-style-type: none"> <li>-Know that a performance is sharing music with other people, called an audience. (Ch)</li> <li>-Know that music has a steady pulse, like a heartbeat. (Ch)</li> <li>-Know that we can create rhythms from words, our names, favourite food, colours and animals. (Ch)</li> <li>-Know how sounds are made and changed.</li> </ul>	<p>Audience, pulse, rhythms, names of nouns, effects, different emotions/feelings eg. happy, sad, excited, angry, scared, describe,, because, dancing, marching, names of instruments heard, like, dislike, represent, composer, musicians, low pitched notes, high pitched notes, higher, lower, slowly, faster, repeats, hear, identify, layers up</p>
<b>2</b>	<ul style="list-style-type: none"> <li>-Increase self-confidence, creativity and sense of achievement</li> <li>-Listen carefully and recall (perform) short rhythmic and melodic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>-Use changes in dynamics, timbre and pitch to organise music.</li> <li>-Change sounds to suit a situation.</li> <li>-Make own sounds and symbols to make and record music.</li> <li>-Start to look at basic formal notation</li> <li>- play by ear first.</li> </ul>	<ul style="list-style-type: none"> <li>-Know that music has a steady pulse, like a heartbeat. (Ch)</li> <li>-Know that we can create rhythms from words, our names, favourite food, colours and animals. (Ch)</li> <li>-Know that rhythms are different from the steady pulse. (Ch)</li> <li>-Know that we add high and low sounds, pitch, when we sing and play our instruments. (Ch)</li> <li>-Know music can be played or listened to for a variety of purposes (in history/different cultures).</li> </ul>	<p>Chorus, call and response, musical style, notations, timbre, (sound quality – smooth, crisp, scratchy, rattling, tinkling etc), dynamics, loud, quiet, tempo (fast and slow) and pitch (high and low), conductor, beginning, middle, end, retell, good, bad, scary, evil, kind, innocent, favourite, pulse</p>
<b>3</b>	<ul style="list-style-type: none"> <li>-Listen with attention to detail and recall sounds with increasing aural memory</li> <li>-Create repeated patterns with different instruments.</li> <li>-Improve work, explaining how it has been improved.</li> <li>-Recognise the work of at least one famous composer.</li> </ul>	<ul style="list-style-type: none"> <li>-Play with a sound-then symbol approach.</li> <li>-Use silence for effect and know symbol for a rest (duration).</li> </ul>	<ul style="list-style-type: none"> <li>-Know how to find and demonstrate the pulse. (Ch)</li> <li>-Know the difference between pulse and rhythm. (Ch)</li> <li>-Know how pulse, rhythm and pitch work together to create a song. (Ch)</li> <li>-Know that every piece of music has a pulse/steady beat. (Ch)</li> <li>-Know the difference between a musical question and an answer. (Ch)</li> <li>-Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</li> </ul>	<p>Repeated patterns, composer, steady beat, question and answer, lyrics, chorus, verse, musical dimensions – duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, phrase, pulse, emotions, feelings, reasons, describe, internalise, instrument families eg woodwind, brass, strings, sections, story, poem, visualise</p>

			-Describe different purposes of music in history/other cultures.	
<b>4</b>	<ul style="list-style-type: none"> <li>-Begin to develop an understanding of the history of music.</li> <li>-Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure.</li> <li>-Begin to identify the style of work of Beethoven, Mozart and Elgar.</li> <li>-Begin to use notation to record and interpret sequences and pitches.</li> </ul>	<ul style="list-style-type: none"> <li>-Combine sounds expressively (all dimensions).</li> <li>-Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</li> </ul>	<ul style="list-style-type: none"> <li>-Know and be able to talk about: <ul style="list-style-type: none"> <li>*How pulse, rhythm and pitch work together</li> <li>*Pulse: Finding the pulse – the heartbeat of the music</li> <li>*Rhythm: the long and short patterns over the pulse</li> <li>*Pitch: High and low sounds that create melodies</li> <li>*How to keep the internal pulse</li> </ul> </li> <li>-Know the difference between pulse and rhythm</li> <li>-Musical Leadership: create musical ideas for the group to copy or respond to (Ch)</li> <li>-Know that sense of occasion affects performance.</li> <li>-Describe different purposes of music in history/ other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Names of some composers, long and short patterns, high, low, musical ideas, notation, notes, sequences, pulse, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. orchestral family timbres, cyclic patterns, repeating phrases, different pitches, fast moving, melodic phrases, chords</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>-Develop an understanding of the history of music.</li> <li>-Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> <li>-Use technology appropriately to progress to the next level of musical excellence</li> <li>-Contrast the work of a famous composer with another and explain preferences.</li> </ul>	<ul style="list-style-type: none"> <li>-Find the pulse (Ch)</li> <li>-Copy back rhythms based on the words of the main song, that include syncopation/off beat (Ch)</li> <li>-Copy back one-note riffs using simple and syncopated rhythm patterns (Ch)</li> <li>-Lead the class by inventing rhythms for others to copy back (Ch)</li> <li>-Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure).</li> <li>-Read/work out the musical stave (notes as Year 4).</li> <li>-Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</li> </ul>	<ul style="list-style-type: none"> <li>-Know and be able to talk about: <ul style="list-style-type: none"> <li>*How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>*How to keep the internal pulse</li> </ul> </li> <li>-Musical Leadership: create musical ideas for the group to copy or respond to</li> <li>-Describe different purposes of music in history/other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Contrast famous composer names, leadership, copy, respond, riff, syncopated patterns, inventing, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo., call and response, ostinato, rhythmic accompaniment, harmonic accompaniment, melody, narrative, tastes, listen, appraise, preferences</li> </ul>

	-Use a music diary to record aspects of the composition process.			
<b>6</b>	<ul style="list-style-type: none"> <li>-Use and understand staff and other musical notations</li> <li>-Develop an understanding of the history of music</li> <li>-Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>-Use technology (Music APPS such as Garageband) to create and produce music.</li> <li>-Compare and contrast the impact that different composers from different times have had on people of that time.</li> <li>-Use different venues and occasions to vary performances. (Combining all musical dimensions).</li> <li>-Analyse features within different pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>- Use technology (Music APPS such as Garageband) to create and produce music.</li> <li>-Copy back rhythms based on the words of the main song, that include syncopation/off beat (Ch)</li> <li>-Copy back one-note riffs using simple and syncopated rhythm patterns (Ch)</li> <li>-Lead the class by inventing rhythms for others to copy back (Ch)</li> <li>-Copy back two-note riffs by ear and with notation (Ch) -Question and answer using up to three different notes (Ch) -Use increased aural memory to recall sounds accurately.</li> </ul>	<ul style="list-style-type: none"> <li>-Know and be able to talk about: <ul style="list-style-type: none"> <li>*How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>*How to keep the internal pulse</li> </ul> </li> <li>-Musical Leadership: create musical ideas for the group to copy or respond to (Ch)</li> <li>-Use knowledge of musical dimensions to know how to best combine them.</li> <li>-Know and use standard musical notation to perform and record own music (adding dotted quavers).</li> <li>-Describe different purposes of music in history/other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Compare contrast names of famous composers, leadership copy, respond, analyse, riff, syncopated patterns, inventing, syncopation (off beat), notation, musical dimensions, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo, musical arrangements, swing, jazz, brass, woodwind, percussion, skipping rhythm, upbeat tempo, repeating refrain, theme tune</li> </ul>