

# Great Corby School and Nursery



Music Progression

The EYFS framework is structured very differently to the national curriculum as it is organised across **seven areas of learning** rather than subject areas.

- Communication and Language
- Personal, social and emotional development
- Physical development
- Literacy
- Mathematics
- Understanding the World
- Expressive art and design.

Alongside the seven areas of learning are **the characteristics of effective teaching and learning**.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- *playing and exploring – children investigate and experience things, and ‘have a go’*
- *active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements*
- *creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things*

Taken from Development Matters revised 2021

The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

Children are given opportunities to develop their own play and independent exploration through our vision of curiosity and wonder. Communication and Language and Personal, Social and Emotional Development are intertwined in everything we do.

This document demonstrates which statements from the revised 2021 Development Matters are prerequisite skills for **Music** within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for **Music**.

The most relevant statements for **Music** are taken from the following areas of learning: •Expressive Arts and Design



Music					
Development Matters			Vocabulary	Examples of how this is achieved in EYFS	Music in Key Stage 1
Birth to three	Communication and Language	<ul style="list-style-type: none"> <li>• Enjoy singing, music and toys that make sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Music</li> <li>• Musician</li> <li>• Song</li> <li>• Listen</li> <li>• Beat</li> <li>• Pulse</li> <li>• Loud</li> <li>• Quiet</li> <li>• High</li> <li>• Low</li> <li>• Fast</li> <li>• Slow</li> <li>• Pattern</li> <li>• Rhythm</li> <li>• Syllable</li> </ul>	<ul style="list-style-type: none"> <li>• Singing songs and rhymes from a variety of genres</li> <li>• Making and using musical instruments</li> <li>• Singing and performing to our friends</li> <li>• Nativity Play – Singing, dancing and performing</li> <li>• Call and response songs</li> <li>• Play movement and listening games, using different sounds for different movements</li> </ul> <p>Suggestions: march</p> <ul style="list-style-type: none"> <li>• Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</li> <li>• Performing in the Christmas play</li> </ul>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Clap and stamp to music</li> </ul>			
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore their voices and enjoy making sounds</li> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Make rhymical and repetitive sounds.</li> <li>• Explore a range of sound makers and instruments and play them in different ways.</li> </ul>			
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs</li> </ul>			
	Physical Development	<ul style="list-style-type: none"> <li>• Use large muscle movements to wave flags and streamers, paint and make marks</li> </ul>			
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up</li> </ul>			



		<p>and down, down and up) of familiar songs.</p> <ul style="list-style-type: none"> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas</li> </ul>			
Children in Reception	Communication and Language	<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>			
	Physical Development	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency</li> </ul>			
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching</li> </ul>			



		the pitch and following the melody. <ul style="list-style-type: none"> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>			
<b>ELG</b>	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>		



Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul>



**CYCLE A – Music Progression Overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Y1+2	<p><b>Y1: Pulse and Rhythms</b></p> <ul style="list-style-type: none"> <li>Clap the rhythm of their name. Clap in time to music.</li> <li>Sing the overall shape of a melody.</li> <li>Play in time to music.</li> <li>Copy and create rhythms based on word patterns.</li> <li>Play on the pulse.</li> </ul> <p><b>Vocabulary</b> Rhythm Pulse</p>	<p><b>Y1: Classical Music – Dynamics and Tempo</b></p> <ul style="list-style-type: none"> <li>Observe others and try to play appropriately.</li> <li>Sing in time from memory, with some accuracy.</li> <li>Play either a call and/or a response role in time with another pupil.</li> <li>Keep a steady pulse.</li> <li>Improvise, using their instrument, to a given stimulus.</li> </ul> <p><b>Vocabulary</b> Fast Quiet Tempo Slow</p>	<p><b>Y1: Pitch and Tempo</b></p> <ul style="list-style-type: none"> <li>Explain what pitch means.</li> <li>Identify whether a note is higher or lower.</li> <li>Create a pattern using two pitches, then play or sing it.</li> <li>Explain what tempo means.</li> <li>Identify simple tempo changes in music.</li> <li>Perform a pattern that gradually gets faster (accelerando).</li> <li>Contribute to a group composition and performance</li> </ul>	<p><b>Y2: Musical Me</b></p> <ul style="list-style-type: none"> <li>Clap the rhythm of their name.</li> <li>Sing the melody accurately while playing their instrument in time.</li> <li>Show a range of emotions using their voices.</li> <li>Describe the dynamics and timbre of their pieces.</li> <li>Play a known melody from letter notation in the right order, if not with the right rhythms.</li> <li>Play a new melody from</li> </ul>	<p><b>Y2: On the Island – British Songs and Sound</b></p> <ul style="list-style-type: none"> <li>Sing, play and follow instructions to perform as a group.</li> <li>Describe music using simple musical vocabulary.</li> <li>Explore multiple ways of making the same sound.</li> <li>Represent the same sound in different ways.</li> <li>Describe how they have adapted a sound using musical vocabulary.</li> </ul>	<p><b>Y2: Orchestral Instruments</b></p> <ul style="list-style-type: none"> <li>Make plausible descriptions of the music.</li> <li>Identify a few instruments and the sounds of different sections of the orchestra.</li> <li>Explain what is happening in the music using language relating to emotion.</li> <li>Create a piece of music with some appropriate tempo, dynamic and timbre changes.</li> </ul>



		Dynamic Musical Composition	<p>by creating, selecting, combining and performing sounds.</p> <ul style="list-style-type: none"> <li>Suggest improvements to their work.</li> </ul> <p><b>Vocabulary</b> Accelerando Low pitch Performance Pitch pattern High pitch Perform Pitch Tempo</p>	<p>letter notation in the right order, if not in time.</p> <ul style="list-style-type: none"> <li>Invent a melody, write it down and play it back.</li> <li>Select instruments with different timbres.</li> <li>Compose and perform a piece using different dynamic levels.</li> </ul> <p><b>Vocabulary</b> Rhythm Dynamics Beat Pulse Timbre Melody Notation</p>	<ul style="list-style-type: none"> <li>Contribute musically to a final performance.</li> <li>Create a piece that clearly represents a particular environment.</li> <li>Extend a piece of music so that it represents three distinct environments.</li> </ul> <p><b>Vocabulary</b> Composition Dynamics Pitch Tempo Duration Inspiration Structure Texture Timbre</p>	<ul style="list-style-type: none"> <li>Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.</li> <li>Perform confidently using appropriate instrumental sounds.</li> </ul> <p><b>Vocabulary</b> Orchestra Strings Brass Vocals Timbre Instruments Woodwind Percussion Sound effect Dynamics Tempo</p>
LKS2 (Y3+4)	<b>Instrumental Lesson Unit – Glockenspiels</b> <ul style="list-style-type: none"> <li>Identify the basic features of staff notation.</li> <li>Recognise and play minims</li> </ul>	<b>Y3: Developing a Singing Technique</b> <ul style="list-style-type: none"> <li>Move and sing as a team, following the lyrics on the screen.</li> </ul>	<b>Instrumental Lesson Unit – Glockenspiels</b> <ul style="list-style-type: none"> <li>Understand the main feature of calypso music.</li> <li>Improvise a vocal part in</li> </ul>	<b>Y4: Body and Tuned Percussion</b> <ul style="list-style-type: none"> <li>Identify the structure of a piece of music.</li> <li>Have an idea as to when there is one</li> </ul>	<b>Y3: Jazz</b> <ul style="list-style-type: none"> <li>Explain what ragtime music is.</li> <li>Play on the 'off beat' and sing a</li> </ul>	<b>Y4: Changes in Pitch. Tempo and Dynamics (Rivers)</b> <ul style="list-style-type: none"> <li>Sing in tune and in harmony with others, with developing</li> </ul>





	<p>by ear and from staff notation, moving up and down by step.</p> <ul style="list-style-type: none"> <li>• Recognise and play semibreves by ear and from staff notation.</li> <li>• Recognise and play crotchets and crotchets rests by ear and from staff notation.</li> <li>• Compose rhythmic patterns for a gumboot dance.</li> </ul> <p><b>Vocabulary</b>  Music notation  Staff notation  Tuned percussion  Staff / stave  Treble clef  Lines  Spaces  Crotchet  Semibreve  Quaver  Minim</p>	<p>Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance.</p> <p><b>Vocabulary</b>  Composition  Notation  Minim  Quaver  Melody  Tempo  Crotchet  Coordinated  Disciplined</p>	<p>the style of a Calypso.</p> <ul style="list-style-type: none"> <li>• Understand how and why percussion instruments can be used in Calypso music.</li> <li>• Recognise and perform quavers from staff notation.</li> <li>• Improvise in a Calypso style using a pentatonic scale.</li> </ul> <p><b>Vocabulary</b>  Music notation  Staff notation  Tuned percussion  Staff / stave  Treble clef  Lines  Spaces  Crotchet  Semibreve  Quaver  Minim  Beater  Grip  Rests  Bouncing</p>	<p>layer in a piece of music and when there are two.</p> <ul style="list-style-type: none"> <li>• Play a sequence in the correct order in time with their partner.</li> <li>• Have two contrasting rhythms being played together.</li> <li>• Have two different melodies being played together.</li> <li>• Have a complete piece of music with four different layers with an appropriate structure.</li> </ul> <p><b>Vocabulary</b>  Pitter  Raindrop  Clicking  Tempo  Boom  Structure</p>	<p>syncopated rhythm.</p> <ul style="list-style-type: none"> <li>• Play a call and then improvise a response.</li> <li>• Improvise or compose a scat singing performance with sounds and words.</li> <li>• Compose and play a jazz motif fluently, using swung quavers.</li> <li>• Play a swung rhythm using a tuned percussion instrument.</li> </ul> <p><b>Vocabulary</b>  Call and response  Jazz  Ragtime  Scat singing  Swung quaver  Dixieland  Motif  Rhythm  Straight quaver  Syncopation</p>	<p>breath control.</p> <ul style="list-style-type: none"> <li>• Explain how a piece of music makes them feel with some use of musical terminology.</li> <li>• Perform a vocal ostinato in time.</li> <li>• Listen to other members of their group as they perform.</li> <li>• Create an ostinato and represent it on paper so that they can remember it.</li> <li>• Create and perform a piece with a variety of ostinatos.</li> </ul> <p><b>Vocabulary</b>  Acappella  Dynamics  Listen  Tempo  Percussion  Breathing</p>
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	Beater Grip Rests Bouncing Ostinato Harmonic ostinato		Ostinato Harmonic ostinato	Contrast Lower Loop Pitch Patter Clapping Body percussion Rhythm Snap Texture Higher Compose Melody Inspiration Keyboard		Harmony Texture Ostinato Layer
UKS2 (Y5+6)	<b>Y5: Composition Notation</b> <ul style="list-style-type: none"> <li>Sing in time and in tune with other people and the backing track.</li> <li>Remember the lyrics to a song.</li> <li>Identify the structure of a piece of music and match this to non-standard notation.</li> </ul>	<b>Y6: Film Music</b> <ul style="list-style-type: none"> <li>Identify how different styles of music contribute to the feel of a film.</li> <li>Participate in discussions, sharing their views and justifying their answers.</li> <li>Use the terms 'major' and 'minor'.</li> <li>Identify different</li> </ul>	<b>Y5: Musical Theatre</b> <ul style="list-style-type: none"> <li>Explain what musical theatre is and be able to recall at least three features of this kind of music.</li> <li>Categorise songs as action songs or character songs.</li> <li>Select appropriate existing music for their scene</li> </ul>	<b>Y6: Theme and Variations</b> <ul style="list-style-type: none"> <li>Perform rhythms confidently either on their own or in a group.</li> <li>Identify the sounds of different instruments and discuss what they sound like.</li> <li>Make reasonable suggestions for</li> </ul>	<b>Y6: Composing and Performing a Leaver's Song</b> <ul style="list-style-type: none"> <li>Identify and evaluate the musical features of a song.</li> <li>Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.</li> <li>Contribute ideas to their group verse,</li> </ul>	<b>Y6: Songs of World War Two</b> <ul style="list-style-type: none"> <li>Use musical and comparative language in discussion.</li> <li>Follow the melody line.</li> <li>Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.</li> </ul>



	<ul style="list-style-type: none"> <li>• Improvise their own piece of music.</li> <li>• Play a melody with reasonable accuracy.</li> <li>• Perform with confidence and in time with others.</li> <li>• Compose and play a melody using stave notation.</li> <li>• Contribute meaningfully to the group performance and composition.</li> <li>• Use hieroglyphic notation to show the structure of their piece.</li> </ul> <p><b>Vocabulary</b> Featuring Repeating Composition Repetition Tempo Ensemble</p>	<p>instruments to describe how music evokes different emotions.</p> <ul style="list-style-type: none"> <li>• Identify pitch, tempo and dynamics, and use these to explain and justify their answers.</li> <li>• Give reasonable and thought-out suggestions for what different graphic scores represent.</li> <li>• Use their body, voice and instruments to create sounds to represent a given theme.</li> <li>• Create a musical score to represent a composition.</li> <li>• Interpret their graphic and</li> </ul>	<p>to tell the story of a journey.</p> <ul style="list-style-type: none"> <li>• Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.</li> </ul> <p><b>Vocabulary</b> Action song Character song Comic opera Dialogue Ensemble Librettist Musical director Operetta Rock musical Tempo Costumes Director Hip-hop musical Libretto Musical theatre Performers Scene Designer Duet Jukebox musical</p>	<p>which instruments can be matched to which pieces of art.</p> <ul style="list-style-type: none"> <li>• Recall the names of several instruments according to their orchestra sections.</li> <li>• Keep the pulse with the body percussion section and sing with control and confidence.</li> <li>• Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.</li> <li>• Draw the rhythms accurately and show a difference between each of their variations.</li> </ul>	<p>suggesting how lines one and four and five and eight could rhyme.</p> <ul style="list-style-type: none"> <li>• Fit an existing melody over a four-chord backing track.</li> <li>• Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</li> <li>• Record melodies using letter notation.</li> <li>• Perform the leavers' song with confidence.</li> </ul> <p><b>Vocabulary</b> Allegro Backing track Chord progression Crescendo Dynamics Forte Lyrics</p>	<ul style="list-style-type: none"> <li>• Sing the correct words at the correct time.</li> <li>• Recall the counter-melody line.</li> </ul> <p><b>Vocabulary</b> Music Morale Britain Troops Frontline Vera Lynn Contrast Tempo Higher and lower Diaphragm Melody Phrase Graphic score Pitch Do Re Mi Fa So La Ti Counter-melody Harmony Solfa</p>
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	<p>Notation Unison Structure Melody Compose Minor key</p>	<p>performing their composition appropriately with their group.</p> <ul style="list-style-type: none"> <li>• Create sounds that relate to the scene of a film.</li> </ul> <p><b>Vocabulary</b> Accelerando Characteristics Clashing Crescendo Emotion Interpret Melodic Orchestral Solo Timpani Composition Descending Imaginary Interval Minor Pitch Soundtrack Convey Dynamics Improvise Major Modulate</p>	<p>Lyricist Opera Props Solo</p>	<ul style="list-style-type: none"> <li>• Showcase creativity in the finished product.</li> </ul> <p><b>Vocabulary</b> 3/4 time 4/4 time Accidentals Diaphragm Motif Percussion Pitch Pulse Rhythm Section Staccato Theme Translate Vocal line Body percussion Legato Orchestra Phrases Pizzicato Quaver Rhythmic elements Semi-quaver Tempo TIKI-TIKI-TI-TIKI, TIKI-TI Variations Woodwind</p>	<p>Mood Notation Poetic Repetitive Ritardando Sequence Upbeat Arrangement Chorus Compose Diminuendo Evaluate Largo Melody Musical features Piano Structure Rhyme Tempo Stave notation Verse</p>	
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		Sequence Symbol				
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**CYCLE B – Music Progression Overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 (Y1+2)	<p><b>Y1: Musical Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Make movements that are appropriate to the pulse and tempo of a piece of music.</li> <li>• Choose instruments with appropriate timbre to represent sparkling fishes.</li> <li>• Respond to dynamic changes in a piece of music.</li> <li>• Create pitches and rhythms.</li> <li>• Perform a layer of the music within an overall piece.</li> </ul>	<p><b>Y1: Timbre and Rhythmic Patterns</b></p> <ul style="list-style-type: none"> <li>• Chant the well-known phrase, "I'll huff..."</li> <li>• Make changes to their voices to represent a character.</li> <li>• Choose a suitable sound to represent a specific point in a story.</li> <li>• Play a rhythmic pattern along with their spoken words.</li> <li>• Identify and hold up the correct sign to correspond to some music.</li> <li>• Play/chant along with the elements of a story with prompting</li> </ul>	<p><b>Y2: African Call and Response</b></p> <ul style="list-style-type: none"> <li>• Use tempo, dynamics and timbre in their piece.</li> <li>• Play in time with their group.</li> <li>• Use instruments appropriately.</li> <li>• Successfully sing back the melody line in time and at the correct pitch.</li> <li>• Play either a call and/or response role in time with another pupil.</li> <li>• Perform their composition.</li> </ul> <p><b>Vocabulary</b> Timbre Tempo</p>	<p><b>Y1: Vocal and Body Sounds</b></p> <ul style="list-style-type: none"> <li>• Create movements that match the music, explaining why they are moving in that way.</li> <li>• Identify descriptive sounds within the music.</li> <li>• Recreate and then adapt descriptive sounds heard using their voice or body.</li> <li>• Make appropriate instrument choices to represent a descriptive sound.</li> <li>• Control instruments and voices to</li> </ul>	<p><b>Y2: Dynamics, Timbre, Tempo and Motifs</b></p> <ul style="list-style-type: none"> <li>• Use their voice to create a variety of sounds.</li> <li>• Use dynamics to create atmosphere.</li> <li>• Correctly identify some instruments and changes in dynamics in a piece.</li> <li>• Explain how the same instrument can have many different sounds.</li> <li>• Compare two pieces of music using some musical vocabulary to describe the changes in</li> </ul>	<p><b>Y2: Myths and Legends</b></p> <ul style="list-style-type: none"> <li>• Create rhythms and arrange them in a particular order or structure.</li> <li>• Identify the structure of a piece of music and write it down.</li> <li>• Describe whether a musical texture is thick or thin.</li> <li>• Explore ways of writing down different textural layers.</li> <li>• Follow a given structure for a composition.</li> <li>• Write a structure</li> </ul>



	<ul style="list-style-type: none"> <li>Define all the musical terms from this unit.</li> </ul> <p><b>Vocabulary</b> Pulse Tempo Timbre Rhythm Texture Dynamics Celeste Pitch Structure Graphic score</p>	<p>from the teacher.</p> <p><b>Vocabulary</b> Timbre Rhythm Strings Oboe Bassoon Pulse Syllables Timpani Clarinet French horn Flute</p>	<p>Rhythm Dynamics Call and response Structure</p>	<p>make both quiet and loud sounds.</p> <ul style="list-style-type: none"> <li>Follow simple instructions during a group performance.</li> <li>Create their own graphic score and play from it.</li> <li>Make more than one sound on their instrument and with their voice.</li> </ul> <p><b>Vocabulary</b> Body percussion Graphic score Pitch Sounds Dynamics Instruments Seaside Tempo Timbre</p>	<p>tempo, dynamics and timbre.</p> <ul style="list-style-type: none"> <li>Successfully create and play a motif.</li> <li>Notate and write down their motif in some form.</li> </ul> <p><b>Vocabulary</b> Soundscape Dynamics Timbre Tempo Motif</p>	<p>score accurately.</p> <ul style="list-style-type: none"> <li>Compose music with several layers.</li> <li>Perform their composition accurately, following the structure score.</li> </ul> <p><b>Vocabulary</b> Beat Composition Graphic score Melody Notation Rhythm Structure Texture Compose Dynamics Stave notation Tempo Timbre</p>
LKS2 (Y3+4)	<p><b>Y3: Creating a Composition in response to an Animation</b></p> <ul style="list-style-type: none"> <li>Verbalise how the music</li> </ul>	<p><b>Y4: Rock and Roll</b></p> <ul style="list-style-type: none"> <li>Perform the hand jive hand actions in sequence and in time with the music.</li> </ul>	<p><b>Y3: Ballads</b></p> <ul style="list-style-type: none"> <li>Identify the key features of a ballad.</li> <li>Perform a ballad using actions.</li> </ul>	<p><b>Y4: Haiku Music and Performance</b></p> <ul style="list-style-type: none"> <li>Suggest suitable words to describe their time outdoors,</li> </ul>	<p><b>Y4: Adapting and Transposing Motifs</b></p> <ul style="list-style-type: none"> <li>Learn a new song, singing in time and in tune while</li> </ul>	<p><b>Y4: Samba and Carnival Sounds Instruments</b></p> <ul style="list-style-type: none"> <li>Explain what samba music is and that it is mainly percussion</li> </ul>



	<p>makes them feel.</p> <ul style="list-style-type: none"> <li>• Create actions or movements appropriate to each section of a piece of music.</li> <li>• Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.</li> <li>• Play melodies and rhythms which represent the section of animation they are accompanying.</li> </ul> <p><b>Vocabulary</b> Influence Dynamics Pitch Pattern Ensemble Listen Timbre Repeated rhythm Notation Compose</p>	<ul style="list-style-type: none"> <li>• Sing in tune and perform their actions in time.</li> <li>• Play the notes of the walking bass in the correct sequence.</li> <li>• Independently play their part with some awareness of the other performers.</li> </ul> <p><b>Vocabulary</b> Rock and roll 1950's Dynamic Hand jive Tempo Notation Style</p>	<ul style="list-style-type: none"> <li>• Sing in time and in tune with a song and incorporate actions.</li> <li>• Retell a summary of an animation's story.</li> <li>• Write a verse with rhyming words which tell part of a story.</li> <li>• Perform their lyrics fluently and with actions.</li> </ul> <p><b>Vocabulary</b> Ballad Ensemble Compose</p>	<p>changing the sounds of their words to match their meanings.</p> <ul style="list-style-type: none"> <li>• Recognise, name and describe the effect of the interrelated dimensions of music.</li> <li>• Select instruments and sounds which match their vocabulary.</li> <li>• Work as a group to create a piece of music.</li> <li>• Perform a piece of music as part of a group.</li> </ul> <p><b>Vocabulary</b> Hanami Pitch Glissando Composer Col legno Syllables Dynamics Cherry blossom</p>	<p>following the lyrics.</p> <ul style="list-style-type: none"> <li>• Identify motifs aurally and play a repeated pattern on a tuned instrument.</li> <li>• Create and performing a motif, notating it with reasonable accuracy.</li> <li>• Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</li> <li>• Combine different versions of a musical motif and perform as a group using musical notation.</li> </ul> <p><b>Vocabulary</b> Call and response Dotted minim</p>	<p>instruments used in celebrations such as Carnival in Brazil.</p> <ul style="list-style-type: none"> <li>• Clap on the off beat (the end of each beat) and be able to play a syncopated rhythm.</li> <li>• Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).</li> <li>• Play their break in time with the rest of their group and play in the correct place in the piece.</li> <li>• Play in time and with confidence;</li> </ul>
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				Sound Pizzicato Composition Haiku Melody Tempo	In-time Key signature Minim Ostinato Repeating patterns Rhythmic notation Sharps Compose Flats In-tune Loop Motif Pitch Repetition Riff Crotchet Graphic notation Key Lyrics Notation Quavers Rhythm Semibreve	accurately playing their break.  <b>Vocabulary</b> Agogo Carnival Crescendo Ensemble Influenced Percussion Rhythm Samba breaks Syncopated rhythms Unison Cowbell Features Metronome Pulse Rhythmic break Structure Tamborim Dynamics Ganza Off-beat Repique Samba Surdo Texture
UKS2 (Y5+6)	<b>Y5: Looping and Remixing</b> <ul style="list-style-type: none"> <li>Perform a looped body percussion rhythm, keeping in</li> </ul>	<b>Y5: Blues</b> <ul style="list-style-type: none"> <li>Name three key features of Blues music.</li> <li>Sing in tune, using vocal</li> </ul>	<b>Y6: Dynamics, Pitch and Texture</b> <ul style="list-style-type: none"> <li>Engage in discussion about the sounds of an</li> </ul>	<b>Y5: Composition to represent the Festival of Colour</b> <ul style="list-style-type: none"> <li>Suggest a colour to match a piece of music.</li> </ul>	<b>Y6: Composing and Performing a Leaver's Song</b> <ul style="list-style-type: none"> <li>Identify and evaluate the musical</li> </ul>	<b>Y5: South and West Africa</b> <ul style="list-style-type: none"> <li>Sing using the correct pronunciation and with</li> </ul>



	<p>time with their group.</p> <ul style="list-style-type: none"> <li>• Use loops to create a whole piece of music, ensuring that the different aspects of music work together.</li> <li>• Play the first section of 'Somewhere Over the Rainbow' with accuracy.</li> <li>• Choose a suitable fragment of music and be able to play it along to the backbeat.</li> <li>• Perform a piece with some structure and two different loops.</li> </ul>	<p>expression to convey meaning.</p> <ul style="list-style-type: none"> <li>• Explain what a chord is and play the chord of C sixteen times.</li> <li>• Play the twelve bar blues correctly.</li> <li>• Play the notes of the Blues scale in the correct order, ascending and descending.</li> <li>• Play a selection of Blues scale notes out of order in their own improvisation.</li> </ul>	<p>orchestral piece.</p> <ul style="list-style-type: none"> <li>• Have a selection of varied vocabulary in response to what they hear.</li> <li>• Change dynamics and pitch, differentiating between the two.</li> <li>• Take the role of conductor or follow a conductor.</li> <li>• Change texture within their group improvisation and talk about its effect.</li> <li>• Create a graphic score to represent sounds.</li> <li>• Follow the conductor to show changes in pitch, dynamics and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a graphic score and describe how this matches the general structure of a piece of music.</li> <li>• Create a vocal composition in response to a picture and justify their choices using musical terms.</li> <li>• Create a vocal composition in response to a colour.</li> <li>• Record their compositions in written form.</li> <li>• Work as a group to perform a piece of music.</li> </ul>	<p>features of a song.</p> <ul style="list-style-type: none"> <li>• Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.</li> <li>• Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</li> <li>• Fit an existing melody over a four-chord backing track.</li> <li>• Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</li> <li>• Record melodies using letter notation.</li> </ul>	<p>increasing confidence.</p> <ul style="list-style-type: none"> <li>• Play a chord with two notes, remaining in time.</li> <li>• Maintain their part in a performance with accuracy.</li> <li>• Play the more complicated rhythms in time and with rests.</li> <li>• Create an eight beat break and play this in the correct place.</li> </ul>
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