# Cropredy C of E Primary School

## Curriculum Handbook
## Key Stage 1 and Key Stage 2
## Music

Updated: September 2025

# Music Curriculum Statement

## INTENT

At Cropredy Church of England Primary School, we teach music, first and foremost, to help children to feel that they are musical, and to develop a life-long appreciation of music. We focus on developing the skills, knowledge and understanding that children need in order to be performers, listeners and become confident composers. A huge part of the local area focusses on folk music and we have integrated that into our curriculum through folk teaching. We want the children to learn the importance of the festival and its music to the community. Our curriculum introduces children to music from around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

The children at Cropredy Church of England Primary School learn that their contributions to compositions have value both individually and collectively. Through our delivery of the music curriculum, the children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of music and learn how music can be written down. We are committed to ensuring children understand the value and importance of music in the wider community, and can use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

## IMPLEMENTATION

The music curriculum at Cropredy Church of England Primary School is designed to take a holistic approach to teaching music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit combines these strands within a topic designed to capture pupils' imagination and encourage them to explore music enthusiastically.

Lessons are designed to be accessible to all children whilst allowing opportunities for support, stretch and challenge. Delivered weekly, lesson content follows the school's approach to the Rosenshine's Principles where content is regularly revisited and skills and knowledge built upon.

Pupils are encouraged to actively participate in musical activities drawn from a range of styles and traditions, developing their skills and understanding of how music works. Knowledge organisers have been developed for each unit to support pupils in foundational building knowledge secure and encouraging recall of key concepts and vocabulary.

We encourage singing and listening to music daily for all children across KS1 and KS2, as well as in EYFS, with our daily Collective Worship. We sing a variety of songs during Collective Worship, with an emphasis on children's spiritual and moral development. By the time children move on from Cropredy Church of England Primary School, we hope that all children have experienced being a musician or performer through the Fairport festival as well as in class or school and that this has helped them to develop in a wide variety of ways.

## IMPACT

The expected impact of implementing the music scheme at Cropredy Church of England Primary School is that the children will be able to:

- Recognise and resonate with the importance of folk music within Cropredy
- Identify the structure of a piece of music.
- Have an idea as to when there is one layer in a piece of music and when there are two.
- Play a sequence in the correct order in time with their partner.
- Have two contrasting rhythms being played together.
- Have two different melodies being played together.
- Have a complete piece of music with four different layers with an appropriate structure.

## RECORDING

Throughout each unit of our music at Cropredy, the children will be recorded in their first lesson and in the end performance in order to show the progress they have made within the unit that they are studying. The performances will be recorded in small groups to ensure that all children are supported in their own musical journey. Children will be able view these performances as a class to see their own progression within music encouraging them to set their own goals.

## ASSESSMENT

The impact of our music curriculum can be constantly monitored through both summative formative and assessment opportunities. There will be an opportunity during each lesson for teachers to assess pupils against the learning objectives and at the end of each unit there is often a performance element where teachers can make a summative assessment of pupils' learning. The knowledge organisers, which have been developed to support each unit, contain key concept questions which can also be used for assessment purposes.

# Music Curriculum Statement

## IINCLUSION

The music curriculum at Cropredy Church of England Primary School has been designed to address all learner needs, including cognitive, emotional, social, and creative development. Within our inclusive curriculum we have the potential to be flexible, so that teaching and learning can be adjusted to meet the needs and interests of all learners. All Music lessons ensure every child has an equal chance of learning, regardless of whether they might have a disability or a special need. The ethos generated around our lessons promotes developing and boosting everyone's self-confidence to accept themselves as musicians, together with their strengths and weaknesses.

## CULTURAL CAPITAL

As part of our cultural capital experiences, we perform regularly in the local and wider community. Perhaps the highlight of every child's tie at Cropredy school could be the links which we have with the local folk music festival, Fairport Convention. This is an opportunity, having learnt folk music all academic year, for the children to showcase their talents at the Fairport Convention festival in the village. I mean, how many schools can say they play folk music in front of 6 and a half thousand people as part of their music curriculum?

In addition, our school performs half termly at St Marys church. All year groups are involved in a class production or showcase at key points throughout the year which are performed in front of live audiences. Some children will be exposed to music teaching through the school's specialist music teacher, Mr Hudson where a range of instruments can be practiced and performed.

# Curriculum Overview

| YEAR | AUTUMN | | SPRING | | SUMMER | |
|---|---|---|---|---|---|---|
| 1 | Keeping the pulse | Tempo | Dynamics | Sound Patterns | Pitch | Musical Symbols |
| 2 | Call and response | Instruments | Singing | Contrasting Dynamics | Structure | Pitch |
| 3 | Ballads | Creating compositions in response to an animation | Pentatonic melodies and composition | Body and tuned percussion | Jazz | Traditional instruments and improvisation |
| 4 | Folk | Folk | Folk | Folk | Folk | Folk |
| 5 | Songs of World War 2 | Blues | Film music | Composition to represent the festival of colour | Looping and remixing | Musical theatre |
| 6 | Folk | Folk | Folk | Folk | Folk | Folk |

# National Curriculum Coverage - Music

## KEY STAGE ONE

Pupils should be taught about:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes

Call and response (Animals), Instruments (Musical storytelling), Contrasting dynamics (Space), Singing (On this island), Structure (Myths and legends), Pitch (Musical Me)

- play tuned and untuned instruments musically

Call and response (Animals), Instruments (Musical storytelling), Contrasting dynamics (Space), Singing (On this island), Structure (Myths and legends), Pitch (Musical Me), Musical symbols (Under the sea)

- listen with concentration and understanding to a range of high-quality live and recorded music

Call and response (Animals), Instruments (Musical storytelling), Contrasting dynamics (Space), Singing (On this island), Structure (Myths and legends), Pitch (Musical Me), Musical symbols (Under the sea)

- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Call and response (Animals), Instruments (Musical storytelling), Contrasting dynamics (Space), Singing (On this island), Structure (Myths and legends), Pitch (Musical Me), Musical symbols (Under the sea)

## KEY STAGE TWO

Pupils should be taught about:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Ballads, Creating compositions in response to animation, Pentatonic melodies and composition, Jazz, Traditional instruments and improvisation, Body and percussion, Blues, Film Music, Composition to represent the festival of colour, Looping and remixing, Musical Theatre, Folk.

- improvise and compose music for a range of purposes using the inter-related dimensions of music

Ballads, Creating compositions in response to animation, Developing singing technique and keeping in time, Pentatonic melodies and composition, Jazz - Traditional instruments and improvisation, Blues, Film Music, Composition to represent the festival of colour, Looping and remixing, Musical Theatre, Folk.

- listen with attention to detail and recall sounds with increasing aural memory

Ballads, Creating compositions in response to animation, Developing singing technique and keeping in time, Pentatonic melodies and composition, Jazz - Traditional instruments and improvisation, Blues, Film Music,Composition to represent the festival of colour, Looping and remixing, Musical Theatre, Folk.

- use and understand staff and other musical notations

Developing singing technique and keeping in time, Pentatonic melodies and composition, Jazz - Traditional instruments and improvisation, Blues, Film Music, Looping and remixing.

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Ballads, Creating compositions in response to animation, Developing singing technique and keeping in time, Pentatonic melodies and composition, Jazz - Traditional instruments and improvisation,Blues, Film Music,Composition to represent the festival of colour, Looping and remixing, Musical Theatre, Folk.

- develop an understanding of the history of music.

Creating compositions in response to animation, Jazz, Traditional instruments and improvisation, Blues, Film Music, Musical Theatre, Folk.

# Music Skills Progression

## LISTENING AND EVALUATING (LISTENING AND RESPONDING TO MUSIC)

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| Listening appropriately to someone leading a short musical phrase, song or rhyme.<br><br>Exploring spontaneous movement with different parts of their body in response to music.<br><br>Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).<br><br>Using artwork or creative play as a way of expressing feelings and responses to music. | Coordinating the speed of their movements to match the speed of the music (not the beat).<br><br>Beginning to move in time with the beat of the music.<br><br>Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)<br><br>Listening with concentration to short pieces of music or excerpts from longer pieces of music.<br><br>Engaging with and responding to longer pieces of music. | Confidently moving in time with the beat of the music when modelled.<br><br>Beginning to keep movements to the beat of different speeds of music.<br><br>Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.<br><br>Listening with concentration to short pieces of music or excerpts from longer pieces of music.<br><br>Engaging with and responding to longer pieces of music. | Explaining their preferences for a piece of music using musical vocabulary. | Describing how specific musical elements (e.g., tempo, dynamics, instrumentation) influence their emotional or aesthetic response to a piece | Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. | Evaluating and justifying how and why particular musical features shape mood, atmosphere, or narrative in a piece, drawing comparisons across styles or genres |

# Music Skills Progression

## LISTENING AND EVALUATING (ANALYSING)

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| Identifying and imitating sounds from a variety of music.<br><br>Considering whether background music and sound effects can enhance storytelling. | Identifying some common instruments when listening to music.<br><br>Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).<br><br>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).<br><br>Recognising simple patterns and repetition in pitch (e.g. do re mi).<br><br>Talking about the tempo of music using the vocabulary of fast and slow.<br><br>Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.<br><br>Talking about the pitch of music, using the vocabulary of high and low | Identifying some common instruments when listening to music.<br><br>Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).<br><br>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).<br><br>Recognising simple patterns and repetition in pitch (e.g. do re mi).<br><br>Talking about the tempo of music using the vocabulary of fast and slow.<br><br>Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.<br><br>Talking about the pitch of music, using the vocabulary of high and low | Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).<br><br>Understanding that music from different parts of the world has different features.<br><br>Recognising and explaining the changes within a piece of music using musical vocabulary.<br><br>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.<br><br>Beginning to show an awareness of metre. | Children having the opportunity to analyse thier own performances with specific instruments assosciated with folk music and state why they feel they are strong or weak in those areas.<br><br>Stating the similarities within the style of music and other aspects of music they have learnt. | Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Musical, Theatre, Blues, Dance Remix.). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.<br><br>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.<br><br>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.<br><br>Identifying the way that features of a song can complement one another to create a coherent overall effect. | Children having the opportunity to analyse thier own performances with specific instruments assosciated with folk music and state why they feel they are strong or weak in those areas.<br><br>Stating the similarities within the style of music and other aspects of music they have learnt. |

# Music Skills Progression

## LISTENING AND EVALUATING (EVALUATING)

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| Showing preferences for certain music or sounds. | Stating what they enjoyed about their peers' performances.<br><br>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.<br><br>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. | Stating what they enjoyed about their peers' performances.<br><br>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.<br><br>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. | Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. | Children avaluating the playing ability of others whilst perfoming folk music. | Comparing, discussing and evaluating music using detailed musical vocabulary.<br><br>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.<br><br>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.<br><br>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.<br><br>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. | Children avaluating the playing ability of others whilst perfoming folk music.<br><br>Children starting to make reccomendations of ways they can improve playing of others throughout thier performances. |

# Music Skills Progression

## CULTURAL AND HISTORICAL AWARENESS OF MUSIC

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| Listening to music from a wide variety of cultures and historical periods. | Appreciating music from a wide variety of cultures and historical periods. | Appreciating music from a wide variety of cultures and historical periods. | Understanding that music from different times has different features. | Understanding how different styles of music are still relevant and prominant within their local area. | Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.<br><br>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. | Understanding how different styles of music are still relevant and prominant within their local area. Also looking at the impact the festival has on the area. |

# Music Skills Progression

## CREATING SOUND (SINGING REPERTOIRE, TECHNIQUE, INSTRUMENTS & POSTURE)

### FOUNDATION

Singing short, rhythmic rhymes and songs.

Using both speaking and singing voices.

Unconsciously beginning to sing to the pulse of a song.

Exploring vowel sounds through call and response activities.

Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.)

Exploring different ways of holding a range of Instruments.(Groups A, B and C.)

Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.)

Using instruments expressively to music. (Group B.)

Using instruments to begin to follow a beat, with guidance. (Group A.)

Finding a comfortable static position when playing instruments or singing.

### YEAR 1

Competently singing songs with a very small pitch range (two notes that are different but close together).

Singing simple songs, chants and rhymes from memory.

Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower

Exploring changing their singing voice in different ways. Singing a range of call and response chants, attempting to match the pitch and tempo they hear.

Maintaining a comfortable position when sitting or standing to sing and play instruments.

Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)
Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)
Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)
Starting to understand how to produce different sounds on pitched instruments. (Group C.)

### YEAR 2

Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).

Singing simple songs, chants and rhymes from memory.

Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower
Adapting their singing voice to be loud or soft at the direction of a leader.

Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy.

Singing part of a given song in their head (using their 'thinking voice').

Maintaining a comfortable position when sitting or standing to sing and play instruments.

Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)

Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)

Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)
Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)
Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)
Starting to understand how to produce different sounds on pitched instruments. (Group C.)

# Music Skills Progression

## NOTATION
## UNDERSTANDING NOTATION

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| | Reading different types of notation by moving eyes from left to right as sound occurs.<br><br>To know that notation is read from left to right. | Reading different types of notation by moving eyes from left to right as sound occurs.<br><br>To know that notation is read from left to right. | To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. | | To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.<br><br>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.<br><br>To know that chord progressions are represented in music by Roman numerals. | |

# Music Skills Progression

## NOTATION
## REPRESENTING PITCH

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| Developing an awareness of high and low through pictorial representations of sound. | Recognising pitch patterns using dots.<br><br>To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. | Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).<br><br>To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. | Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.<br><br>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. | Performing from notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. | | Performing from notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. |

# Music Skills Progression

## NOTATION
## REPRESENTING RHYTHM

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| Developing an awareness of how simple marks or objects can show single beats and single beat rests. | Using pictorial representations to stay in time with the pulse when singing or playing.<br><br>Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).<br><br>Beginning to read simple rhythmic patterns which include two half beats (quavers).<br><br>To know that pictorial representations of rhythm show sounds and rests | Using pictorial representations to stay in time with the pulse when singing or playing.<br><br>Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).<br><br>Beginning to read simple rhythmic patterns which include two half beats (quavers).<br><br>To know that pictorial representations of rhythm show sounds and rests | Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.<br><br>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. | Understnading how a variety of instruments assosciated with folk music perform and are played. There is some understanding about the way that folk has a unique way of performing and sounding. | Recording own composition using appropriate forms of notation and/ or technology and incorporating the inter-related dimensions of music.<br><br>Performing with accuracy and fluency from graphic and staff notation and from their own notation. | Understnading how a variety of instruments assosciated with folk music perform and are played. There is some understanding about the way that folk has a unique way of performing and sounding. |

# Music Skills Progression

## IMPROVISING AND COMPOSING STIMULUS AND PURPOSE

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| Exploring and imitating sounds from their environment and in response to events in stories. | Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. | Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. | Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). | Children gaining the skills to create their own melodies based around a stimulus. They also understnad the stmulus for some other artists, such as sea shanties and love songs in folk. | Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). | Children gaining the skills to create their own melodies based around a stimulus. They also understnad the stmulus for some other artists, such as sea shanties and love songs in folk. |

# Music Skills Progression

## IMPROVISING AND COMPOSING
## IMPROVISING

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| Exploring and imitating sounds. | Improvising simple question and answer phrases, using untuned percussion or voices. | Improvising simple question and answer phrases, using untuned percussion or voices. | Beginning to improvise musically within a given style using their voice. | Experimenting with styles of playing which contribute to a group preformance. | Improvising coherently and creatively within a given style, incorporating given features. | Experimenting with styles of playing which contribute to a group preformance. |

# Music Skills Progression

## IMPROVISING AND COMPOSING
## CREATING AND SELECTING SOUNDS

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| Experimenting with creating sound in different ways using instruments, body percussion and voices.<br><br>Selecting classroom objects to use as instruments.<br><br>Selecting sounds that make them feel a certain way or remind them of something. | Experimenting with creating different sounds using a single instrument.<br><br>Experimenting with creating loud, soft, high and low sounds.<br><br>Selecting objects and/or instruments to create sounds to represent a given idea or character. | Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.<br><br>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. | Suggesting and implementing improvements to their own work, using musical vocabulary. | Suggesting and analysing the skills of others and identifying thier strength within musical instruments assosciated with folk. | Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.<br><br>Suggesting and demonstrating improvements to own and others' work. | Suggesting and analysing the skills of others and identifying thier strength within musical instruments assosciated with folk. |

# Music Skills Progression

## IMPROVISING AND COMPOSING SEQUENCING

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| Playing sounds at the relevant point in a storytelling. | Playing and combining sounds under the direction of a leader (the teacher) | Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. | Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). | Compare different arrangements of the same song and evaluate which best communicates the story.<br><br>Use a self-made instrument to contribute to a group performance. | Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. | Compare different arrangements of the same song and evaluate which best communicates the story.<br><br>Use a self-made instrument to contribute to a group performance. |

# Music Skills Progression

## PERFORMING
## UNDERSTANDING AND EVALUATING PERFORMANCE

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| Beginning to say what they liked about others' performances. | Understanding and evaluating performance<br><br>Offering positive feedback on others' performances. | Understanding and evaluating performance<br><br>Offering positive feedback on others' performances. | Offering constructive feedback on others' performances. | Compare different arrangements of the same song and evaluate which best communicates the story. | Using musical vocabulary to offer constructive and precise feedback on others' performances. | Compare different arrangements of the same song and evaluate which best communicates the story. |

# Music Skills Progression

| PERFORMING AWARENESS OF MUSIC | | | | | | |
|---|---|---|---|---|---|---|
| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| | Starting to maintain a steady beat throughout short singing performances. | Starting to maintain a steady beat throughout short singing performances. | Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. | Understand that folk music is traditionally passed down by ear, rather than written notation.<br><br>Recognising the Role of Folk Music in History and Culture<br><br>Identify sea shanties and describe their purpose in helping sailors work in rhythm.<br><br>Explain the role of folk music in storytelling and community celebrations across different regions of the UK. | Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.<br><br>Playing a simple chord progression with accuracy and fluency | Understand that folk music is traditionally passed down by ear, rather than written notation.<br><br>Recognising the Role of Folk Music in History and Culture<br><br>Identify sea shanties and describe their purpose in helping sailors work in rhythm.<br><br>Explain the role of folk music in storytelling and community celebrations across different regions of the UK. |

# Music Skills Progression

| PERFORMING<br>AWARENESS OF SELF | | | | | | |
|---|---|---|---|---|---|---|
| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| Facing the audience when performing.<br><br>Spontaneously expressing feelings around performing. | Keeping head raised when singing.<br><br>Keeping instruments still until their part in the performance. | Standing or sitting appropriately when performing or waiting to perform.<br><br>Beginning to acknowledge their own feelings around performance. | Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance | Describe and demonstrate the importance of tempo in folk music, particularly in clog dancing and performance.<br><br>Keep a steady pulse and adjust to tempo changes during class performances.<br><br>.<br>Compare different arrangements of the same song and evaluate which best communicates the story. | Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.<br><br>Performing a solo or taking a leadership role within a performance. | Describe and demonstrate the importance of tempo in folk music, particularly in clog dancing and performance.<br><br>Keep a steady pulse and adjust to tempo changes during class performances.<br><br>.<br>Compare different arrangements of the same song and evaluate which best communicates the story. |

# Music Skills Progression

## PERFORMING
## AWARENESS OF OTHERS

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| Performing actively as part of a group.<br><br>Demonstrating being a good audience member, by looking, listening and maintaining attention. | Performing actively as part of a group; keeping in time with the beat.<br><br>Showing awareness of leader particularly when starting or ending a piece. | Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately. | Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance | | | |

YEAR 1

# Keeping the Pulse

## PRIOR LEARNING

Children will previously have explored sound through the use of their voices and bodies.
Children will have experience of a range of musical instruments, including triangles, glockenspiels and tambourines, to make sounds.
Children will have had opportunities to listen to and explore sounds in their local environment e.g. birds in nature or the rustle of leaves.

## KEY KNOWLEDGE & SKILLS

By the end of term children will have gained the following Music skills:

- Clap the rhythm of their name in time to the pulse.
- Sway or tap in time to the pulse.
- Sing a rhythm in time with the pulse.
- Copy rhythms based on word patterns using an instrument.
- Keep the pulse while playing a rhythm on an instrument. Follow instructions during a performance.

## SUBJECT SPECIFIC VOCABULARY

Melody
The tune of a song. It's the part you sing or hum because it stands out and is easy to remember.

Pulse
The steady beat in music, like your heartbeat. It keeps the music moving and helps you tap your foot or clap along.

Singing Voice
The voice you use to make music! It's like talking, but with long, flowing sounds that match a song.

Speaking Voice
The voice you use when you talk to someone. It's regular and doesn't follow a tune like singing.

Thinking Voice
The voice inside your head that you use to silently think, imagine, or practice something without saying it out loud. In music, it can help you plan the words or notes quietly before you sing or play.

## KEY CONCEPT QUESTIONS

Clap or move to show me you can feel the pulse of this music.

What is pulsel?

What does rhythm mean?

What instrument can you hear?

What is body percussion?

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

**SMSC LINKS**

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Clapping | In time | Sound |
| Dancing | Instrument | Triangle |
| Singing | Music | |

## IMPACT

Children can clap the rhythm of their name and in time to the music. They will be able to sing the overall shape of a melody and play in time to the music. Children can copy and create rhythms based on word patterns and can play on the pulse.

YEAR 1

# Tempo

## PRIOR LEARNING

Children will previously have explored songs with actions, including simple Makaton signs.
Children will have experienced a simple beat and explored this through body movement.
Children will have learned to recognise and react to different tempos in music.
Children will have performed a song using movement.

## KEY KNOWLEDGE & SKILLS

By the end of term children will have gained the following Music skills:

- Demonstrate slow and fast with their bodies and voices.
- Demonstrate slow and fast beats while saying a rhyme and using an instrument.
- Perform a song using a singing voice. Perform with an instrument.
- Observe others and move, speak, sing and play appropriately.
- Sing in time from memory, with some accuracy.
- Keep a steady pulse.
- Move, speak, sing and play demonstrating slow and fast beats..

## SUBJECT SPECIFIC VOCABULARY

Melody
The tune of a song. It's the part you sing or hum because it stands out and is easy to remember.

Singing Voice
The voice you use to make music! It's like talking, but with long, flowing sounds that match a song.

Thinking Voice
The voice inside your head that you use to silently think, imagine, or practice something without saying it out loud.

Pulse
This is the 'heartbeat' or steady beat which sits underneath the sounds in a piece of music.

Tempo
This is the speed of the music - it is how fast or slow the pulse is.

Contrast
Different parts in a piece of music

Expressive
Singing, speaking or playing in a certain way

Vocal
Music and sounds created by the voice

## KEY CONCEPT QUESTIONS

What clues in the music show us what the water was like?

What was the difference between the sound of the sea on a calm day and a stormy day?How did you show that with Music?

How did they change their symbols to represent different sounds?

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

**SMSC LINKS**

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Beat | Singing voice | Sound |
| Fast | Slow | Snail |
| Speaking voice | Warm up | Mouse |

## IMPACT

Children will understand what pulse means in a piece of music and can demonstrate slow and fast beats with their voices and bodies. Children will be able to perform using a singing voice and an instrument and sing in time, from memory, with some accuracy.

YEAR 1

# Dynamics

## PRIOR LEARNING

Children will be able to clap set rhythms, including their name.
Children will have had experience playing an instrument whilst singing a melody.
Children will have had some experience of musical notation.

## KEY KNOWLEDGE & SKILLS

By the end of term children will have gained the following Music skills:

- Use appropriate, justified movements to represent dynamics.
- Identify sounds within the music and describe them using adjectives.
- Recreate sounds using voice or body and extend ideas by adding dynamics.
- Create appropriate, original sounds with their voice and body.
- Use instruments to create loud and soft sounds.
- Justify instrument and sound choices.
- Follow instructions during a performance.
- Create and play a musical score that showcases understanding by using dynamic symbols.

## SUBJECT SPECIFIC VOCABULARY

Melody
The tune of a song. It's the part you sing or hum because it stands out and is easy to remember.

Pulse
This is the 'heartbeat' or steady beat which sits underneath the sounds in a piece of music.

Tempo
This is the speed of the music - it is how fast or slow the pulse is.

Contrast
Different parts in a piece of music

Expressive
Singing, speaking or playing in a certain way

Vocal
Music and sounds created by the voice

Dynamics
How loud or quiet a sound or piece of music is.

Soundscape
All the sounds in a place, like birds chirping, waves crashing, or people talking.

Symbol
A picture or mark that stands for something else, like a heart meaning love.

## KEY CONCEPT QUESTIONS

Which environment did the music make you think of? Why?

Can the same instrument make a loud or soft sound? How can you make them different?

What clues in the music show us what the water was like?

How would dynamics of the music change on a calm or rough day at sea?

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

**SMSC LINKS**

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Beat | Slow | Mouse |
| Fast | Warm up | Instrument |
| Speaking voice | Sound | Volume |
| Singing voice | Snail | |

## IMPACT

Children will understand how they can use their body to make a variety of sounds, starting to use a range of appropriate vocabulary linked to the music learning. Their perforamnce element of music is improving with justification for choices within their performance.

YEAR 1

# Sound Patterns

## PRIOR LEARNING

Children have worked through the Year 1 topics of Keeping the pulse, Tempo and Dynamics covering a range of areas such as the dynamics of their voice, body percussion as well as the importance of listening to the sounds of the music they can already hear within a peice.

## KEY KNOWLEDGE & SKILLS

By the end of term children will have gained the following Music skills:

- Chant in time with others.
- Make changes to the dynamics (volume) of their voice to represent a character.
- Respond to hand signals when playing an instrument.
- Choose a suitable sound to represent a point in the story.
- Read simple rhythmic patterns comprising one beat sounds and one beat rests.
- Clap or play a rhythmic pattern along with spoken words.
- Play given sound patterns in time with the pulse.
- Follow instructions during a performance.
- Join in with repeated phrases using a character voice.

## SUBJECT SPECIFIC VOCABULARY

Melody
The tune of a song. It's the part you sing or hum because it stands out and is easy to remember.

Pulse
This is the 'heartbeat' or steady beat which sits underneath the sounds in a piece of music.

Tempo
This is the speed of the music - it is how fast or slow the pulse is.

Contrast
Different parts in a piece of music

Expressive
Singing, speaking or playing in a certain way

Vocal
Music and sounds created by the voice

Dynamics
How loud or quiet a sound or piece of music is.

Soundscape
All the sounds in a place, like birds chirping, waves crashing, or people talking.

Symbol
A picture or mark that stands for something else, like a heart meaning love.

Sound Pattern
A group of sounds that repeat in a special way, like clapping a beat or a song's rhythm.

## KEY CONCEPT QUESTIONS

How could you describe the dynamics of the little pigs voices compared to the wolf's?

How are the two sound patterns different? Can you create two different sound patterns and explain how they're different?

What do the hearts represent? What if there is no sound on a beat?

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

**SMSC LINKS**

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Beat | Slow | Mouse |
| Fast | Warm up | Instrument |
| Speaking voice | Sound | Volume |
| Singing voice | Snail | |

## IMPACT

Children are starting to understand the importance of music within things such as stories and how they can build the mood of a story. Building upon their understanding of pattern and spoken words they are continuing to find the right dynamics when playing music.

YEAR 1

# Pitch

## PRIOR LEARNING

Children have worked through the Year 1 topics of Keeping the pulse, Tempo, Sound Patterns and Dynamics covering a range of areas such as the dynamics of their voice, body percussion as well as the importance of listening to the sounds of the music they can already hear within a peice.

## KEY KNOWLEDGE & SKILLS

By the end of term children will have gained the following Music skills:

- Identify high and low notes.
- Perform high and low notes.
- Create and perform a two-note and three-note pattern.
- Identify and perform changes in tempo.
- Contribute musical ideas and cooperate within a group.
- Prepare and perform a musical piece.
- Demonstrate a musical understanding of tempo and pitch.
- Participate in discussions about pitch and tempo.
- Offer feedback to groups on their performance.
- Follow instructions during a performance.

## SUBJECT SPECIFIC VOCABULARY

Melody
The tune of a song. It's the part you sing or hum because it stands out and is easy to remember.

Pulse
This is the 'heartbeat' or steady beat which sits underneath the sounds in a piece of music.

Tempo
This is the speed of the music - it is how fast or slow the pulse is.

Vocal
Music and sounds created by the voice

Dynamics
How loud or quiet a sound or piece of music is.

High
A sound that is light and squeaky, like a bird singing or a whistle.

Low
A deep and heavy sound, like a big drum or a growling bear.

Pitch
How high or low a sound is, like a tiny mouse squeak (high) or a big elephant's stomp (low).

Tempo
How fast or slow music is played, like a slow lullaby or a speedy dance song.

## KEY CONCEPT QUESTIONS

What do we mean when we talk about the pitch of a sound?

What effect does changing the pitch of a song have?

What is the difference between the dynamics and pitch of a piece of a music?

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

**SMSC LINKS**

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Beat | Slow | Mouse |
| Fast | Warm up | Instrument |
| Speaking voice | Sound | Volume Melody |
| Singing voice | Snail | Pattern |

## IMPACT

Children will be able to identifiy a pitch which is high and low, as well as talking effectively about the tempo of the music. As performners, they are able to showcase their talents in a musical piece with a basic understnading of the pitch and tempo of the music.

YEAR 1

# Musical Symbols

## PRIOR LEARNING

Children have worked through the Year 1 topics of Keeping the pulse, Tempo, Sound Patterns, pitch and Dynamics covering a range of areas such as the dynamics of their voice, body percussion as well as the importance of listening to the sounds of the music they can already hear within a peice.

## KEY KNOWLEDGE & SKILLS

By the end of term children will have gained the following Music skills:

- Move to reflect a character.
- Create sounds to reflect a character
- Move at a speed that reflects the tempo of the audio.
- Respond to dynamic changes without prompting.
- Demonstrate a sound pattern correctly to a pulse.
- Sing and play high and low sounds.
- Read symbols representing high and low sounds correctly.
- Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.

## SUBJECT SPECIFIC VOCABULARY

Melody
The tune of a song. It's the part you sing or hum because it stands out and is easy to remember.

Pulse
This is the 'heartbeat' or steady beat which sits underneath the sounds in a piece of music.

Tempo
This is the speed of the music - it is how fast or slow the pulse is.

Contrast
Different parts in a piece of music

Expressive
Singing, speaking or playing in a certain way

Dynamics
How loud or quiet a sound or piece of music is.

Soundscape
All the sounds in a place, like birds chirping, waves crashing, or people talking.

Symbol
A picture or mark that stands for something else, like a heart meaning love.

Pitch
How high or low a sound is. A flute plays high notes, and a tuba plays low notes.

Rest (Gap)
A short, silent break in music where no sound is played. It's like a little pause in a song!

Sound Pattern
A group of sounds that repeat in a special way, like clapping a beat or playing the same notes in a song.

## KEY CONCEPT QUESTIONS

How can a piece of music tell a story about what happens underwater?

How do we represent high notes in music? How are they different to how we represent low notes?

Which tempo best describes this music?

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

**SMSC LINKS**

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Beat | Slow | Mouse |
| Fast | Warm up | Instrument |
| Speaking voice | Sound | Volume |
| Singing voice | Snail | |

## IMPACT

Children are able to move and create music to represent a character as well as, understanding the high and low sounds and how they are represented throughout music.

YEAR 2

# Call and Response

## PRIOR LEARNING

Children have worked through all the Year 1 topics of Keeping the pulse, Tempo, Sound Patterns, pitch and Dynamics covering a range of areas such as the dynamics of their voice, body percussion as well as the importance of listening to the sounds of the music they can already hear within a peice.

## KEY KNOWLEDGE & SKILLS

By the end of term children will have gained the following Music skills:

- Use dynamics when creating sound.
- Play in time with a group.
- Experiment with different sounds on the same instrument.
- Clap the animal sound patterns mostly accurately.
- Clap the sound patterns in time with the pulse of the backing track.
- Demonstrate both a call and response.
- Copy a sound pattern using an instrument.
- Playing either a call and/or response role in time with another pupil.
- Perform a composition.

## SUBJECT SPECIFIC VOCABULARY

Melody
The tune of a song. It's the part you sing or hum because it stands out and is easy to remember.

Contrast
Different parts in a piece of music

Expressive
Singing, speaking or playing in a certain way

Dynamics
How loud or quiet a sound or piece of music is.

Call and Response
One person or instrument plays or sings something (the "call"), and another person or group answers back (the "response").

Sound Patterns
These are repeated beats, notes, or rhythms in music.

## IMPACT

By the end of this unit, children working at the expected standard should be able to: Understand Call and Response – Recognize and describe how call and response works in music, identifying the "call" and "response" in different examples. Perform Call and Response Patterns Create Their Own Call and Response – Compose and perform simple call and response patterns inspired by animal sounds, using rhythm and pitch effectively.

## KEY CONCEPT QUESTIONS

What is "call and response" in music?

Can you give an example of "call and response" using animal sounds?

Why do you think "call and response" is important in music?

Can you create your own "call and response" pattern using claps or taps?

## SMSC LINKS

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Beat | Slow | Volume |
| Fast | Warm up | Vocal |
| Speaking voice | Sound | Tempo |
| Singing voice | Instrument | Pulse |

# Instruments

Children have worked their way throgh the Year 1 scheme of work and have an idea about basic music terminology, for things such as volume and pitch, as well as starting to dientify some instruments which are assosciated with specific sounds. This includes the fact that they can be played high or low.

By the end of the term children will have gained the following Music knowledge and skills:

- Identify sections of the music where the tempo changes.
- Correctly describe sections of music as fast or slow.
- Point out moments in the music where the dynamics change.
- Accurately describe dynamic changes as soft or loud.
- Give specific examples of how the music corresponds to actions in the story.
- Provide clear and specific examples of how music supports the story.
- Justify tempo and dynamic choices made to represent a character, event or feeling.
- Suggest appropriate musical dynamics and tempo changes for different scenes of the story.
- Work as part of a group to rehearse a performance.
- Perform confidently using appropriate instrumental sounds.
- Play their part at appropriate tempo and dynamics.

| | | |
|---|---|---|
| Beat | Singing voice | Sound |
| Fast | Slow | Instrument |
| Speaking voice | Warm up | Volume |

## KEY CONCEPT QUESTIONS

How can different musical instruments help tell a story?

Can you name an instrument and describe a sound effect it can create to represent an action or emotion in a story?

Why is it important to choose the right instrument to match a part of a story?

Can you create a short musical phrase using an instrument to represent a character or action from a story we've read?

## IMPACT

By the end of the unit, the children should be able to understand the role of Instruments in storytelling, recognise how different musical instruments can represent characters, actions, or emotions in a story. Select Appropriate Instruments for Story Elements, Create and Perform Musical Story Elements and Collaborate in Musical Storytelling.

Dynamics
This means how loud or soft the music is.

Tempo
This is how fast or slow the music is.

Encore
When the audience loves a performance so much, they shout "Encore!" to ask the musicians to play one more song!

Instrumental Sound
This is the sound made by musical instruments instead of voices.

Sound Effect
A special sound used in music or storytelling, like a big crash, a whoosh, or an animal roar!

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

**SMSC LINKS**

YEAR 2

# Singing

## PRIOR LEARNING

Children have worked their way throgh the Year 1 scheme of work and have an idea about basic music terminology, for things such as volume and pitch, as well as starting to dientify some instruments which are assosciated with specific sounds. This includes the fact that they can be played high or low. As well as this, children take part in singing assembly each week where they look at performing a song or hymn.

## KEY KNOWLEDGE & SKILLS

By the end of term children will have gained the following Music skills:

- Breathe after each phrase in a song when singing.
- Sing a song from memory.
- Use different pitches while singing (high and low notes).
- Sing lyrics accurately.
- Perform actions that match lyrics.
- Collaborate and communicate within a group.
- Use sounds creatively to represent a chosen environment.
- Perform a composition.
- Apply pitch and dynamics to enhance a composition.
- Read notation from left to right.

## SUBJECT SPECIFIC VOCABULARY

Melody
The tune of a song. It's the part you sing or hum because it stands out and is easy to remember.

Contrast
Different parts in a piece of music

Expressive
Singing, speaking or playing in a certain way

Dynamics
How loud or quiet a sound or piece of music is.

Call and Response
One person or instrument plays or sings something (the "call"), and another person or group answers back (the "response").

Sound Patterns
These are repeated beats, notes, or rhythms in music.

## IMPACT

By the end of the Year 2 Music unit titled "Singing: Theme – On This Island," students working at the expected standard should be able to:
Sing in Unison: Express Emotions Through Singing: Participate in Call and Response: Understand Song Themes: Collaborate in Group Performances:

## KEY CONCEPT QUESTIONS

What does it mean to sing in unison?

How can we use our voices to show different emotions in a song?

Why is it important to listen to others while singing in a group?

Can you name an island-themed song we've learned and describe what you like about it?

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

**SMSC LINKS**

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Beat | Slow | Volume |
| Fast | Warm up | Vocal |
| Speaking voice | Sound | Tempo |
| Singing voice | Instrument | Pulse |

YEAR 2

# Contrasting Dynamics

## PRIOR LEARNING

Before starting this unit, children should have experience listening to and responding to different types of music, recognizing basic changes in volume. They should understand the concept of loud and soft sounds and have explored making these contrasts using their voices, body percussion, or instruments. Children should have had opportunities to perform simple pieces with some control over volume and timing, following teacher-led instructions. Additionally, they should be able to describe how music can create different moods or tell a story using sound.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Music knowledge and skills:

- Use their voice to create a variety of sounds.
- Use dynamics to create an atmosphere.
- Collaborate with peers to contribute to a group soundscape.
- Correctly identify changes in dynamics.
- Show changes in dynamics using bodies and vocals.
- Compare two pieces of music using musical vocabulary to describe the changes in dynamics.
- Interpret music in a visual form.
- Identify and discuss patterns in different pieces of music.
- Successfully create and play patterns, notating them.
- Create and play a simple pitch pattern accurately.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Beat | Warm up | Vocal |
| Fast | Sound | Tempo |
| Speaking voice | Instrument | Pulse |
| Singing voice | Volume | Vocal |
| Slow | Dynamics | Tempo |

## KEY CONCEPT QUESTIONS

What are dynamics in music, and how can they change the feeling of a song?

Can you give an example of a loud dynamic and a soft dynamic in music?

How might you use dynamics to represent different aspects of space in music?

Why is it important to use contrasting dynamics when creating a piece of music?

## IMPACT

By the end of the unit, the children should be able to understand Dynamics, apply Contrasting Dynamics, Perform musical pieces that incorporate both loud and soft sections, demonstrating control over volume to create contrast.. Use dynamics to convey different emotions or depict elements of space,
Compose with Dynamics and listen and Respond, listen to pieces of music and identify changes in dynamics, discussing how these changes affect the mood or story of the music.

## SUBJECT SPECIFIC VOCABULARY

Tempo
This is how fast or slow the music is.

Encore
When the audience loves a performance so much, they shout "Encore!" to ask the musicians to play one more song!

Instrumental Sound
This is the sound made by musical instruments instead of voices.

Soundscape
A soundscape is like a picture made of sounds!

Composer
A composer is a person who writes music! .

Pitch Pattern
A pitch pattern is a group of high and low sounds that go in a certain order.

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

**SMSC LINKS**

YEAR 2

# Structure

## PRIOR LEARNING

Before beginning the Year 2 Music unit on "Structure" with the theme of myths and legends, children should have prior experience with basic musical concepts such as rhythm, melody, and dynamics. They should be familiar with identifying and performing simple musical patterns and forms, like call and response or verse and chorus. Additionally, an understanding of storytelling elements, particularly myths and legends, will aid in connecting musical structures to narrative forms. Experience in group music-making activities will also be beneficial for collaborative composition and performance tasks in this unit.

## KEY KNOWLEDGE & SKILLS

By the end of term children will have gained the following Music skills:

- Recognise, play and write rhythms with one beats and paired half beats.
- Show a rest beat using a silent movement.
- Read and follow a structure from left to right.
- Add rhythms to a structure to create a beginning, middle and end.
- Work well as part of a group, listening to others and respecting their ideas.
- Maintain a steady beat.
- Use a thinking voice to play rhythms on an instrument.

## SUBJECT SPECIFIC VOCABULARY

One Beat Notes
A musical note that lasts for one beat.

Composition
A piece of music that someone creates.

Paired Half Beat Notes
Two notes that share one beat.

Notation
The symbols and notes we write down to show how music should be played.

Pulse
The steady beat in music, like a heartbeat!

Rhythm
A pattern of long and short sounds in music.

Structure
The way music is built!

Tempo
How fast or slow the music is.

Thinking Voice
The voice inside your head that helps you read or remember music without saying it out loud!

## IMPACT

By the end of the Year 2 Music unit : ecognize and describe common musical structures,
Create Structured Compositions, use Graphic Score as well as perform with Awareness of Structure: Rehearse and perform their compositions.

## KEY CONCEPT QUESTIONS

What is "call and response" in music?

Can you give an example of "call and response" using animal sounds?

Why do you think "call and response" is important in music?

Can you create your own "call and response" pattern using claps or taps?

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

**SMSC LINKS**

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Beat | Sound | Melody |
| Fast | Instrument | Dynamics |
| Speaking voice | Volume | Call |
| Singing voice | Vocal | Response |
| Slow | Tempo | Rest |
| Warm up | Pulse | |

# YEAR 2 Pitch

## PRIOR LEARNING

Before starting the Year 2 Music unit titled "Pitch: Theme – Musical Me," students should have prior experience with the following concepts:
Basic Pitch Recognition: Students should be able to distinguish between high and low sounds, understanding that pitch refers to how high or low a note sounds.
Simple Melodic Patterns: They should have practiced singing or playing simple melodic patterns, recognizing ascending (going up) and descending (going down) sequences.
Use of Hand Signs or Visual Aids: Familiarity with hand signs (like the Kodály method) or visual aids that represent different pitches can be beneficial for internalizing pitch relationships.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Music knowledge and skills:

- Move their eyes from left to right to read pitch patterns.
- Sing high and low notes including the notes in between.
- Play a pattern of high and low notes on an instrument.
- Read notation from left to right.
- Draw high and low sounds using dots at the top and bottom of a page, respectively.
- Recognise when notes stay the same.
- Recognise missing notes on a stave.

| | | |
|---|---|---|
| Beat | Singing voice | Sound |
| Fast | Slow | Instrument |
| Speaking voice | Warm up | Volume |

## KEY CONCEPT QUESTIONS

How can different musical instruments help tell a story?

Can you name an instrument and describe a sound effect it can create to represent an action or emotion in a story?

Why is it important to choose the right instrument to match a part of a story?

Can you create a short musical phrase using an instrument to represent a character or action from a story we've read?

## IMPACT

By the end of the unit, the children should be able to understand the Role of Instruments in Storytelling, select appropriate Instruments for Story Element, choose suitable instruments to depict specific parts of a story, considering the instrument's sound qualities to match the narrative. Work effectively with peers to plan and perform a musical story, ensuring that the instrumental sounds complement the narrative and contribute to a cohesive performance.

Dynamics
This means how loud or soft the music is.

Tempo
This is how fast or slow the music is.

Encore
When the audience loves a performance so much, they shout "Encore!" to ask the musicians to play one more song!

Instrumental Sound
This is the sound made by musical instruments instead of voices.

Sound Effect
A special sound used in music or storytelling, like a big crash, a whoosh, or an animal roar!

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

**SMSC LINKS**

YEAR 3

# Ballads

## PRIOR LEARNING

Before starting the Year 3 Ballads unit, children should have developed the following musical skills and knowledge:
Basic Singing Skills – They should be able to sing simple songs in tune, keeping a steady pulse and following the rhythm of the music. They should also be familiar with using their voices expressively.
Understanding of Musical Elements – Children should have experience with pitch (high and low sounds), tempo (speed), dynamics (loud and soft), and rhythm from prior music lessons.
Listening and Responding – They should have practised listening to different styles of music and discussing how they make them feel. They may have identified key features in songs and started to recognise how music can tell a story.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Music knowledge and skills:

- Identify the key features of a ballad.
- Perform a ballad using actions.
- Sing in time and in tune with a song and incorporate actions.
- Retell a summary of an animation's story.
- Write a verse with rhyming words which tell part of a story.
- Perform their lyrics fluently and with actions.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Fast | Instrument | Mood |
| Speaking voice | Volume | Tempo |
| Singing voice | Emotion | Dynamics |
| Slow | Performance | Storytelling |
| Warm up | Lyrics | Audience |
| Sound | Structure | Memorable |

## IMPACT

In the Year 3 Ballads unit, a child working at age-related expectations should be able to:
Recognise that ballads are songs that tell a story, often with strong emotions. They should be able to listen to and identify key features of a ballad, such as structure, mood, and lyrics.
Perform a ballad with appropriate dynamics (loud and soft sounds) and phrasing, ensuring that the emotion of the song is conveyed effectively.
Write their own simple ballad lyrics that tell a short story.
Work as a group or individually to perform a ballad, incorporating expressive actions or movement to enhance storytelling.

## KEY CONCEPT QUESTIONS

What is a ballad?

How can actions enhance the performance of a ballad?

What is the purpose of writing lyrics in a ballad?

Why is it important to sing in time and in tune when performing a ballad?

## SMSC LINKS

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

## SUBJECT SPECIFIC VOCABULARY

**Ballad**
A song that tells a story, often about emotions or important events.

**Chorus**
The part of a song that repeats, usually with the same words and tune.

**Compose**
To create or write a piece of music.

**Ensemble**
A group of people performing music together.

**Features**
Special parts of something that make it stand out.

**Instrumentals**
The part of the music played by instruments, without singing.

**Melody**
The main tune of a song that you can sing or hum.

**Nonsense Words**
Made-up words that don't have a real meaning but sound fun in songs.

**Phrases**
Small parts of a song or sentence that go together.

**Poem**
A piece of writing with rhythm and sometimes rhyme, like a song without music.

**Pop Songs**
Popular songs that many people enjoy and hear on the radio.

YEAR 3

# Creating Compositions (in response to an animation)

## PRIOR LEARNING

To effectively engage with the Year 3 "Mountains" music unit, students should have prior experience in the following areas:
Composing and Improvising: Creating simple musical patterns and experimenting with sounds to express ideas.
Understanding Musical Structure: Recognizing basic forms in music, such as repetition and contrast.
Listening Skills: Attentively listening to various music styles and discussing their characteristics.
This foundational knowledge will prepare students to explore and create compositions inspired by the theme of mountains. They will also have a conceptual understanding of what a mountain is, through their prior Science and Humanities topics.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Music knowledge and skills:

- Verbalise how the music makes them feel.
- Create actions or movements appropriate to each section of a piece of music.
- Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.
- Play melodies and rhythms which represent the section of animation they are accompanying.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Fast | Volume | Dynamics |
| Speaking voice | Emotion | Storytelling |
| Singing voice | Performance | Audience |
| Slow | Lyrics | Memorable |
| Warm up | Structure | Pitch |
| Sound | Mood | |
| Instrument | Tempo | |

## IMPACT

In the unit, a child meeting age-related expectations will have achieved the following:
They can interpret and convey the narrative of a musical piece, recognising how music can depict stories and emotions.
They are able to create simple musical compositions inspired by the theme of mountains, thoughtfully selecting sounds and structures to represent various aspects of the theme.
They can perform their compositions and those of others with confidence, demonstrating control over dynamics, tempo, and expression.

## KEY CONCEPT QUESTIONS

How can music be used to represent the different features of a mountain, such as its height, weather, or surroundings?

What is a soundscape, and how can you use one to describe a mountain environment?

Why is it important to choose the right instruments when composing music about mountains?

How can you use tempo and dynamics to create contrast in a piece of mountain-inspired music?

## SMSC LINKS

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

## SUBJECT SPECIFIC VOCABULARY

Soundscape
A piece of music made up of different sounds to create a scene or mood, like a musical picture of a mountain.

Timbre
The unique sound quality of an instrument or voice, like the deep, echoing sound of a drum or the light, airy sound of a flute.

Composition
A piece of music that someone creates by putting sounds and notes together.

Notation
A way of writing music using symbols so that musicians can read and play it.

Rhythm
The pattern of long and short sounds in music, like footsteps on a mountain path or the beat of a climbing song.

Crescendo
When the music gradually gets louder, often used to build excitement or show something big happening
.

Decrescendo
When the music gradually gets quieter, which can make it sound like something is fading away or calming down.

Texture
How many different sounds or instruments are playing at the same time, making music sound thick and full or thin and simple.

Accompaniment
Extra sounds or instruments that support the main melody, like a steady drumbeat under a tune.

YEAR 3

# Pentatonic Melodies & Composition

## PRIOR LEARNING

To effectively engage with this unit themed around Chinese New Year, students should have prior experience in the following areas:
Basic Musical Terminology: Familiarity with fundamental terms such as pitch, rhythm, and dynamics. Playing Tuned and Untuned Percussion Instruments: Experience in handling and playing classroom instruments like xylophones, glockenspiels, drums, and tambourines, enabling them to participate actively in group performances and compositions.
Understanding of Simple Melodic Structures: Ability to recognize and play basic melodies, which will aid in grasping the concept of the pentatonic scale—a five-note scale commonly used in various musical traditions, including Chinese music.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Music knowledge and skills:

- Match their movements to the music, explaining why they chose these movements.
- Accurately notate and play a pentatonic melody.
- Play their part in a composition confidently.
- Work as a group to perform a piece of music.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Celebrate | Compare | Melody |
| Express | Symbol | Dynamics |
| Select | Interpret | Tempo |
| Pattern | Sequence | |

## IMPACT

At the end of the Year 3 "Pentatonic Melodies and Composition" (Chinese New Year) unit, a child working at age-related expectations will be able to:
Understand and Use the Pentatonic Scale,
Compose and Perform a Piece Inspired by Chinese New Year,
Demonstrate Control Over Musical Elements,
Play in an Ensemble and appreciate the Role of Music in Festivals – Understand how music is used in cultural celebrations, particularly in Chinese New Year, and identify key instruments and their significance in traditional performances.

## KEY CONCEPT QUESTIONS

What is a pentatonic scale, and how is it different from other musical scales?

How can music be used to celebrate Chinese New Year?

Why do we use tuned percussion instruments, like the xylophone or glockenspiel, when playing pentatonic music?

How can dynamics and tempo change the mood of a piece of music?

## SMSC LINKS

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

## SUBJECT SPECIFIC VOCABULARY

Pentatonic Scale
A musical scale made up of five notes, commonly used in Chinese and other traditional music.

Composition
A piece of music that is created by arranging different notes and sounds.

Rhythm
The pattern of beats and timing in music, which can be steady or varied.

Tuned Percussion
Musical instruments that produce different pitches, such as a xylophone or glockenspiel.

Untuned Percussion
Instruments that do not have a set pitch, like drums, cymbals, or tambourines.

Improvisation
Making up music on the spot without reading from written notes.

Ensemble
A group of musicians who play together in a coordinated way.

Notation
A system of symbols used to write down music so it can be played again.

Expression
The way music is played to show emotion, using changes in dynamics, tempo, and phrasing.

Texture
How many different sounds are happening at once in a piece

YEAR 3

# Body and Tuned Percussion (rainforest)

## PRIOR LEARNING

Before starting this unit, children should have developed the following musical knowledge and skills: Be able to identify and maintain a steady pulse in a piece of music. Be familiar with the concept of high and low sounds (pitch). Have experience singing simple melodies with a range of pitches. Understand and use basic dynamic terms (loud/forte and soft/piano).
Be able to change volume (dynamics) and speed (tempo) for expressive performance. Perform short rhythmic and melodic patterns using body percussion, voices, and untuned percussion instruments.Recognise the role of music in storytelling and different cultures, including music inspired by nature and the environment.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Music knowledge and skills:

- Identify the structure of a piece of music.
- Have an idea as to when there is one layer in a piece of music and when there are two.
- Play a sequence in the correct order in time with their partner.
- Have two contrasting rhythms being played together.
- Have two different melodies being played together.
- Have a complete piece of music with four different layers with an appropriate structure.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Celebrate | Interpret | Atmosphere |
| Express | Sequence | Pattern |
| Select | Melody | Effect |
| Pattern | Dynamics | Blend |
| Compare | Tempo | Call and response |
| Symbol | Mood | |

## IMPACT

By the end of this unit, a child working at age-related expectations should be able to: Create a rainforest-inspired soundscape, using a variety of instruments and vocal sounds to represent different elements. Understand and apply dynamics (loud and soft sounds) and tempo (fast and slow speed) to create mood. Use layering techniques to combine different rhythms and sounds. Perform confidently as part of a group, maintaining a steady pulse and contributingwell.
Listen and respond to music, identifying how different musical elements (such as timbre, rhythm, and dynamics) are used to represent nature.This demonstrates their ability to compose, perform, and appraise music creatively while using key musical concepts effectively.

## KEY CONCEPT QUESTIONS

What is a soundscape, and how can we use different instruments to create one that represents a rainforest?

How can we use dynamics (loud and soft sounds) and tempo (fast and slow speed) to show the different moods of a rainforest, such as a calm morning or a heavy rainstorm?

What does the term 'layering' mean in music, and why is it important when creating rainforest-inspired compositions?

Can you name some percussion instruments that could be

## SMSC LINKS

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.

MORAL - Children will understand the impact of being part of a musical ensemble.

SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

## SUBJECT SPECIFIC VOCABULARY

Soundscape
A piece of music made up of different sounds to create a scene or mood, like a musical picture of a mountain.

Contrast
A difference in musical elements (e.g., loud vs. soft, high vs. low sounds).

Timbre
The unique sound quality of an instrument or voice, like the deep, echoing sound of a drum or the light, airy sound of a flute.

Rhythm
A pattern of long and short sounds, forming the beat of the music.

Layering
The technique of combining different musical sounds at the same time to create depth and texture.

Percussion
Instruments that make a sound when struck, shaken, or scraped, such as drums or shakers.

Ostinato
A short musical pattern that is repeated throughout a piece of music.

Improvisation
Creating and playing music spontaneously without written notes.

Accompaniment
Extra sounds or instruments that support the main melody, like a steady drumbeat under a tune.

YEAR 3

# Ballads

## PRIOR LEARNING

Before starting the Year 3 Ballads unit, children should have developed the following musical skills and knowledge:
Basic Singing Skills – They should be able to sing simple songs in tune, keeping a steady pulse and following the rhythm of the music. They should also be familiar with using their voices expressively.
Understanding of Musical Elements – Children should have experience with pitch (high and low sounds), tempo (speed), dynamics (loud and soft), and rhythm from prior music lessons.
Listening and Responding – They should have practised listening to different styles of music and discussing how they make them feel. They may have identified key features in songs and started to recognise how music can tell a story.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Music knowledge and skills:

- Identify the key features of a ballad.
- Perform a ballad using actions.
- Sing in time and in tune with a song and incorporate actions.
- Retell a summary of an animation's story.
- Write a verse with rhyming words which tell part of a story.
- Perform their lyrics fluently and with actions.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Fast | Instrument | Mood |
| Speaking voice | Volume | Tempo |
| Singing voice | Emotion | Dynamics |
| Slow | Performance | Storytelling |
| Warm up | Lyrics | Audience |
| Sound | Structure | Memorable |

## IMPACT

In the Year 3 Ballads unit, a child working at age-related expectations should be able to:
Recognise that ballads are songs that tell a story, often with strong emotions. They should be able to listen to and identify key features of a ballad, such as structure, mood, and lyrics.
Perform a ballad with appropriate dynamics (loud and soft sounds) and phrasing, ensuring that the emotion of the song is conveyed effectively.
Write their own simple ballad lyrics that tell a short story.
Work as a group or individually to perform a ballad, incorporating expressive actions or movement to enhance storytelling.

## KEY CONCEPT QUESTIONS

What is a ballad?

How can actions enhance the performance of a ballad?

What is the purpose of writing lyrics in a ballad?

Why is it important to sing in time and in tune when performing a ballad?

## SMSC LINKS

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

## SUBJECT SPECIFIC VOCABULARY

**Ballad**
A song that tells a story, often about emotions or important events.

**Chorus**
The part of a song that repeats, usually with the same words and tune.

**Compose**
To create or write a piece of music.

**Ensemble**
A group of people performing music together.

**Features**
Special parts of something that make it stand out.

**Instrumentals**
The part of the music played by instruments, without singing.

**Melody**
The main tune of a song that you can sing or hum.

**Nonsense Words**
Made-up words that don't have a real meaning but sound fun in songs.

**Phrases**
Small parts of a song or sentence that go together.

**Poem**
A piece of writing with rhythm and sometimes rhyme, like a song without music.

**Pop Songs**
Popular songs that many people enjoy and hear on the radio.

YEAR 3

# Creating Compositions (in response to an animation)

## PRIOR LEARNING

To effectively engage with the Year 3 "Mountains" music unit, students should have prior experience in the following areas:
Composing and Improvising: Creating simple musical patterns and experimenting with sounds to express ideas.
Understanding Musical Structure: Recognizing basic forms in music, such as repetition and contrast.
Listening Skills: Attentively listening to various music styles and discussing their characteristics.
This foundational knowledge will prepare students to explore and create compositions inspired by the theme of mountains. They will also have a conceptual understanding of what a mountain is, through their prior Science and Humanities topics.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Music knowledge and skills:

- Verbalise how the music makes them feel.
- Create actions or movements appropriate to each section of a piece of music.
- Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.
- Play melodies and rhythms which represent the section of animation they are accompanying.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Fast | Volume | Dynamics |
| Speaking voice | Emotion | Storytelling |
| Singing voice | Performance | Audience |
| Slow | Lyrics | Memorable |
| Warm up | Structure | Pitch |
| Sound | Mood | |
| Instrument | Tempo | |

## IMPACT

In the unit, a child meeting age-related expectations will have achieved the following:
They can interpret and convey the narrative of a musical piece, recognising how music can depict stories and emotions.
They are able to create simple musical compositions inspired by the theme of mountains, thoughtfully selecting sounds and structures to represent various aspects of the theme.
They can perform their compositions and those of others with confidence, demonstrating control over dynamics, tempo, and expression.

## KEY CONCEPT QUESTIONS

How can music be used to represent the different features of a mountain, such as its height, weather, or surroundings?

What is a soundscape, and how can you use one to describe a mountain environment?

Why is it important to choose the right instruments when composing music about mountains?

How can you use tempo and dynamics to create contrast in a piece of mountain-inspired music?

## SMSC LINKS

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

## SUBJECT SPECIFIC VOCABULARY

Soundscape
A piece of music made up of different sounds to create a scene or mood, like a musical picture of a mountain.

Timbre
The unique sound quality of an instrument or voice, like the deep, echoing sound of a drum or the light, airy sound of a flute.

Composition
A piece of music that someone creates by putting sounds and notes together.

Notation
A way of writing music using symbols so that musicians can read and play it.

Rhythm
The pattern of long and short sounds in music, like footsteps on a mountain path or the beat of a climbing song.

Crescendo
When the music gradually gets louder, often used to build excitement or show something big happening
.

Decrescendo
When the music gradually gets quieter, which can make it sound like something is fading away or calming down.

Texture
How many different sounds or instruments are playing at the same time, making music sound thick and full or thin and simple.

Accompaniment
Extra sounds or instruments that support the main melody, like a steady drumbeat under a tune.

# YEAR 3 Jazz

## PRIOR LEARNING

Before participating in this Year 3 Jazz unit, children should have developed the following key musical skills:
Understanding of Rhythm and Pulse - able to identify and maintain a steady pulse when listening to or performing music. Recognise repeating musical patterns, such as ostinatos (short, repeated phrases).
Follow simple notation or graphic scores to play basic melodies or rhythms.
Be able to listen to and describe different styles of music, using words like smooth, bouncy, energetic, or calm.
Confidence in Performance and Group Work
Understand the importance of expressing themselves musically through movement, singing, or playing instruments.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Music knowledge and skills:

- Explain what ragtime music is.
- Play on the 'off beat' and sing a syncopated rhythm.
- Play a call and then improvise a response.
- Improvise or compose a scat singing performance with sounds and words.
- Compose and play a jazz motif fluently, using swung quavers.
- Play a swung rhythm using a tuned percussion instrument.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Solo | Energy | Response |
| Ensemble | Expression | Flow |
| Call and Response | Contrast | Tempo |
| Pattern | Movement | Dynamics |

## KEY CONCEPT QUESTIONS

What is improvisation in jazz music, and how is it different from playing a written piece of music?

How does swing rhythm make jazz music sound different from other types of music?

Can you explain what call and response is and how it is used in jazz performances?

What instruments are commonly used in jazz music, and how do they contribute to the overall sound?

## IMPACT

By the end of this unit, children working at age-related expectations should be able to:
Recognise and perform swing rhythms and syncopation, demonstrating an understanding of how jazz rhythms differ from regular beats.
Improvise simple melodic and rhythmic patterns.
Play a jazz-inspired piece confidently, using tuned or untuned percussion instruments. Understand the role of improvisation in jazz music, explaining how musicians create new melodies within a piece.
Listen and respond to jazz music, describing its key features such as swing, syncopation, and improvisation using appropriate musical vocabulary.

## SUBJECT SPECIFIC VOCABULARY

Improvisation
Making up music on the spot, rather than following written notes.

Syncopation
A rhythm where beats are unexpected or fall between the main beats, giving jazz its unique feel.

Swing
A way of playing rhythms where notes are slightly uneven, creating a "bouncy" feel.

Blues Scale
A special set of notes often used in jazz and blues music to create a distinctive sound.

Scat Singing
A vocal style in jazz where singers use nonsense syllables instead of words.

Brass Section
The group of brass instruments (e.g., trumpet, trombone) commonly used in jazz.

Rhythm Section
The part of a jazz band that keeps the beat and harmony, often including drums, bass, and piano.

## SMSC LINKS

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.
CULTURAL - Children exposed to music from a range of other cultures, different from their own.

YEAR 3

# Traditional instruments & improvisation

## PRIOR LEARNING

Before starting this unit, children in Year 3 should have developed the following musical skills and knowledge:
Be able to keep a steady beat when clapping, playing an instrument, or moving to music & recognise simple rhythmic patterns, including repeated sequences and basic note values (e.g., crotchets and quavers).Have experience listening to different styles of music and discussing how they make them feel.
Sing simple songs in tune with clear diction and some sense of pitch control.
Have experience playing simple percussion.
Have been introduced to music from different countries, understanding that music reflects culture and traditions.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Music knowledge and skills:

- Verbalise feelings about music and identify likes and dislikes.
- Read musical notation and play the correct notes of the rag.
- Improvise along to a drone and tal.
- Play a rag and a tal accurately alongside a drone.
- Sing accurately from musical notation and lyrics.
- Sing and play in time with others with some degree of accuracy and awareness of each other's parts

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Pattern | Response | Melody |
| Layer | Movement | Dynamics |
| Energy | Expression | Call and response |
| Flow | Tradition | |
| Contrast | Steady | |

## KEY CONCEPT QUESTIONS

How is Indian music different from Western music?

What is a tala, and why is it important in Indian music?

Why do Indian musicians use a drone, and how does it affect the music?

How can you use classroom instruments to create music inspired by Indian traditions?

## IMPACT

Identify key characteristics of Indian music, such as the use of drone, tala (rhythmic patterns), and raga (melodic patterns).
Listen to Indian music and describe its instruments, rhythms, and moods using appropriate musical vocabulary.
Keep a steady beat while playing or moving to music inspired by Indian traditions.
Use classroom percussion instruments to recreate elements of Indian music, such as drumming patterns and drones.
Experiment with simple melodic patterns influenced by Indian ragas.
Participate in group performances using elements of Indian music, such as call and response singing or rhythmic layering.Follow a conductor's cues for changes in tempo, dynamics, and rhythm.
Express opinions about the music they have listened to and performed, explaining their preferences with reasons.

## SUBJECT SPECIFIC VOCABULARY

Raga
A set of notes used to create a melody in Indian music, similar to a scale.

Tala
A repeating rhythmic pattern in Indian music, like a time signature in Western music.

Drone
A continuous sound or note that plays in the background of Indian music.

Tabla
A pair of hand drums commonly used in Indian classical music.

Sitar
A stringed instrument from India, often used to play melodies in raga music.

Percussion
Instruments that are played by hitting, shaking, or scraping, such as drums.

Improvisation
Making up music as you play instead of following written notes

## SMSC LINKS

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.
CULTURAL - Children exposed to music from a range of other cultures, different from their own.

YEAR 4 & 6

# Folk Music

Year 4 & 6 Folk Music KCV is done as a way of demonstrating what they are learning within their lessons and how they are preparing for their festival slot.

## PRIOR LEARNING

To ensure children can fully engage with and succeed in this unit on British Folk Music, they should have prior knowledge and experience in the following areas:

1.Basic Musical Elements
- Understanding of pitch, tempo, dynamics, texture, timbre, and rhythm.
- Ability to describe and identify different sounds and how they contribute to storytelling in music.

2.Listening and Aural Skills
- Experience with listening carefully to music and identifying different instruments.
- Some familiarity with learning music by ear, as folk music is often passed down in this way.

3.Instrumental & Vocal Confidence
- Basic ability to keep a steady beat using percussion or body movements.
- Experience with singing simple songs and following a rhythm.
- Some exposure to playing a simple instrument, e.g., percussion, recorder, or ukulele, would be beneficial.

4.Dance and Movement Awareness
- Understanding how tempo affects movement, especially in dance.
- Some experience with simple clapping or stepping rhythms in time with music.

5.Collaboration and Group Performance
- Ability to work as part of a group in musical activities.
- Willingness to participate in call-and-response singing or rhythmic activities.

6.Cultural Awareness of British Music Traditions
- Some understanding that different regions and cultures have their own musical traditions.
- Awareness that music can be used for storytelling and historical traditions, like sea shanties or dance tunes.

These foundational skills will help children engage more confidently with activities such as playing by ear, learning folk melodies, participating in a folk music session, and performing in a group setting.

## KEY KNOWLEDGE & SKILLS

By the end of this unit and year of learning, the children should have learnt the following knowledge and skills:

Understanding the Features of British Folk Music
- Recognise key instruments used in British folk music and describe their timbre.
- Understand that folk music is traditionally passed down by ear, rather than written notation.

Developing Rhythm and Tempo Awareness
- Describe and demonstrate the importance of tempo in folk music, particularly in clog dancing and performance.
- Keep a steady pulse and adjust to tempo changes during class performances.

Musical Storytelling and Arrangement
- Use texture, dynamics, tempo, and timbre to arrange and perform a folk song that conveys a story.
- Compare different arrangements of the same song and evaluate which best communicates the story.

Recognising the Role of Folk Music in History and Culture
- Identify sea shanties and describe their purpose in helping sailors work in rhythm.
- Explain the role of folk music in storytelling and community celebrations across different regions of the UK.

Instrumental and Vocal Performance Skills
- Play a simple melody or rhythm by ear using a folk instrument (e.g., spoons, voice, or percussion).
- Sing a traditional folk song and participate in a group folk session.

Creative Exploration and Instrument Making
- Understand how handmade instruments are part of folk traditions and explore making one (e.g., an Ugly Stick).
- Use a self-made instrument to contribute to a group performance.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Recognise | Traditional | Solo |
| Describe | Ensemble | Pitch |
| Arrange | Call and Response | Timbre |
| Compare | Pattern | Texture |
| Listen | Energy | Duration |
| Watch | Expression | Rhythm |
| Perform | Contrast | Pulse |
| Support | Movement | Accompaniment |
| Storytelling | Response | Arrangement |
| Emotion | Flow | Melody |
| Community | Tempo | |

## SMSC LINKS

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.

MORAL - Children will understand the impact of being part of a musical ensemble.

SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

CULTURAL - Children exposed to music from

## KEY CONCEPT QUESTIONS

How does learning music by ear (rather than reading sheet music) change the way folk music is passed down through generations?

Why is tempo important in folk dances like clog dancing, and how does changing the tempo affect the performance?

What role did sea shanties play for sailors, and how did their musical structure help them with their work?

How can different musical elements (such as pitch, dynamics, and texture) be used to tell a story in a folk song?

## SET LIST

Here is our set of songs/ tunes for the festival:

Hey-Ho (song)
Mary Mack (song)
Alley-Alley-Oh (song)
Shepherd's Hey (tune)
Bound for the Rio Grande (sea shanty)
Wellerman (sea shanty).

## INSTRUMENTS ON OFFER

Violin (Fiddle)
Celtic Harp
Shruti Box
Piano Accordion
Button Accordion
Bodhran Drum
Keyboard
Ukulele
Tin-Whistle
Spoons

## IMPACT

A child working at age-related expectations in this British Folk Music unit will be able to:

Recognise Key Features of British Folk Music

- Identify common folk instruments and describe their timbre.
- Explain that folk music is traditionally learned by ear rather than through written notation.
- Recognise the differences between sea shanties, folk songs, and traditional instrumental folk tunes.

Demonstrate Musical Understanding and Performance Skills

- Keep a steady pulse and follow changes in tempo during performances.
- Play a simple melody by ear on a folk instrument (or use body percussion if necessary).
- Sing a traditional folk song and participate in a class folk music session.
- Use rhythmic patterns to accompany a song (e.g., playing the spoons or tapping along with a beat).

Understand How Music Connects to Culture and History

- Explain the purpose of sea shanties and why their structure helped sailors work together.
- Describe how folk music and dance (e.g., clog dancing) are connected to different traditions in Britain.
- Recognise how folk music is used for storytelling and community celebrations.

Create and Arrange Music

- Use elements like pitch, dynamics, tempo, and texture to arrange a verse of a folk song to enhance its storytelling.
- Experiment with different rhythmic techniques (e.g., on spoons or other percussion).
- Participate in designing and making a simple folk instrument and use it to contribute to a group performance.

Performing at Fairport Convention in front of six and a half thousand people!

## SUBJECT SPECIFIC VOCABULARY

Folk Music
Traditional music passed down through generations.

Sea Shanty
A type of work song sung by sailors.

Trad Tunes (Traditional Tunes) –
Instrumental folk melodies without lyrics.

Improvisation
Creating music spontaneously.

Session
A group of musicians playing folk music together.

Shanty Man
The leader of a sea shanty who starts the singing.

Clog Dance
A traditional British dance with percussive foot movements.

Percussion
Instruments that make sound when struck (e.g., spoons, drums).

Spoons
A folk percussion instrument played by clashing two spoons together.

Ugly Stick
A homemade folk instrument with rattles and percussion elements.

YEAR 5

# Songs of World War II

## PRIOR LEARNING

Pupils should be able to maintain a steady beat, identify different note values, and follow rhythmic patterns.
Children should be confident in singing in tune, projecting their voices, and performing expressively. Pupils should recognise standard musical notation, iThey should also understand song structures such as verse and chorus, which are common in WW2 music. Previous experience in discussing how music conveys emotions will be valuable. Understanding how tempo, dynamics, and lyrics create mood will help pupils analyse the morale-boosting role of music during WW2.
upils should have experience of listening to different musical styles and recognising their historical significance.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Music knowledge and skills:

- Use musical and comparative language in discussion.
- Follow the melody line.
- Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.
- Sing the correct words at the correct time.
- Recall the counter-melody line.

## SMSC LINKS

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.

## IMPACT

By the end of this unit, children working at age-related expectations should be able to:
Sing war-time songs accurately, demonstrating good pitch, clear diction, and expressive dynamics to reflect the emotions and messages within the music.
Explain the role of music during WW2, recognising how it was used to boost morale, unite people, and convey messages of hope and resilience.
Create simple musical pieces that reflect the styles and themes of WW2 music, using appropriate rhythms, melodies, and dynamics to evoke a sense of the time period.
Analyse WW2 music by discussing its structure, instrumentation, mood, and lyrics, making links between the music and its historical significance.
Work effectively as part of a group to rehearse and perform, showing an awareness of timing, expression, and audience engagement.

## SUBJECT SPECIFIC VOCABULARY

Evacuee
A person sent away from a place of danger.

Air Raid Shelters
Structures built for protection during air raids.

Trenches
Long, narrow ditches dug into the ground. A place where soldiers lived.

Sacrifice
To give up something valued for the sake of others.

Octave
A jump in pitch from one note to the next note that sounds the same but higher or lower.

Counter-melody
A second melody played at the same time as the main tune that fits nicely with it.

Backing track
Music that plays in the background to support a singer or performance.

Ensemble
A group of people playing instruments or singing together.

Solo
A performance by one person.

Arrangement
The way music is planned out or changed to suit different performers or styles.

Accompaniment Music (like piano or guitar) that plays along with the main tune to support it.

## KEY CONCEPT QUESTIONS

Why was music important during World War 2, and how did it help people during difficult times?

How do the lyrics and melody of WW2 songs reflect the feelings and experiences of the people at the time?

When performing a WW2 song, what musical techniques should you use to make it engaging and expressive?

If you were to compose a piece of music inspired by WW2, what musical elements would you include to capture the mood and atmosphere of the time?

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Emotion | Compare | Tempo |
| Expression | Listen | Dynamics |
| Community | Watch | Pitch |
| Impact | Perform | Timbre |
| Memory | Support | Texture |
| Atmosphere | Storytelling | Duration |
| Tradition | Ensemble | Rhythm |
| Meaningful | Call and Response | Pulse |
| Resilience | Pattern | Accompaniment |
| Survival | Energy | Arrangement |
| Recognise | Expression | Melody |
| Describe | Contrast | |
| Arrange | Flow | |

# YEAR 5 Blues

## PRIOR LEARNING

To ensure that Year 5 pupils are prepared for the Blues unit, it's essential to build upon the foundational skills and knowledge acquired in earlier years: Understanding of Musical Elements - Recognisingvocabulary such as pitch, dynamics, tempo, timbre and texture. Performance Skills
- The ability to sing in tune with expression, basic proficiency in playing classroom instruments, such as glockenspiels or recorders as solo or gorup. Notation and Musical Literacy - Familiarity with basic musical notation, including note values and simple rhythmic patterns. Improvisation and Composition - Creating Music: Experience in creating short rhythmic and melodic patterns and being able to compromise with it. Listening and Appraisal - Ability to listen attentively to music, identifying key elements and discussing preferences. Using appropriate terminology to describe music and express opinions. Historical and Cultural Context - Listening to and discussing music from different times and cultures, laying the groundwork for understanding the origins of blues music.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Music knowledge and skills:

- Name three key features of blues music.
- Sing in tune, using vocal expression to convey meaning.
- Explain what a chord is and play the chord of C sixteen times.
- Play the 12-bar blues correctly.
- Play the notes of the blues scale in the correct order, ascending and descending.
- Play a selection of blues scale notes out of order in their own improvisation.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Describe | Style | Layer |
| Compare | Pattern | Energy |
| Listen | Emotion | Flow |
| Respond | Create | Contrast |
| Perform | History | Response |
| Structure | Influence | Movement |
| Mood | Change | Expression |
| Expression | Pattern | Tradition |

## IMPACT

A pupil working at age-related expectations should be able to: Musical Knowledge & Understanding - Describe key features of blues music, including its origin, purpose, and emotional tone. Recognise and explain the 12-bar blues structure, identifying chord progressions such as I–IV–V. Understand what a blues scale is and how it contributes to the style and sound of blues music. Listening & Appraising- Identify instruments commonly used in blues music (e.g., piano, guitar, harmonica).
Respond to recorded examples of blues with appropriate musical vocabulary Compare blues music to other styles they've heard. Performance & Musicianship -
Follow the 12-bar blues chord pattern during group performances or backing tracks. Improvisation & Composition- Improvise short melodic patterns using notes from the blues scale, either vocally or on an instrument.
Compose a short piece following a 12-bar blues structure using digital tools or notation.

## KEY CONCEPT QUESTIONS

What is the 12-bar blues, and how is it structured?

Why is improvisation important in blues music?

How does blues music reflect the lives and emotions of the people who created it?

Can you explain what a 'blues scale' is and how it sounds different from a major scale?

## SUBJECT SPECIFIC VOCABULARY

Blues
A style of music from African American communities, often expressing strong emotions.

12-bar blues
A repeating musical pattern using 12 bars and specific chords.

Chord
A group of notes played together.

Chord progression
A sequence of chords played in order.

Blues scale
A special scale used in blues with a "bluesy" sound.

Genre – A style or category of music.

Origin – Where something (like a style of music) came from.

## SMSC LINKS

SPIRITUAL - Children will enjoy making music, both individually and as part of an ensemble. They will reflect on how listening to pieces of music makes them feel.
MORAL - Children will understand the impact of being part of a musical ensemble.
SOCIAL - Children will participate in musical pieces together by listening to each other and responding appropriately.
CULTURAL - Children exposed to music from a range of other cultures, different from their own.

# YEAR 5 Film Music

## PRIOR LEARNING

To ensure that children are prepared for the Film Music unit of work, children will need a good understanding of: Musical Elements such as pitch, tempo, dynamics, timbre and texture. Understanding emotional expression in Music, recognising how music conveys emotions and moods.
Being able to interpret visual representations of music.
Composing short musical pieces using learned elements.
Performing compositions confidently, both individually and in groups.
Finally, actively listening to various music genres whilst evaluating and discussing music using approriate terminlogy.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Music knowledge and skills:

- Identify how different styles of music contribute to the feel of a film.
- Participate in discussions, sharing their views and justifying their answers.
- Use the terms 'major' and 'minor'.
- Identify different instruments to describe how music evokes different emotions.
- Identify pitch, tempo and dynamics, and use these to explain and justify their answers.
- Give reasonable and thought-out suggestions for what different graphic scores represent.
- Use their body, voice and instruments to create sounds to represent a given theme.
- Create a musical score to represent a composition.
- Interpret their graphic score and performing their composition appropriately with their group.
- Create sounds that relate to the scene of a film.

## KEY CONCEPT QUESTIONS

How can music help tell a story in a film without using any words?

What do composers change in their music to match different scenes or moods in a film?

Why might a film composer use a repeated theme (leitmotif) for a character or idea?

If you were composing music for a scary scene, which musical elements would you use and why?

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| County | Scene | Flow |
| Describe | Narrative | Tempo |
| Create | Effect | Dynamics |
| Develop | Audience | Pitch |
| Sequence | Impact | Timbre |
| Respond | Tension | Texture |
| Analyse | Predict | Duration |
| Structure | Call and Response | Rhythm |
| Contrast | Pattern | Pulse |
| Support | Energy | Accompaniment |
| Change | Expression | Arrangement |
| Emotion | Contrast | Melody |

## IMPACT

A child working at the expected standard will be able to:
Explain how music enhances a film scene by creating mood, atmosphere, and supporting storytelling. Recognise the use of musical techniques such as leitmotif, sound effects, and changes in texture to support film narrative. Listen carefully to excerpts of film music and articulate how different elements contribute to mood and meaning. Compose or co-create a short piece of music for a film scene, using musical elements intentionally to match the action or emotion on screen. Perform their composition or soundscape with awareness of timing and mood, using appropriate instruments, digital tools, or body percussion.

## SUBJECT SPECIFIC VOCABULARY

Soundtrack
The music used in a film, including songs and background music.

Leitmotif
A short piece of music that represents a character, place, or idea in a film.

Mood
The feeling the music gives (e.g. happy, scary, calm).

Atmosphere
The overall feeling or setting created by the music.

Score
The written music for a film or the full music made for a movie.

Sync
Making sure the music fits the timing of the action on screen.

Cue
A signal for the music to start or change in a film.

Foley
Sound effects made to match actions on screen (not music, but related to sound design).

Theme
A main tune or idea in the music that returns again and again.

Crescendo
When music gets gradually louder.

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CULTURAL - Children exposed to music from a range of other cultures, different from their own.

## SMSC LINKS

YEAR 5

# Compositions for the festival of colour

## PRIOR LEARNING

Pupils should have developed the following prior knowledge and skills:
Understanding of Musical Elements: Familiarity with basic musical concepts such as pitch, tempo, dynamics, timbre, and texture, which are essential for creating and interpreting music.
Experience with Vocal and Body Percussion: Previous practice in using their voices and body percussion to produce rhythmic patterns, aiding in the exploration of sound and rhythm.
Compositional Skills: Basic experience in composing simple musical pieces, allowing them to experiment with creating music that represents different themes or ideas.
Cultural Awareness: An introductory understanding of how music can reflect cultural traditions and festivals, preparing them to explore the musical aspects of the Holi Festival.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Music knowledge and skills:

- Suggest a colour to match a piece of music.
- Create a graphic score and describe how this matches the general structure of a piece of music.
- Create a vocal composition in response to a picture and justify their choices using musical terms.
- Create a vocal composition in response to a colour.
- Record their compositions in written form.
- Work as a group to perform a piece of music.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Pattern | Movement | Flow |
| Sequence | Energy | Contrast |
| Explore | Colour | Response |
| Express | Influence | Movement |
| Mood | Change | Expression |
| Celebration | Pattern | Tradition |
| Festival | Layer | |
| Tradition | Energy | |

## IMPACT

A pupil working at age-related expectations should be able to:
Children can create and perform short rhythmic patterns and vocal compositions that reflect the mood and energy of the Holi Festival.
They are able to use musical elements such as tempo, dynamics, and timbre to express celebration, movement, and emotion through music.
Pupils can describe and compare pieces of celebratory music, using appropriate vocabulary to talk about texture, rhythm, and cultural meaning.
They show an understanding of how music can reflect cultural traditions and confidently participate in group performances that celebrate colour, joy, and community.

## KEY CONCEPT QUESTIONS

How can music help us understand and celebrate the Holi Festival, even if we've never been to it?

What musical elements can you change to show excitement or energy in your Holi-inspired composition?

What is body percussion, and how did you use it in your group performance?

How did you work as part of a group to create a piece that represented the Holi Festival?

## SUBJECT SPECIFIC VOCABULARY

Improvisation
Making up music on the spot.

Cultural Music
Music that reflects the traditions or celebrations of a particular group of people.

Holi
A Hindu festival celebrating spring, colour, and new beginnings.

Celebratory Music
Music created for or played during a celebration or festival.

## SMSC LINKS

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YEAR 5

# Looping and remixing

## PRIOR LEARNING

To fully access this unit, pupils should have developed the following prior knowledge and skills:
Familiarity with basic musical concepts such as pulse, rhythm, tempo, dynamics, and structure, which are essential for creating and interpreting music.
Previous practice in composing simple musical pieces and performing them, allowing pupils to experiment with creating music that represents different themes or ideas.
An introductory understanding of musical notation, enabling pupils to read and write simple rhythmic patterns.
Experience in listening to and appraising a range of musical styles, including traditional and contemporary genres, to develop an appreciation of different musical forms.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Music knowledge and skills:

- Perform a looped body percussion rhythm; keeping in time with their group.
- Use loops to create a whole piece of music, ensuring that the different aspects of music work together.
- Play the first section of 'Somewhere Over the Rainbow' with accuracy.
- Choose a suitable fragment of music and be able to play it along to the backbeat.
- Perform a piece with some structure and two different loops.

## KEY CONCEPT QUESTIONS

What is a loop in music, and how is it used in dance tracks to create rhythm and structure?

How can changing the tempo or layering more sounds change the feel of your dance music?

What are the key features of a typical dance music structure, and which ones did you include in your own piece?

How did you use digital tools to help you compose your music, and what choices did you make to make it sound like dance music?

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Describe | Pattern | Pitch |
| Compare | Respond | Timbre |
| Create | Change | Texture |
| Build | Effect | Duration |
| Combine | Call and Response | Rhythm |
| Organise | Pattern | Pulse |
| Repeat | Energy | Accompaniment |
| Layer | Expression | Arrangement |
| Structure | Contrast | Melody |
| Evaluate | Flow | Build up |
| Develop | Tempo | |
| Sequence | Dynamics | |

## IMPACT

A child working at the expected standard will be able to:
identify key features of dance music, including repeated loops, layered rhythms, and electronic sounds.
They can create and perform their own short dance music composition using loops and digital tools.
Pupils demonstrate an understanding of structure by organising their music into sections such as introduction, build-up, drop, and outro.
They listen to and evaluate their own and others' compositions, using appropriate musical vocabulary to describe elements like tempo, texture, and rhythm.

## SUBJECT SPECIFIC VOCABULARY

**Loop**
A short piece of music or sound that repeats over and over.

**Beat** The steady pulse you feel in music, like a ticking clock.

**Electronic Music**
Music made or changed using computers or electronic instruments.

**Track**
A complete piece of recorded music.

**Drop**
The exciting part in dance music where the beat and energy suddenly change.

**Outro**
The end section of a song where the music slows down or fades out.

**Digital Audio Workstation (DAW)**
A computer program used to create and edit music (e.g. GarageBand).

**Bassline**
The low-sounding part of the music that keeps the rhythm and groove strong.

**Sample**
A sound taken from another piece of music or audio and reused in a new track.

## SMSC LINKS

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# YEAR 5 Musical Theatre

## PRIOR LEARNING

To ensure that Year 5 pupils are prepared for the Musical Theatre unit, it's essential to build upon the foundational skills and knowledge acquired in earlier years:
Familiarity with basic musical concepts such as pitch, rhythm, tempo, dynamics, and structure, which are essential for creating and interpreting music.
Previous practice in singing songs with accurate pitch and rhythm, and performing simple pieces, allowing pupils to participate confidently in musical theatre activities.
An introductory understanding of musical notation, enabling pupils to read and follow simple musical scores.
Experience in listening to and appraising a range of musical styles, including traditional and contemporary genres, to develop an appreciation of different musical forms.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Describe | Style | Layer |
| Compare | Pattern | Energy |
| Listen | Emotion | Flow |
| Respond | Create | Contrast |
| Perform | History | Response |
| Structure | Influence | Movement |
| Mood | Change | Expression |
| Expression | Pattern | Tradition |

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Music knowledge and skills:

- Explain what musical theatre is and be able to recall at least three features of this kind of music.
- Categorise songs as action songs or character songs.
- Select appropriate existing music for their scene to tell the story of a journey.
- Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.

## IMPACT

A pupil working at age-related expectations should be able to: The child can confidently perform a short musical theatre piece, combining singing, acting, and movement.
They understand how music, dialogue, and staging work together to tell a story.
They use expression, gesture, and vocal techniques to portray a character effectively.
They can reflect on their own performance and offer thoughtful feedback to others using appropriate musical vocabulary.

## KEY CONCEPT QUESTIONS

How is musical theatre different from a play or a concert, and what roles do music, acting, and movement each play in telling the story?

Why is it important to match your singing voice and body language to the emotion of the character you are performing?

How do different parts of a musical theatre performance (like songs, dialogue, and choreography) work together to move the story forward?

What choices did you make in your performance (e.g., vocal tone, gesture, timing) and how did these help communicate the character or mood?

## SUBJECT SPECIFIC VOCABULARY



Musical Theatre
A type of performance that combines songs, acting, and dancing to tell a story.

Choreography
Planned dance moves and actions used in a perrformance.

Dialogue
The spoken words between characters in a play or musical.

Score
The written music for a musical, showing the notes, lyrics, and parts for each performer.

Ensemble
A group of performers working together on stage.

Projection
Using your voice loudly and clearly so the audience can hear you.

Stage Directions
Instructions in a script that tell performers where to move and how to act.

Blocking
Planning where and how actors move on stage during a performance.

Script
The written text of a play or musical that includes dialogue and stage directions.

Solo
A part of a performance performed by one person.
Cue
A signal or line that tells an actor when to speak

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# Cropredy C of E Primary School