



**Subject:** Music (V3)

Music is a universal language that embodies one of the highest forms of creativity. We think that a high-quality music education should engage and inspire pupils to develop a love of music and nurture their musical talent.

At Sheringham we have three main musical aims:

To give the children the opportunity to develop the knowledge and skills to become successful singers. We believe that nurturing a love of singing will help build their self-esteem, engage their emotions, promote social inclusion, support development of social skills and enable our children, of all ages and abilities, to collaborate towards a common goal of artistic value.

To give the children the opportunity to develop the knowledge and skills to perform and create music. Music composition and performance gives them the opportunity to connect with other people, both in school and within the wider community. It enables them to develop their creativity whilst integrating many other subjects within the curriculum. It develops their self-confidence, promotes their self-esteem, time management skills and discipline.

To give the children the opportunity to listen to and understand a broad range of high quality recorded and live music. We believe that this not only benefits the children's wellbeing, both physically and mentally, but gives them the opportunity to develop a greater understanding of the world and its cultures, both past and present.

Nursery

N	<p><u>Singing</u></p> <ul style="list-style-type: none"><li>• Can join in with dancing and ring games.</li><li>• Can sing a few familiar songs.</li><li>• Can sing to themselves and make up simple songs and create rhythms.</li></ul> <p><u>Performance</u></p> <ul style="list-style-type: none"><li>• Can join in with dancing and ring games.</li><li>• Beginning to move rhythmically.</li><li>• Can use movement to express feelings.</li><li>• Can play instruments with increasing control to express feelings and ideas.</li><li>• Can move in response to music.</li></ul> <p><u>Listening</u></p> <ul style="list-style-type: none"><li>• Can tap out simple repeated rhythms.</li><li>• Can explore and learn how sounds can be made.</li><li>• Can move in response to music.</li></ul>	<ul style="list-style-type: none"><li>• To know a few familiar songs and ring games.</li><li>• To know that different instruments make different sounds.</li></ul> <p>Vocabulary</p> <p>Instruments; tambourine, drum, cowbell, sleigh bells, maracas, triangle,</p> <p>Music terminology; loud, quiet, fast, slow</p>
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<p>R</p> <p><u>Knowledge</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>• To understand 'Call and Response' when singing.</li> </ul> <p><u>Composition and Performance</u></p> <ul style="list-style-type: none"> <li>• To understand 'Call and Response' when performing.</li> <li>• To know the names of a range of some tuned and untuned instruments.</li> <li>• To know that we can play simple rhythmic patterns on untuned instruments.</li> <li>• To know that music can be represented in graphic form e.g. a picture of a tambourine is that instruments cue.</li> </ul> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• To recognise the sounds of familiar tuned and untuned instruments.</li> <li>• To know there are different kinds of music.</li> </ul> <p>Vocabulary</p> <p>Instruments; tambourine, drum, cowbell, sleigh bells, claves, maracas, triangle.</p> <p>Music terminology; pulse rhythm, dynamics, (loud quiet), tempo (fast slow)</p>	<p><u>Singing</u></p> <ul style="list-style-type: none"> <li>• Can sing a variety of songs using voice and movement.</li> <li>• To respond to music through movement.</li> <li>• To move rhythmically to music.</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>• Can sing a variety of songs including action songs.</li> <li>• Can represent their own ideas, thoughts and feelings through music.</li> </ul> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• Can explore the different sounds of instruments.</li> <li>• Can tap out simple repeated rhythms.</li> <li>• To move rhythmically to music.</li> <li>• Can respond to a piece of music using simple vocabulary.</li> </ul>
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<p>Y 1</p> <p><u>Knowledge</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>• To understand 'Call and Response' when singing.</li> <li>• To memorise simple lyrics and actions.</li> </ul> <p><u>Composition and Performance</u></p> <ul style="list-style-type: none"> <li>• To understand 'Call and Response' when performing.</li> <li>• To know the names of a wider range of tuned and untuned instruments.</li> <li>• To know that we can play simple rhythmic patterns on untuned instruments.</li> <li>• To understand pictures/coloured dots can be used to represent musical notes/patterns (graphic notation)</li> </ul> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• To understand there are different types of recorded music.</li> <li>• To understand that music can affect them in different ways.</li> </ul> <p>Vocabulary</p> <p>Instruments; tambourine, drum, cowbell, sleigh bells, claves, maracas, triangle,</p> <p>Music terminology; pulse rhythm, dynamics, (loud quiet), tempo (fast slow)</p>	<p><u>Skills</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>• To sing simple songs and rhymes from memory – with a very small range.</li> <li>• To use their own voices in different ways with some control of dynamics, tempo, and pitch.</li> <li>• To use their voices expressively, to sing with feeling to emphasise the feel of the song.</li> </ul> <p><u>Performance and Composition</u></p> <ul style="list-style-type: none"> <li>• To copy and perform simple rhythmic and pitch patterns.</li> <li>• To begin to play, with greater control, a range of tuned and untuned instruments.</li> <li>• To create, retain and recall simple rhythmic and pitch patterns based on given stimuli.</li> </ul> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• To be able to listen and respond to high quality recorded music. Express how the music makes them feel giving simple reasons for their choice.</li> <li>• To respond to music through movement. To move rhythmically to music.</li> </ul>
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KnowledgeSinging

- To understand 'Call and Response' when singing.
- To understand 'Call and Response' when singing.
- To know simple lyrics and actions for recall.
- To know more complex lyrics and actions for recall.

Composition and Performance

- To know the names of a wider range of tuned and untuned instruments.
- To know the names of an even wider range of tuned and untuned instruments.
- To know that we can play simple rhythmic patterns on untuned instruments.
- To know that we can play simple rhythmic patterns on untuned instruments.
- To know we can play simple pitch patterns on tuned instruments.
- To understand 'Call and Response' when performing.
- To understand 'Call and Response' when performing more complex rhythmic patterns.
- To understand pictures/coloured dots can be used to represent musical notes/patterns (graphic notation)
- To understand pictures, dot notation and stick notation can be used to represent musical patterns and melody.

Listening

- To know there are different types of recorded music.
- To know that music can affect them in different ways.
- To know there are different types of recorded music and use this knowledge to identify familiar genres e.g., classical, pop, rock.

VocabularySkillsSinging

- To sing simple songs and rhymes from memory – with a very small range.
- To sing more complex songs and rhymes from memory with greater voice control and a wider pitch range (do-so).
- To use their own voices in different ways with some control dynamics, tempo, and pitch.
- To use their own voices with greater control of dynamics, tempo, and pitch.
- To use their voices expressively, to sing with feeling to emphasise the feel of the song.
- To use voices expressively to convey feelings and emotions.
- To maintain a simple part in a round.

Composition and Performance

- To copy and perform simple rhythmic and pitch patterns.
- To begin to play, with greater control, a range of tuned and untuned instruments.
- To play short rhythms and repeat short rhythmic patterns on untuned percussion.
- To repeat short rhythmic phrases from memory.
- Use tuned percussion/melodic instruments to perform 3+ note melodies class/in small groups.
- To create, retain and recall simple rhythmic and pitch patterns based on given stimuli.
- Create a range of simple musical patterns using both tuned and untuned instruments.
- Improvise simple question and answer phrases to be played on untuned and tuned percussion, creating a musical conversation.
- Use graphic symbols, dot notation, and stick notation to record composed pieces.

Listening

Instruments; un-tuned; tambourine, drum, cowbell, sleigh bells, claves, maracas, triangle, rain sticks caterpillar rattle, guiros, cabassa) Tuned instruments; glockenspiel, xylophone, chime bars, ukulele.)

Music terminology; pulse, rhythm, dynamics (piano, forte) tempo (andante, adagio), structure, crotchet, quaver, rest, round, tune.

- To be able to listen and respond to high quality recorded music. Express how the music makes them feel giving simple reasons for their choice.
- To be able to listen and respond to high quality recorded music. To express how the music makes them feel using more complex vocabulary to explain their thinking.
- To respond to music through movement. To move rhythmically to music.
- To identify where elements change (e.g. the music gets faster or louder.)



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### Knowledge

#### Singing

- To understand 'Call and Response' when singing.
- To understand 'Call and Response' when singing.
- To know simple time signatures when singing from memory- e.g., 3/4, 4/4 time.
- To know more complex lyrics and actions for recall.
- To know even more complex lyrics for recall.
- To know simple staff notation. e.g., crotchets and quavers when singing a melody.

#### Composition and Performance

- To know the names of an even wider range of tuned and untuned instruments.
- To know the names of an even wider range of tuned and untuned instruments.
- To know simple time signatures when composing and performing-e.g. 3/4, 4/4 time.
- To understand 'Call and Response' when performing more complex rhythmic patterns.
- To understand 'Call and Response' when performing more complex rhythmic patterns.
- To understand pictures, dot notation and stick notation can be used to represent more complex musical patterns and melody.
- To know simple staff notation. e.g., minims, crotchets, quavers, and their associated rests, when performing rhythms, pitch patterns and simple melodies.
- To know that we can play simple rhythmic patterns on untuned instruments.
- To know we can play simple pitch patterns on tuned instruments(ostinato).
- Know that simple rhythms and melodies can be ordered to achieve an effect, e.g., echo or question and answer phrases.

### Skills

#### Singing

- To sing more complex songs and rhymes from memory with greater voice control and a wider pitch range (do-so).
- To sing songs with a more complex structure from memory including verse and chorus pitching from do to so.
- To use their own voices with greater control of dynamics, tempo, and pitch.
- Sing with a greater sense of melody, pitch, dynamics, and tempo.

#### Composition and Performance.

- To play short rhythms and repeat short rhythmic patterns on untuned percussion.
- To play extended and more complex rhythmic patterns on untuned percussion.
- Recognise and explore how sounds can be organised to create their own rhythmic pieces.
- To repeat short rhythmic phrases from memory.
- Use tuned percussion/melodic instruments to perform 3+ note melodies, class/in small groups.
- Perform and create basic 3+ note tunes and simple pitch rhythms using crotchets, quavers, minims, and their rests in graphic or pitch notation.
- Create a range of simple musical patterns using both tuned and untuned instruments.
- Combine known rhythmic notation with letter names to create rising and falling phrases with 3 notes or more.



- Know that sounds can be combined to create music which has a clear beginning, middle and end.

#### Listening

- To know there are different types of recorded music and use this knowledge to identify familiar genres e.g., classical, pop, rock.
- To know how to respond to high quality recorded music using age-appropriate vocabulary.

#### Vocabulary

To know the names of both tuned and untuned instruments, family groups within the orchestra and the names of individual instruments within those family groups (percussion, woodwind, strings, brass).

Musical elements, structure, texture, pitch, melody, rhythm, timbre, tempo, and dynamics (pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, adagio, allegro, crescendo, diminuendo).

Notation – graphic notation, pitch/staff notation, crotchet (rest), minim (rest), quaver (rest), stave, treble clef, time signature, chord, composition, ostinato.

- Compose song accompaniments on untuned percussion using known rhythms and note values.
- Begin to evaluate performance and make improvements. Listen to and respond to recordings of their performance and the ideas of others.
- Improvise simple question and answer phrases to be played on untuned and tuned percussion, creating a musical conversation.
- Improvise simple question and answer phrases to be played on untuned and tuned percussion, creating a musical conversation.
- Use graphic symbols, dot notation, and stick notation to record composed pieces.
- Use graphic symbols, dot notation, and stick notation to record composed pieces.

#### Listening

- To be able to listen and respond to high quality recorded music. To express how the music makes them feel using more complex vocabulary to explain their thinking.
- To listen and respond to a variety of high-quality recorded music with greater attention to detail.
  - To identify where elements change (e.g., the music gets faster or louder.)
  - To recognise well defined changes in recorded music  
  
(e.g., changes in dynamics, tempo, and texture.)
  - Begin to recognise different styles of music



Knowledge: Singing

- To understand 'Call and Response' when singing.
- To know simple time signatures when singing from memory-e.g., 3/4, 4/4 time.
- To know a variety of time signatures when singing from memory-e.g., 2/4, 3/4, 4/4 time
- To know even more complex lyrics for recall.
- To know simple staff notation. e.g., crotchets and quavers when singing a melody.
- To understand more complex staff notation and apply this knowledge when singing a melody e.g., minims, crotchets, quavers, semi quavers.

Composition and Performance

- To know the names of an even wider range of tuned and untuned instruments.
- To know simple time signatures when composing and performing-e.g., 3/4, 4/4 time.
- To know a variety of time signatures when performing on tuned and untuned instruments-e.g., 2/4, 3/4, 4/4 time.
- To know simple staff notation. e.g., minims, crotchets, quavers, and their associated rests, when performing rhythms, pitch patterns and simple melodies.
- To know simple staff notation, including changes in pitch- e.g., specific pitched minims, crotchets and quavers when performing simple melody/ostinato.
- Know that simple rhythms and melodies can be ordered to achieve an effect, e.g., echo or question and answer phrases.
- Know that more complex rhythms and melodies can be ordered to achieve an effect.
- Know that sounds can be combined to create music which has a clear beginning, middle and end.

Skills: Singing

- To sing songs with a more complex structure from memory including verse and chorus pitching from do to so.
- To sing a broad range of unison songs with the range of an octave, do to do.
- Sing with a greater sense of melody, pitch, dynamics, and tempo.
- Sing with an even greater sense of melody, pitch, dynamics, and tempo.
- Perform with increasing expression and control and sing with good intonation and articulation.
- Hold a part in a more complex round in different time signatures, e.g., 2/4, 3/4 and 4/4
- To begin to sing a repertoire with small and large leaps, as well as a simple second part to introduce vocal harmony.

Composition and Performance.

- Perform and create basic 3+ note tunes and simple pitch rhythms using crotchets, quavers, minims, and their rests in graphic or pitch notation.
- Recognise and explore how sounds can be organised to create their own rhythmic pieces.
- To play extended and more complex rhythmic patterns on untuned percussion.
- Combine known rhythmic notation with letter names to create rising and falling phrases with 3 notes or more.
- Perform more complex parts on tuned instruments-e.g., 5 note melodies or developed chord progressions.
- Perform simple major and minor chords on the ukulele.
- Show confidence in leading a group.

- Know that sounds can be combined to create music which has a clear beginning, middle and end, incorporating short and long sounds and changes in pitch, tempo, and dynamics.
- To know how to match syllables to rhythmic patterns to create rhythmic compositions.

#### Listening

- To know how to respond to high quality recorded music using age-appropriate vocabulary.
- Know how to use year group appropriate vocabulary when describing recorded music.
- To know there are different types of recorded music.

#### Vocabulary

Revise names of both tuned and untuned instruments, family groups within the orchestra, percussion, woodwind, strings, brass, and names of individual instruments.

Musical elements, structure, texture, pitch, melody, timbre, rhythm, dynamics, tempo, pianissimo, piano, mezzo-piano, mezzo forte, forte, fortissimo, adagio, allegro, crescendo, diminuendo, graphic notation, pitch/staff notation, crotchet, quaver, minim, stave, treble clef, time signature, chord, composition, ostinato.

- Compose song accompaniments on untuned percussion using known rhythms and note values.
- To match rhythmic patterns to known word patterns/syllables.
- Improvise simple question and answer phrases to be played on untuned and tuned percussion, creating a musical conversation.
- Improvise and compose tunes using 5 notes. Create more developed rhythmic pitch patterns (around 4 bars) using known note values.
- Explore developing knowledge of musical components by composing music to create a specific mood, e.g., creating music to accompany a short film clip.
- Use graphic symbols, dot notation, and stick notation to record composed pieces.
- Begin to use graphic symbols, rhythm notation, time signatures and staff notation to capture and record creative ideas.
- Begin to evaluate performance and make improvements. Listen to and respond to recordings of their performance and the ideas of others.
- Evaluate performance and make improvements to a greater depth in relation to dynamics, tempo, and texture by listening to recordings and responding to the views of others.

#### Listening

- To listen and respond to a variety of high-quality recorded music with greater attention to detail.
- To listen and respond to a variety of high-quality recorded music with even greater attention to detail.

- To recognise well defined changes in recorded music

(e.g., changes in dynamics, tempo, and texture.)

- To recognise well defined changes in recorded music

(e.g., dynamics, tone, texture, tempo)

- Begin to recognise different styles of music
- To recognise some different genres of music and their related composers e.g., classical, rock, pop
- Begin to recognise differences between music from different cultures and periods of time.



<p>Y 5</p> <p><u>Knowledge:</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>· To know a variety of time signatures when singing from memory-e.g., 2/4, 3/4, 4/4 time</li> <li>· To know a variety of time signatures when singing from memory-e.g., 2/4, 3/4, 4/4 time</li> <li>· To know even more complex lyrics for recall.</li> <li>· To know a wider range of songs with complex lyrics and melodies for recall.</li> <li>· To understand more complex staff notation and apply this knowledge when singing a melody e.g., minims, crotchets, quavers, semi quavers. <ul style="list-style-type: none"> <li>· To know more complex staff notation when singing e.g., minims, semibreve, crotchet and quaver, semi quavers and their rests.</li> </ul> </li> </ul> <p><u>Composing and Performance</u></p> <ul style="list-style-type: none"> <li>· To know a variety of time signatures when performing on tuned and untuned instruments-e.g., 3/4, 4/4 6/8 time.</li> <li>· To know a variety of time signatures when performing on tuned and untuned instruments-e.g., 2/4, 3/4, 4/4 6/8 time.</li> <li>· To know simple staff notation, including changes in pitch- e.g., specific pitched minims, crotchets and quavers when performing simple melody/ostinato.</li> <li>· Know that more complex rhythms and melodies can be ordered to achieve an effect. <ul style="list-style-type: none"> <li>· Know that more complex rhythms and melodies can be ordered to achieve an effect.</li> </ul> </li> </ul>	<p><u>Skills</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>· To sing a broad range of unison songs with the range of an octave, do to do.</li> <li>· Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance to include observing phrasing, accurate pitching and appropriate style.</li> <li>· Sing with an even greater sense of melody, pitch, dynamics, and tempo.</li> <li>· Perform with increasing expression and control and sing with good intonation and articulation.</li> <li>· Hold a part in a more complex round in different time signatures, e.g., 2/4, 3/4 and 4/4</li> <li>· To begin to sing a repertoire with small and large leaps, as well as a simple second part to introduce vocal harmony.</li> <li>· To sing with an even greater sense of melody with or without a musical accompaniment or backing track.</li> <li>· Show control through breathing, articulation and dynamic.</li> <li>· Begin to follow instructions from symbols when singing.</li> <li>· Sing three-part rounds, partner songs and songs with a verse and chorus.</li> </ul> <p><u>Composition and Performance.</u></p>
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- Know that sounds can be combined to create music which has a clear beginning, middle and end, incorporating short and long sounds and changes in pitch, tempo, and dynamics.
- To know how to match syllables to rhythmic patterns to create rhythmic compositions.
- Know that sounds can be combined to create an abstract musical image/composition with a clear beginning, middle and end incorporating a sequence of short and long sounds, using changes in pitch, tempo, and dynamics.

#### Listening

- Know how to use year group appropriate vocabulary when describing recorded music.
- To know there are different types of recorded music.
- Know how to use year group appropriate vocabulary when describing high quality recorded music.
- To know there are different types of recorded music.
- To know the sections of an orchestra and the names of some of the instruments within each section.

#### Vocabulary

Musical elements, structure, texture, pitch, melody, timbre, rhythm, dynamics, tempo, pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, adagio, allegro, crescendo, diminuendo, accelerando, rallentando,

Notation, graphic notation, pitch/staff notation, crotchet, quaver, semi-quaver, minim, semibreve, stave, metre, treble clef, time signature, chord, scale, flat, sharp, composition, ostinato, drone, repeat signs, coda, musical structure.

- Perform more complex parts on tuned instruments-e.g., 5 note melodies or developed chord progressions.
- Perform simple major and minor chords on the ukulele.
- Show confidence in leading a group.
- Perform more complex parts on tuned instruments using 5-8 note melodies or developed chord progressions.
- Follow staff notation written on one stave and using notes within the middle C to C performing as a whole class, small groups or individually.
- To perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles e.g., ukulele, tuned and untuned percussion.
- To match rhythmic patterns to known word patterns/syllables.
- Improvise and compose tunes using 5 notes. Create more developed rhythmic pitch patterns (around 4 bars) using known note values.
- Explore developing knowledge of musical components by composing music to create a specific mood, e.g., creating music to accompany a short film clip.
- Begin to use graphic symbols, rhythm notation, time signatures and staff notation to capture and record creative ideas.



Musical genres, classical, rock, punk, folk, grime, blues, country, jazz, world music,

- Create 4 bar melodies incorporating different musical elements and using different time signatures.
- Compose using 5-8 pitched notes; capture the work in different formats so it can be recreated e.g., using pitch/graphic notation to create a score.
- Recognise and explore how sounds can be organised.
- Carefully choose and order sounds to achieve an effect.
- Show confidence in leading a group.
- Evaluate performance and make improvements to a greater depth in relation to dynamics, tempo and texture by listening to recordings and responding to the views of others.
- Evaluate performance to an even greater depth and make adaptations and improvements linked to specific musical elements e.g. tempo, dynamics, texture, structure and tone.

#### Listening

- To listen and respond to a variety of high-quality recorded music with a broad attention to detail.
- To recognise well defined changes in recorded music (e.g. dynamics, tempo, texture and tone).
- To recognise well defined changes in recorded music In relation to all the main musical elements.
- To recognise some different genres of music and their related composers e.g. classical, rock, pop

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|  | <ul style="list-style-type: none"><li>· To recognise a wider range of genres of music and their related composers e.g. classical, rock, pop, electronic, hip-hop, jazz, baroque, etc.</li><li>· <b>Begin to recognise differences in music from different cultures and periods of time.</b></li><li>· Recognise differences in music from different cultures and periods of time.</li><li>· To begin to recognise the key features of different genres e.g. Folk, punk, rhythm and blues, grime.</li><li>· To recognise and appreciate harmonies, drone and ostinato.</li></ul> |
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KnowledgeSinging

- To know a variety of time signatures when singing from memory-e.g., 2/4, 3/4, 4/4 time
- To know a wider range of songs with complex lyrics and melodies for recall.
- To know more complex staff notation when singing e.g., minims, semibreve, crotchet and quaver, semi quavers and their rests.
- To know a variety of time signatures when singing from memory-e.g., 2/4, 3/4, 4/4 6/8.
  - To know an even wider range of songs with complex lyrics and melodies for recall.
  - To know how to improve vocal performance.
  - To know staff/pitch notation when singing e.g., identify minims, semibreve, crotchets, quavers, semi-quavers, dotted notes, their rests, and triplets.

Composition and Performance

- To know a variety of time signatures when performing on tuned and untuned instruments-e.g., 2/4, 3/4, 4/4 6/8 time.
- Know that more complex rhythms and melodies can be ordered to achieve an effect.
- Know that sounds can be combined to create an abstract musical image/composition with a clear beginning, middle and end incorporating a sequence of short and long sounds, using changes in pitch, tempo, and dynamics.
- Know that rhythms and melodies can be ordered to achieve an effect.
- To know musical elements - pitch, dynamic, timbre, tempo, and structure.

SkillsSinging

- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance to include observing phrasing, accurate pitching, and appropriate style.
- To sing with an even greater sense of melody with or without a musical accompaniment or backing track.
- Show control through breathing, articulation and dynamic.
- Begin to follow instructions from symbols when singing.
- Sing three-part rounds, partner songs and songs with a verse and chorus.
- To sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance.
- To observe rhythm, phrasing, accurate pitching, and appropriate style
- Sing musically, responding to the performance directions of the piece and hold their own part when performing by ear, with or without musical accompaniment or by notation.
- Follow instructions from symbols when singing.
- Show greater control through breathing, articulation and dynamic.
- To sing three- and four-part rounds and partner songs.

- Know that sounds can be combined to create an abstract musical image/composition with a clear beginning, middle and end incorporating a sequence of short and long sounds, using changes in pitch, tempo, and dynamics.

### Listening

- Know how to use year group appropriate vocabulary when describing high quality recorded music.
- To know there are different types of recorded music.
- To know the sections of an orchestra and the names of some of the instruments within each section.
  - To know the sections of an orchestra and the names of most of the instruments within each section.
  - Know how to use year group appropriate vocabulary when describing recorded music.
  - To know there are different types of recorded music.

### Vocabulary

Musical elements, structure, texture, pitch, melody, timbre, rhythm, dynamics, tempo, pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, adagio, allegro, crescendo, diminuendo, accelerando, rallentando,

Notation, graphic notation, pitch/staff notation, crotchet, quaver, semi-quaver, minim, semibreve, stave, metre, treble clef, time signature, chord, scale, flat, sharp, composition, ostinato, drone, repeat signs, coda, musical structure

### Composition and Performance.

- Perform more complex parts on tuned instruments using 5-8 note melodies or developed chord progressions.
- Follow staff notation written on one stave and using notes within the middle C to C performing as a whole class, small groups or individually.
- To perform a range of range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles e.g., ukulele, tuned and untuned percussion.
- Perform from and compose using 8 pitched notes; capture the work in different formats so it can be recreated e.g., creating a graphic/pitched notation score.
- Perform a melody following staff notation written on one stave and using notes within an octave range (do-do).
- To make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp).
- To accompany this same melody and others, using block chords, a bass line, or octaves (playing tuned percussion, ukuleles, keyboards etc).
- Create 4 bar melodies incorporating different musical elements and using different time signatures.
- Compose using 5-8 pitched notes; capture the work in different formats so it can be

Musical genres, classical, rock, punk, folk, grime, blues, country, jazz, world music,

recreated e.g., using pitch/graphic notation to create a score.

- Recognise and explore how sounds can be organised.
- Carefully choose and order sounds to achieve an effect.
- Show confidence in leading a group.
- Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (e.g., C, D, E, G, A) and incorporate rhythmic variety and interest.
- Notate this melody using staff notation and perform it on tuned percussion.
- Enhance these melodies with rhythmic or chordal accompaniment
- Develop ways to evaluate performance to adapt and improve performance linked to all the different musical elements.
- Show confidence in leading a group.
- Evaluate performance to an even greater depth and make adaptations and improvements linked to specific musical elements e.g., tempo, dynamics, texture, structure, and tone.
- Evaluate performance to an even greater depth and make adaptations and improvements linked to specific musical elements e.g., tempo, dynamics, texture, structure, and tone.

Listening

- |  |   |
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|  | <ul style="list-style-type: none"><li>· To listen and respond to a variety of high-quality recorded music with a broad attention to detail.</li><li>· To listen and respond to a variety of high-quality recorded music with a greater attention to detail.</li><li>· Talk about and describe the key features of music including tempo, dynamics, texture, instrumentation, melody and key signature.</li><li>· To begin to recognise the key features of different genres e.g. Folk, punk, rhythm and blues, grime.</li><li>· To recognise the key features of different genres e.g. Folk, punk, rhythm and blues, grime.</li><li>· Recognise differences in music from different cultures and periods of time.</li><li>· To have a greater understanding of how to recognise differences between music from different cultures and periods of time.</li><li>· Begin to understand the cultural and social meaning of the lyrics</li><li>· Deepen their understanding of the cultural and social meaning of the lyrics.</li><li>· Appreciate harmonies, drone and ostinato.</li></ul> |
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