

Music Overview

Intent

At Thameside Primary School, we believe that every child should have access to a dynamic music curriculum, where skills and knowledge are developed year on year. Children will learn to express themselves through music, while gaining an understanding of the wider impact music has across different communities and cultures. It is important that our children gain an understanding of the historical impact of music through listening to the music of Great Composers, as well as developing appreciation for a variety of more contemporary music genres eg Jazz, rock, hip-hop and more. We are committed to ensuring that our children are able to use their musical knowledge / experience in a wide range of contexts through both ‘in-school’ performances and wider Trust clubs and events.

Implementation

The music scheme, “Music Express” is at the heart of the classroom music teaching at Thameside. This provides all children with the opportunity to sing, listen, play, perform and evaluate in a variety of musical styles / genres. In addition to this, children experience large group singing at our weekly singing assemblies, and we intend to develop opportunities for children to learn an instrument with one of our visiting peripatetic teachers. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. Annual Trust events such as the Singing Festival and inter-school instrumental concerts give our children the experience of performing in front of a larger audience.

Impact

Whilst in school, our children have access to a varied music programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. We aim to make the music curriculum accessible to all children, regardless of ability, so all our children will experience a sense achievement, self-confidence, interaction with and awareness of others, and self-reflection. Through music, children will also develop an understanding of culture and history, both in relation to themselves as individuals, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Foundation - Key Skills through Music Express

Theme	Special People	Growth and Change	Going Places	Stories and Sounds	Moving Patterns	Working World	Our senses
Music Focus	Beat and Tempo	Loud and Quiet	High and Low	Structure	Structure	Texture	Timbre
Using Voice	Sing a song with actions Sing a call and response song	Singing loudly and quietly Adapt voice to the mood of a song Sing responses in a call and response song	Sing a song Say a rap with attention to rhythm Alter vocal pitch to reflect	Sing songs with rhyming CVC words / vowel sounds	Sing a variety of number songs (taking one away, 2 by 2, cumulative counting, making trains by adding 1,	Sing a variety of songs /chants Perform vocal sounds to accompany a story Use vocal sounds to represent mood	Use voice to perform songs / chants / Perform vocal sounds to accompany a

		Use voices to get gradually louder and gradually quieter	characters in a story / rap Sing a song with high and low pitch	Vocalise repeated 'ee' sounds in a story Use voice to create different vocal sounds Join in with a chant / rap	count up and down in 2s,) Copy a variety of vocal sounds		chant / song / piece of music
Using instruments / soundmakers	Play percussion instruments / soundmakers Play an instrument / soundmaker to a steady beat Play 'happy' / 'sad' music on instruments / soundmakers Play descriptive music on percussion instruments / soundmakers	Using instruments / soundmakers to make loud / quiet sounds Use instruments / soundmakers to create sound effects for a song Play instruments / soundmakers to reflect aspects of a story Play instruments / soundmakers getting gradually louder and gradually quieter	Create sound effects for actions / characters / different aspects in a song Play 'up' and 'down' a xylophone	Play the rhythm of different words Play descriptive sounds that fit the words in a song Accompany a song / rap	Play descriptive sounds to accompany a song Experiment with the different sounds instruments / soundmakers can make Accompany a song Play instruments to a steady beat	Play descriptive sounds Experiment with the different sounds instruments / soundmakers can make Use instruments / soundmakers to represent a theme (animals, night time, movements, machines) Accompany a song / story Use instruments / soundmakers to represent mood	Play descriptive sounds Experiment with the different sounds instruments / soundmakers can make Play instruments / soundmakers in different ways
Listening and Following	Clap a steady beat Identify the mood of 'happy' music	Listen to, and comment on, sound effects in a story	Listen to, and comment on, different sounds effects in a story / song Follow high and low actions in a song Respond to a cue in a song	Listen to different songs / stories / chants Join in with repeated 'echo' lines in a story Join in with actions to a song	Listen to different songs Act out the story of a song Copy vocal sounds from a leader Listen to, and comment on, a story	Listen to different songs / stories Talk about the effect of different instrument sounds being played together Listen to different classical music and comment	Listen to different songs Discuss a range of sounds – real life and made by instruments Discuss the effect of sounds made by different instruments / soundmakers

			Identify rhyme in a poem			Identify mood from a song / chant Match instrument sounds to description in a song	Match instruments to sound descriptions
Creating	Interpret graphic symbols Create a music sequence using graphic symbols Play the sequence at different speeds Create a performance using voice, instrument and movement	Create movements appropriate to a theme	Create actions for a song / story Create high and low actions to fit a song	Complete lines in a song with own sound words Create an action to lead a verse in a song	Create actions / dance moves for songs Create own vocal sounds to match a chant	Create sounds to match a song / setting Create and perform music inspired by a theme (animals) Retell a story with vocal, body percussion and instrument sounds Create sounds from different objects Combine instruments and vocal sounds to represent different moods. Create movements to match the sounds of a song	Create sounds to match a mood Create sounds to match a description in a song

<i>Area of Music</i>	<i>Knowledge - Foundation</i>
Using Voice	<ul style="list-style-type: none"> • That there are different types of song • The difference between loud and quiet singing • What high and low pitch sounds like • How to use voice in different ways for different effects • The difference between singing and chanting
Using instruments / Soundmakers	<ul style="list-style-type: none"> • That different sounds can create different moods • What a steady beat sounds like

	<ul style="list-style-type: none"> • The difference between loud and soft • That instruments can be played in different ways to create different effects • How to play high and low pitched sounds on an instrument • How to create rhythm from simple words
Listening and following	<ul style="list-style-type: none"> • That there are different types of song** • That different sounds can create different moods** • That instruments can be played in different ways to create different effects ** • How to match movement / actions to music** • That music can have different moods • What sound effects are • What rhyme sounds like • What songs, stories and chants sound like • How to copy sounds from a leader •
Creating	<ul style="list-style-type: none"> • That in music, graphic symbols relate to sound • How to match movement / actions to music • How to use simple words to make songs • That different sounds can create different moods** • That instruments can be played in different ways to create different effects ** • How to use voice in different ways for different effects**

**** = knowledge statement appearing in more than one category**

Year 1 Key Skills and Key Knowledge

<p><u>Key vocab</u></p> <p>Vocal sounds Beat Fast and slow (Tempo) Percussion Pitch High Low Duration Loud and quiet (dynamics) Timbre Sequence Orchestral Pitched instrument Un-pitched instrument Soundscape Metre</p> <p>Word rhythm Rhythm pattern</p>	<p><u>Using voice</u></p> <ul style="list-style-type: none"> • Create a variety of vocal sounds • Explore how to change vocal sounds • Make high and low sounds • Sing high and low contrasting melodies <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know how to sing high and low sounds • Know how to make a variety of vocal sounds 	<p><u>Musical Elements</u></p> <ul style="list-style-type: none"> • Explore descriptive sounds • Perform changes in pitch • Control dynamics, duration and timbre • Create 2 contrasting textures • Play fast, slow, loud, quiet • Use dynamics to vary the musical effect • Identify and play a steady beat • Play a steady beat at 2 different speeds • Play high and low sounds in music • Play a steady beat in 2, 3, 4 beats (metre) <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know the difference between fast and slow • Know the difference between loud and soft • Know what a steady beat is • Know how to play a steady beat in metre 2, 3, 4
<p><u>Reading, Writing, Creating</u></p> <ul style="list-style-type: none"> • Play percussion with control • Explore instruments and sounds • Create a soundscape as part of a song performance • Rehearse and perform as a group • Create a picture in sound • Play rhythm patterns to a steady beat • Relate pitch changes to graphic symbols • Create music that matches an event in a story • Create rhythm patterns • Combine voices, movement and instruments in a performance <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know how to read graphic symbols and change pitch accordingly • Know what a rhythm pattern is 	<p><u>Structure</u></p> <ul style="list-style-type: none"> • Identify a sequence of sounds • Sequence sounds • Combine a rhythm pattern and a steady beat • Perform a simple repeated pattern • Identify simple musical structure <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know how to play a simple repeated pattern • Know the difference between beat and rhythm • Know how to describe a simple music structure 	<p><u>Listening / Appraising</u></p> <ul style="list-style-type: none"> • Identify changes in tempo • Identify changes in pitch • Listen and respond to a falling pitch signal • Distinguish between pitched and non-pitched percussion sounds • Listen in detail to a piece of orchestral music • Identify metre by recognising its pattern • Identify a repeated rhythm pattern <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know how to identify metre from pattern • Know how to identify a repeated rhythm pattern

Key Skills and Key Knowledge by Term

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Create a variety of vocal sounds • Explore how to change vocal sounds • Explore descriptive sounds • Play fast, slow, loud, quiet • Identify and play a steady beat • Play percussion with control • Explore instruments and sounds • Know how to make a variety of vocal sounds • Know what a steady beat is • 	<ul style="list-style-type: none"> • Make high and low sounds • Sing high and low contrasting melodies • Perform changes in pitch • Control dynamics, duration and timbre • Use dynamics to vary the musical effect • Identify a sequence of sounds • Play high and low sounds in music • Know how to sing high and low sounds • Know the difference between loud and soft • 	<ul style="list-style-type: none"> • Sequence sounds • Play a steady beat at 2 different speeds • Identify changes in tempo • Identify changes in pitch • Relate pitch changes to graphic symbols • Listen and respond to a falling pitch signal • Distinguish between pitched and non-pitched percussion sounds • Listen in detail to a piece of orchestral music • Know the difference between fast and slow • Know how to read graphic symbols and change pitch accordingly • 	<ul style="list-style-type: none"> • Create 2 contrasting textures • Play a steady beat in 2, 3, 4 beats (metre) • Create a soundscape as part of a song performance • Identify metre by recognising its pattern • • Know how to play a steady beat in metre 2, 3, 4 • Know how to identify metre from pattern 	<ul style="list-style-type: none"> • Rehearse and perform as a group • Play fast, slow, loud, quiet • Create music that matches an event in a story • Identify a repeated rhythm pattern • Play a steady beat at 2 different speeds • Combine a rhythm pattern and a steady beat • Play rhythm patterns to a steady beat • Create rhythm patterns • Know what a rhythm pattern is • Know how to identify a repeated rhythm pattern 	<ul style="list-style-type: none"> • Identify simple musical structure • Create a picture in sound • Combine voices, movement and instruments in a performance • Identify and play a steady beat • • Perform a simple repeated pattern • Know how to play a simple repeated pattern • Know how to describe a simple music structure

Key Music Skills and Key Knowledge Year 2

<p><u>Key vocab</u></p> <p>Body percussion Pitch Call and response Tempo Tempi (more than one tempo) Beat Timbre Texture Rhythmic ostinato Rhythmic pattern Rhythm Metre</p> <p>Score Melody Scale Orchestral Notation Duration</p>	<p><u>Using voice/singing</u></p> <ul style="list-style-type: none"> • Create and respond to vocal sounds and body percussion • Perform a rhythmic chant • Perform a rap • Sing in 2 parts • Use voice to create descriptive musical effect • Begin to add expression to singing <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know how to sing in 2 parts 	<p><u>Musical Elements</u></p> <ul style="list-style-type: none"> • Play at steady beat at different tempi • Perform rhythmic patterns • Differentiate between beat and rhythm • Accompany a song with ostinato • Perform changes in pitch • Identify changes in tempo • Use a simple scale <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know what ostinato is • Know what tempo is • Know how to perform changes in pitch
<p><u>Reading, writing, creating</u></p> <ul style="list-style-type: none"> • Use notation to show pitch shape / duration • Explore timbre of instruments • Read pitch line notation • Create and perform descriptive sounds • Create, rehearse and refine a performance • Read and interpret a simple score • Compose descriptive music • Perform a melody on a pitched instrument <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know how to read pitch line notation • Know how to play a given melody on a pitched instrument 	<p><u>Structure</u></p> <ul style="list-style-type: none"> • Mark beats in 4 beat metre • Play different patterns of beats • Create 3, 4 beat rhythms • Explore ways of organising music <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know how to play beat patterns in 3s / 4s 	<p><u>Listening / Appraising</u></p> <ul style="list-style-type: none"> • Evaluate a composition / performance • Identify and respond to changes in pitch • Use simple musical vocabulary to describe music • Listen and respond to contemporary orchestral music <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know the difference between high and low pitch • Know key features of a good performance

Key Skills and Key Knowledge by term

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Create, rehearse and refine a performance • Identify and respond to changes in pitch • Play at steady beat at different tempi • Identify changes in tempo • Mark beats in 4 beat metre • Perform changes in pitch • Create and respond to vocal sounds and body percussion 	<ul style="list-style-type: none"> • Explore timbre of instruments • Create and perform descriptive sounds • Create, rehearse and refine a performance • Accompany a song with ostinato • Play at steady beat at different tempi • Sing in 2 parts • Evaluate a composition / performance 	<ul style="list-style-type: none"> • Differentiate between beat and rhythm • Perform rhythmic patterns • Play at steady beat at different tempi • Perform changes in pitch • Read pitch line notation 	<ul style="list-style-type: none"> • Compose descriptive music • Use notation to show pitch shape / duration • Begin to add expression to singing • Create, rehearse and refine a performance • Perform changes in pitch • Identify and respond to changes in pitch • Evaluate a composition / performance 	<ul style="list-style-type: none"> • Perform a rhythmic chant • Perform a rap • Use simple musical vocabulary to describe music • Listen and respond to contemporary orchestral music • Play different patterns of beats • Create 3, 4 beat rhythms • Explore ways of organising music • Read and interpret a simple score 	<ul style="list-style-type: none"> • Use a simple scale • Create, rehearse and refine a performance • Perform a melody on a pitched instrument • Identify and respond to changes in pitch • Perform rhythmic patterns • Play at steady beat at different tempi • Listen and respond to contemporary orchestral music
<ul style="list-style-type: none"> • Know the difference between high and low pitch • Know how to play a steady beat 	<ul style="list-style-type: none"> • Know key features of a good performance • Know what ostinato is 	<ul style="list-style-type: none"> • Know how to read pitch line notation • Know what tempo is 	<ul style="list-style-type: none"> • Know how to use some expression in singing • Know the difference between high and low pitch 	<ul style="list-style-type: none"> • Know how to play beat patterns in 3s / 4s 	<ul style="list-style-type: none"> • Know how to play a given melody on a pitched instrument • Know key features of a good performance

Key Music Skills and Key Knowledge Year 3

<p><u>Key vocab</u> Ostinato (rhythmic / melodic) Timbre Harmony Rondo Aerophones / Idiophones / Chordophones Pentatonic Pitch Metre Stave notation (rhythmic only) Binary structure Musical phrase Round Accompaniment Ternary form</p>	<p><u>Using voice</u></p> <ul style="list-style-type: none"> • Sing in 2 parts simultaneously • Sing with expression • Use voice to perform simple rhythms with a beat • Enhance performance of a poem using vocal patterns • Use voice creatively and expressively • Sing a round in 3 parts • Explore phrasing in songs <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know how to sing with expression • Know how to sing a round in 3 parts 	<p><u>Musical Elements</u></p> <ul style="list-style-type: none"> • Explore the timbre of different instruments • Play melodic ostinato • Explore how sounds are produced in different instruments • Improvise Ostinato • Explore rhythmic patterns • Identify different metres • Play parts in 2 different metre simultaneously • Explore the pentatonic scale <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know how identify different metres • Know how to create different timbres from instruments • Know how to improvise
<p><u>Reading, Writing, Creating</u></p> <ul style="list-style-type: none"> • Compose contrasting moods and effect as part of a performance • Create a piece of music using a symbol score • Compose, notate, read and play graphic notation • Read rhythmic patterns from simple staff notation • Read simple pitch notation • Read simple rhythmic notation • Play a melody from notation • Perform a piece of music using a score • Combine sounds to make different textures <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know how to use a score • Know how to read simple stave notation 	<p><u>Structure</u></p> <ul style="list-style-type: none"> • Combine rhythm patterns in layers • Explore music structure in sequences • Create rhythmic layers with word rhythms • Explore conversational structure • Explore music in binary form • Explore call and response structure • Explore music in ternary form • Explore Rondo structure • Arrange an accompaniment with attention to balance and musical effect <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know what binary form is • Know what layers are in music • Know how to play music using conversational structure 	<p><u>Listening / Appraising</u></p> <ul style="list-style-type: none"> • Identifying pitch changes in an historic piece of music • Listen to a variety of instruments and identify how the player creates different sounds <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know how to identify pitch changes in music

Key Skills and Key Knowledge by term

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Explore music in ternary form • Explore Rondo structure • Explore music structure in sequences • Explore rhythmic patterns • Combine rhythm patterns in layers • Play melodic ostinato • Explore the timbre of different instruments • Enhance performance of a poem using vocal patterns • Know how to create different timbres from instruments • Know how to improvise 	<ul style="list-style-type: none"> • Explore how sounds are produced in different instruments • Explore call and response structure • Explore conversational structure • Compose contrasting moods and effect as part of a performance • Listen to a variety of instruments and identify how the player creates different sounds • Know how to play music using conversational structure 	<ul style="list-style-type: none"> • Explore the pentatonic scale • Compose, notate, read and play graphic notation • Play parts in 2 different metre simultaneously • Read rhythmic patterns from simple staff notation • Improvise Ostinato • Use voice to perform simple rhythms with a beat • Identify different metres • Know how identify different metres • Know how to read simple stave notation 	<ul style="list-style-type: none"> • Read simple pitch notation • Sing with expression • Use voice creatively and expressively • Read simple rhythmic notation • Perform a piece of music using a symbol score • Create a piece of music using a score • Identifying pitch changes in an historic piece of music • Know how to sing with expression • Know how to use a score • Know how to identify pitch changes in music 	<ul style="list-style-type: none"> • Sing in 2 parts simultaneously • Explore music in binary form • Play a melody from notation • Create rhythmic layers with word rhythms • Sing with expression • Know what binary form is • Know what layers are in music • 	<ul style="list-style-type: none"> • Sing a round in 3 parts • Arrange an accompaniment with attention to balance and musical effect • Combine sounds to make different textures • Perform a piece of music using a score • Explore phrasing in songs • Compose contrasting moods and effect as part of a performance • Know how to sing a round in 3 parts

Key Music skills and Key Knowledge – Year 4

<p><u>Key vocab</u></p> <table border="0"> <tr> <td>Metre</td> <td>Beatbox</td> </tr> <tr> <td>Rap</td> <td>Choral Speaking</td> </tr> <tr> <td>Timbres</td> <td>Composing</td> </tr> <tr> <td>Improvising</td> <td>ABA Structure</td> </tr> <tr> <td>Rondo</td> <td>Texture</td> </tr> <tr> <td>Clock score</td> <td>Orchestral</td> </tr> <tr> <td>Pentatonic</td> <td>Minor Key</td> </tr> <tr> <td>Layers / layering</td> <td>Syncopation</td> </tr> <tr> <td>Renaissance dance</td> <td>Fanfare</td> </tr> <tr> <td>Minimalist structure</td> <td>Call and Response</td> </tr> <tr> <td>Accent / diminuendo / balance</td> <td></td> </tr> <tr> <td>Canon / ostinato / rhythmic / drone accompaniments</td> <td></td> </tr> </table>	Metre	Beatbox	Rap	Choral Speaking	Timbres	Composing	Improvising	ABA Structure	Rondo	Texture	Clock score	Orchestral	Pentatonic	Minor Key	Layers / layering	Syncopation	Renaissance dance	Fanfare	Minimalist structure	Call and Response	Accent / diminuendo / balance		Canon / ostinato / rhythmic / drone accompaniments		<p><u>Using voice</u></p> <ul style="list-style-type: none"> • Develop beatboxing skills • Demonstrate choral speaking • Sing a song in 3 independent parts • Demonstrate expressive use of voice • Perform a rap <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know how to use voice expressively in a song • Know how to sing a song in 3 parts 	<p><u>Musical Elements</u></p> <ul style="list-style-type: none"> • Explore the pentatonic scale • Explore dynamics in music • Explore syncopation • Accompany using canon <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know what syncopation is • Know how to play a layered rhythmic ostinato
Metre	Beatbox																									
Rap	Choral Speaking																									
Timbres	Composing																									
Improvising	ABA Structure																									
Rondo	Texture																									
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Accent / diminuendo / balance																										
Canon / ostinato / rhythmic / drone accompaniments																										
<p><u>Reading, Writing, Creating</u></p> <ul style="list-style-type: none"> • Create an extended performance • Create a drone accompaniment • Create an ostinato accompaniment • Play / Sing ostinato from notation • Read and interpret simple staff notation • Create layered ostinato • Create descriptive music • Create music which tells a story • Create a performance using a range of musical features • Create and notate pentatonic melodies • Create rhythmic and melodic accompaniments <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know how to read simple note patterns from stave notation • Know how to create narrative music • Know how to combine instrument sounds to create a descriptive piece • Know how to create rhythmic and melodic accompaniments 	<p><u>Structure</u></p> <ul style="list-style-type: none"> • Use verse / chorus structure (for performance) • Explore different music structures • Explore Rondo form • Identify features of minimalist structure • Explore phrases in melodies • Compare and contrast structures • Develop knowledge of ‘partner songs’ • Perform sound sequences linked to visuals <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know what Rondo form is • Know what canon is • Know a range of musical structures 	<p><u>Listening / Appraising</u></p> <ul style="list-style-type: none"> • Explore expressive effects of combined instrument sounds (texture) • Describe the structure of an orchestral piece of music • Describe music using musical / non-musical terms • Identify metre of a piece of music • Describe the effects of layering in a performance <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know the structure of some orchestral pieces of music • Know a range of music vocabulary 																								

Key Skills and Key Knowledge by term

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Demonstrate choral speaking • Create an extended performance from a poem • Accompany using canon • Create a drone accompaniment • Create an ostinato accompaniment • Develop beatboxing skills • Explore dynamics in music • Describe music using musical / non-musical terms • Know a range of music vocabulary • Know what canon is • 	<ul style="list-style-type: none"> • Develop beatboxing skills • Develop knowledge of 'partner songs' • Use verse / chorus structure (for performance) • Read and interpret simple staff notation • Explore different music structures • Explore Rondo form • Know what Rondo form is • Know how to read simple note patterns from staff notation 	<ul style="list-style-type: none"> • Use verse / chorus structure • Explore expressive effects of combined instrument sounds (texture) • Create layered ostinato • Describe the structure of an orchestral piece of music • Explore the pentatonic scale • Create and notate pentatonic melodies • Know how to play a layered rhythmic ostinato • Know the structure of some orchestral pieces of music 	<ul style="list-style-type: none"> • Explore phrases in melodies • Explore different music structures (Layered) • Identify features of minimalist structure • Create a performance using a range of musical features • Create descriptive music • Know how to combine instrument sounds to create a descriptive piece 	<ul style="list-style-type: none"> • Explore syncopation • Play / Sing ostinato from notation • Sing in 2 / 3 parts with accompaniment • Perform a rap • Create layered ostinato • Create music which tells a story • Sing a song in 3 independent parts • Identify metre of a piece of music • Describe the effects of layering in a performance • Know what syncopation is • Know how to sing a song in 3 parts 	<ul style="list-style-type: none"> • Compare and contrast structures • Demonstrate expressive use of voice • Perform sound sequences linked to visuals • Create rhythmic and melodic accompaniments • Create an extended performance • Know a range of musical structures • Know how to create rhythmic and melodic accompaniments

Key Skills and Key Knowledge by term

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Enhance understanding of metre in 2, 3, 4 • Write lyrics to a song • Explore song arrangements and structures • Create accompaniments for songs / poems • Enhance performances by adding media <ul style="list-style-type: none"> • Know a range of different accompaniment styles • Know how to conduct different metres 	<ul style="list-style-type: none"> • Analyse music using music vocabulary • Comment on dynamics and texture in a song • Read melodies from staff notation • Explore the whole tone scale • Sing with accurate breathing • Sing with attention to tone and phrasing • Sing with expression • Create a performance of song, music and poetry • Develop dynamics in a song <ul style="list-style-type: none"> • Know how to improve tone in singing • Know how to read melodies from staff notation 	<ul style="list-style-type: none"> • Sing confidently in 2, 3 parts • Read melodies from staff notation • Create a performance using voices and instruments in 4 parts • Develop a structure to combine sounds • Create descriptive sound sequences • Develop knowledge of the early opera • Develop an arrangement of a 2 part song <ul style="list-style-type: none"> • Know how to sing in 3 parts • Know how to create descriptive sound sequences 	<ul style="list-style-type: none"> • Sing syncopated melodies • Perform syncopated rhythms • Perform a drone to accompany a song • Perform chromatic melodies • Read melodies from staff notation • Use a score <ul style="list-style-type: none"> • Know what the whole tone scale is • Know what a chromatic melody is 	<ul style="list-style-type: none"> • Use narrative structure • Create musical effects in a range of contexts • Explore phrase structure of melodies • Create descriptive sound sequences • Identify tempo changes and describe effects • Create melodic sequences • Evaluate and refine compositions • Describe the effects of music and use of musical dimensions <ul style="list-style-type: none"> • Know what narrative structure is • Know how musical dimensions create different musical effects • Know what a musical phrase is 	<ul style="list-style-type: none"> • Sing in harmony • Sing a song with a complex structure • Play melody / harmony parts on tuned instruments • Play accurately in an ensemble • Improvise accompaniments • Evaluate and refine compositions • Develop extended singing techniques <ul style="list-style-type: none"> • Know a range of different singing techniques • Know techniques for ensemble playing

Key Music Skills and Key Knowledge Year 6

<p>Key vocab</p> <p>Syncopation Harmony Rhythmic sequence Echoes Pitch / pitch shape Song cycles Song structure Major Pulse Minor Rhythmic / melodic ostinato Chords Rhythm cycle Call and response Finale Programme music Song arrangement Choral accompaniment Modulation Musical Bridge</p>	<p>Using voice</p> <ul style="list-style-type: none"> • Sing in 2,3 part harmony • Sing a song in parts • Sing 'echoes' • Develop expressive singing • Develop song cycles • Sing a backing harmony • Sing major and minor note patterns effectively • Sing call and response in 2 parts • Sing with sustained notes <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to sing in harmony • Know what a song cycle is • Know how to sing major and minor patterns 	<p>Musical Elements</p> <ul style="list-style-type: none"> • Improvise rhythmic and melodic ostinato • Perform a rhythmic sequence • Explore beat and syncopation • Explore the 3 beat pulse • Play and combine rhythm cycles in a percussion piece • Embed rhythm cycles in songs • Develop knowledge of chords • Play a melody with a chordal accompaniment • Combine and structure rhythm through dance • Perform complex song rhythms accurately • Develop knowledge of chords <p>Knowledge</p> <ul style="list-style-type: none"> • Know what chords are • Know how to play chords and melody together • Know what rhythm cycles are
<p>Reading, Writing, Creating</p> <ul style="list-style-type: none"> • Read staff notation • Improvise melodic and rhythmic ostinato • Improvise descriptive music • Develop performance skills further • Revise, rehearse and develop music for a performance • Develop a song performance • Create a descriptive composition • Write a rap • Compose from a visual stimulus <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to develop/improve a performance • Know how to read staff notation • Know how to combine elements to create a descriptive piece 	<p>Structure</p> <ul style="list-style-type: none"> • Arrange different musical sections for a larger performance • Develop understanding of a Finale • Perform a song with a complex structure • Develop understanding of different song structures • Develop a song arrangement <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to create an arrangement of a song section • Know how to arrange a song in a different way from the original 	<p>Listening / Appraising</p> <ul style="list-style-type: none"> • Identify structure of a piece of music • Describe the effect of harmony changing • Identify modulation in a bridge <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to identify modulation in a bridge

Key Skills and Knowledge by Term

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Improvise rhythmic and melodic ostinato • Perform a rhythmic sequence • Explore beat and syncopation • Arrange different musical sections for a larger performance • Read staff notation <ul style="list-style-type: none"> • Know how to read staff notation • Know how to create an arrangement of a song section 	<ul style="list-style-type: none"> • Sing in 2,3 part harmony • Sing a song in parts • Sing ‘echoes’ • Develop expressive singing • Develop song cycles • Sing a backing harmony • Sing major and minor note patterns effectively • Identify structure of a piece of music <ul style="list-style-type: none"> • Know what a song cycle is • Know how to sing in harmony • Know how to sing major and minor patterns 	<ul style="list-style-type: none"> • Explore the 3 beat pulse • Improvise melodic and rhythmic ostinato • Develop knowledge of chords • Revise, rehearse and develop music for a performance <ul style="list-style-type: none"> • Know how to develop/improve a performance • Know what chords are 	<ul style="list-style-type: none"> • Improvise descriptive music • Play and combine rhythm cycles in a percussion piece • Embed rhythm cycles in songs • Sing call and response in 2 parts • Develop understanding of a Finale • Create a descriptive composition • Develop performance skills further <ul style="list-style-type: none"> • Know what rhythm cycles are • Know how to combine elements to create a descriptive piece 	<ul style="list-style-type: none"> • Develop understanding of different song structures • Develop a song arrangement • Write a rap • Compose from a visual stimulus • Develop a song performance <ul style="list-style-type: none"> • Know how to arrange a song in a different way from the original • Know how to develop/improve a performance 	<ul style="list-style-type: none"> • Sing with sustained notes • Sing in 2,3 part harmony • Play a melody with a chordal accompaniment • Combine and structure rhythm through dance • Perform complex song rhythms accurately • Describe the effect of harmony changing • Identify modulation in a bridge <ul style="list-style-type: none"> • Know how to identify modulation in a bridge • Know how to play chords and melody together