

Music Knowledge, Skills and Vocabulary			
Nursery	Autumn	Spring	Summer
Trips and Experiences linked to Music	Winter Concert		Summer Concert
Area of learning	Unit Aim -Join in with a variety of action songs Play an instrument softly and loudly	Unit Aim - Sing individually in a call / response song Move or play rhythmically to the pulse of the music	Unit Aim - Recognise opposites (faster/slower, louder/quieter, higher/lower) Distinguish talking, whispering and singing voice
Knowledge	Children can dance to music and say if it is loud or quiet, fast or slow. Children understand the terms loud and soft Children join in with music sessions Children are familiar with the following pieces of music: <ul style="list-style-type: none"> ○ Faure Pavane ○ Les Toreadors (Bizet) ○ Lion music ○ Kangaroo music ○ Fish music ○ Raghupati Raghava Rajaram ○ Let's Clap Our Hands ○ Sha! Shtil 	Children understand the terms: loud/soft, fast/slow Children are familiar with the following pieces of music: <ul style="list-style-type: none"> ○ Mu min xin ge ○ Jumping up and down music ○ In the Hall of the Mountain King (Greig) 	Children can distinguish talking, whispering and singing voice. Children can choose words and actions to be included in known songs, and decide whether songs should be sung fast/slow, loud/soft Children are familiar with the following pieces of music: <ul style="list-style-type: none"> ○ Clog dance ○ Alpa ○ Little Train of the Caipira ○ Unsquare Dance (Dave Brubeck)
Skills	Children can join in with a variety of action songs. Children can sing individually in a call / response song. Children can dance and move independently to music	Children can move or play rhythmically to the pulse of the music Children can dance to music and say if it is loud or quiet, fast or slow.	Children can decide whether instruments should be played loud/soft, fast/slow Children can play a percussion instrument softly and loudly, fast and slow Children can follow the conductor.
Vocabulary	Loud, soft	Pulse	Faster, slower

Music Knowledge, Skills and Vocabulary			
Reception	Autumn	Spring	Summer
Trips and Experiences linked to Music	Winter Concert		Summer Concert
Area of learning	Unit Aim - Sing simple 3 note songs in tune and in time Tap and play a percussion instrument to the pulse of a known song	Unit Aim - Sing a complete verse either alone or with a partner of a known song Use large gestures to show changes of pitch (higher/lower)	Unit Aim - Use thinking voice with accuracy and control Tap the pulse with sticks in a song at different speeds
Knowledge	Children understand the terms louder and softer, faster and slower, piano, forte, getting faster/slowing down, getting louder/getting quieter Children are familiar with the following pieces of music: <ul style="list-style-type: none"> ○ Get You Moving (Rainbows, Trees and Tambourines) ○ One Way (Inner Circle) ○ The Lost Place (Fantazia) ○ The Jumping Dance (Rainbows, Trees and Tambourines) 	Children can pitch match (sing in tune) phrases with 3 different pitches (me, soh, lah) Children are familiar with the following pieces of music: <ul style="list-style-type: none"> ○ The Tiny Caterpillar (CD 4 and Rainbows, Trees and Tambourines) ○ William Tell Overture (Rossini) ○ Fisher's Hornpipe (Yo-Yo Ma, Edgar Meyer and Mark O'Connor) ○ Feeling Good (Nina Simone) 	Children know that the thinking voice is used to count beats silently Children understand the terms pulse and rhythm Children are familiar with the following pieces of music: <ul style="list-style-type: none"> ○ The Scooby Doo Song (Rainbows, Trees and Tambourines) ○ Tango Music (Astor Piazzolla, played by Yo Yo Ma) ○ When The Saints Go Marching In (Louis Armstrong) ○ Winter, from the Four Seasons (Vivaldi)
Skills	Children can sing a complete verse either alone or with a partner of a known song. Children can tap and play a percussion instrument to the pulse of a known song. Children can dance and move independently to music Children can successfully play a two-part percussion piece, taking turns with the other section, and playing different parts at the same time.	Children can decide and show with their hands whether instruments should be played fast/slow, loud/soft, or get gradually louder/softer, faster/slower. Children can show with their hands when instruments should start and stop Children can choose their own words and actions to be included in known songs Children can follow instructions when listening to an action song.	Children can use thinking voice (silent) to count or feel the pulse, or silently sing, with accuracy and control Children can distinguish pulse and rhythm Children can tap the pulse with sticks in a song with the speed changing Children can listen to a piece of music and recognise sudden changes in speed or volume. Children can tell if a piece of music is happy or sad sounding.
Vocabulary	Louder, softer, faster, slower, piano, forte,	Pitch, higher, lower	pulse, rhythm, rest

Music Knowledge, Skills and Vocabulary			
Year 1	Autumn	Spring	Summer
Trips and Experiences linked to Music	Winter Concert		Summer Concert
Area of learning	Unit Aim - To develop children's ability to identify different sounds and to change and use them expressively in response to a stimulus	Unit Aim - To develop children's ability to discriminate between longer and shorter sounds and to use them to create sequences of sound	Unit Aim - To develop children's ability to recognise and play rhythms from known songs with a sense of pulse
Knowledge	<p>Children can repeat back phrases sung on soh and mi, and fill in the gaps when the teacher missed out the notes</p> <p>Children recognise how graphic notation can represent created sounds. They can explore and invent their own symbols.</p> <p>Children understand the following terms:</p> <ul style="list-style-type: none"> o tempo o mezzo forte, mezzo piano o long and short sounds o ostinato <p>Children are familiar with untuned percussion, including drums, claves, woodblocks, triangles and castanets.</p> <p>Children are familiar with the following pieces of music:</p> <ul style="list-style-type: none"> o Summertime (Peter Gabriel and Larry Adler) o Luna Lagoon (Susie Davies and Phillip Splitter) o 1812 Overture (Tchaikovsky) 	<p>Children know the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Children follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum</p> <p>Children are familiar with the following pieces of music:</p> <ul style="list-style-type: none"> o Mu min xin ge o Under Stars (Brian Eno) o Baris gede Bandrangan (Gamelan music from Indonesia) o Fantasia on Greensleeves (Vaughan Williams) 	<p>Children can use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat</p> <p>Children are familiar with the following pieces of music:</p> <ul style="list-style-type: none"> o Pizzicato Polka (Johann Strauss II and Josef Strauss) o In the Hall of the Mountain King, from Peer Gynt (Grieg) o Fever (Davenport/Cooley) o Dance of the Sugar Plum Fairy, from The Nutcracker Suite (Tchaikovsky) o Tango Music (Astor Piazzolla)
Skills	<p>Children can sing with good posture and breathing using the gentle 'Angel Voice'.</p> <p>Children can sit still and listen calmly to music</p> <p>Children can improvise simple vocal chants, using question and answer phrases.</p> <p>Children can play a rhythmic line of a song on sticks accurately</p> <p>Children can listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Children can sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Children explore percussion sounds to enhance storytelling</p>	<p>Children can move appropriately to music with long flowing movements or short sharp movements</p> <p>Children can create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. They can combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p> <p>Children can play instruments and used the voice in different ways as part of a class piece based on a story</p> <p>Children can use music technology to capture, change and combine sounds</p>	<p>Children respond to the pulse in recorded/live music through movement and dance</p> <p>Children can change the speed of their dancing according to the music.</p> <p>Children can talk about how music makes them feel and what it reminds them of.</p> <p>Children can invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Children can sing cumulative songs and memorise the words.</p> <p>Children can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</p>
Vocabulary	Tempo, mezzo forte, mezzo piano, ostinato	Rhythm, pitch, pattern	

Music Knowledge, Skills and Vocabulary			
Year 2	Autumn	Spring	Summer
Trips and Experiences linked to Music	Winter Concert		Summer Concert
Area of learning	Unit Aim - To discriminate between higher and lower sounds and understand the soh/me interval	Unit Aim - To develop children's ability to recognise different ways sounds are made and how they can be changed	Unit Aim - To develop children's ability to read and play rhythmic phrases confidently and explore the mood of recorded music.
Knowledge	<p>Children can sing soh/me phrases following teacher's hand signs.</p> <p>Children know the difference between left and right to support coordination and shared movement with others.</p> <p>Children read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Children recognise dot notation and match it to 3-note tunes played on tuned percussion</p> <p>Children can use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Children are familiar with the following pieces of music:</p> <ul style="list-style-type: none"> ○ Avec la Garde Montante (Georges Bizet) ○ African Drum ○ Divisions on a Ground ○ Under Stars (Brian Eno) ○ Rippling Rhythm 	<p>Children understand the following terms:</p> <ul style="list-style-type: none"> ○ dynamics ○ fortissimo, pianissimo ○ improvisation <p>Children are familiar with the following pieces of music:</p> <ul style="list-style-type: none"> ○ Carillon (Bizet) ○ In the Hall of the Mountain King, from Peer Gynt (Grieg) ○ Winds on the Mountain (Listening to Music 7+) ○ Que Te la Pondo, salsa music from Columbia 	<p>Children understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Children identify the beat groupings in familiar music that they sing regularly and listen to,</p> <p>Children can play 4 beat rhythms using quavers and crotchets accurately in a group</p> <p>Children can read /clap rhythm notation cards which use crotchets, quavers, minims, semiquavers and one beat rests.</p> <p>Children begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Children are familiar with the following pieces of music:</p> <ul style="list-style-type: none"> ○ The Snowball Waltz (CM Ziehrer) ○ Henna (Ali Hassan Kuban) ○ It Don't Mean a Thing (Louis Armstrong) ○ Movement 5, Symphonie Fantastique (Berlioz) ○ West Side Story (Leonard Bernstein)
Skills	<p>Children can move as requested to recorded music reflecting changes from lower to higher instruments</p> <p>Children can create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <p>Children can work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation using short and long sounds.</p> <p>Children sing short phrases independently within a singing game or short song.</p> <p>Children can play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.</p>	<p>Children respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</p> <p>Children can perform a song in a small group in two ways, e.g. loud and soft, fast and slow, high and low</p>	<p>Children can walk in time to the beat of a piece of music or song</p> <p>Children can play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Children can use music technology to capture, change and combine sounds, recognising tempo as well as changes in tempo.</p> <p>Children can accurately discern some of the instruments being played.</p> <p>Children can create rhythms using word phrases as a starting point</p> <p>Children create and perform their own chanted rhythm patterns with the same stick notation.</p>
Vocabulary	crotchet, quaver, crotchet rest	dynamics, fortissimo, pianissimo, improvisation	tempo, faster, slower

Music Knowledge, Skills and Vocabulary			
Year 3	Autumn	Spring	Summer
Trips and Experiences linked to Music	Winter Concert		Summer Concert
Area of learning	Unit Aim - To develop children's ability to create, rehearse and perform a short descriptive composition, and to extend rhythm and pitch understanding	Unit Aim - To develop children's ability to play simple rhythmic patterns and perform from rhythm notation	Unit Aim - To develop children's ability to combine and perform rhythmic material as part of a class performance of a song
Knowledge	<p>Children understand the terms: crescendo, diminuendo, structure</p> <p>Children are familiar with tuned percussion, including xylophone, glockenspiel, and bells.</p> <p>Children understand the following terms:</p> <ul style="list-style-type: none"> ○ Crotchets ○ Minims ○ Paired quavers ○ Allegro, adagio <p>Children understand call-and-answer and echo structures</p> <p>Children develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.</p> <p>Children are familiar with the following pieces of music:</p> <ul style="list-style-type: none"> ○ Aquarium, from Carnival of the Animals (Saint-Saens) ○ Lion, Elephant and Kangaroo, Carnival of the Animals (Saint-Saens) ○ Peter and the Wolf (Prokofiev) ○ Luna Lagoon (Susie Davies and Phillip Splitter) 	<p>Children understand the concepts of staves, lines and spaces, clef and can read dot notation: do-me (range of a third)</p> <p>Children use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi</p> <p>Children are familiar with the stave, lines and spaces, and clef.</p> <p>Children can use dot notation to show higher or lower pitch.</p> <p>Children understand the differences between crotchets and paired quavers.</p> <p>Children are familiar with the following pieces of music:</p> <ul style="list-style-type: none"> ○ Unsquare Dance (Dave Brubeck) ○ Bolero (Ravel) ○ Alper, music for synthesisers (Vangelis) ○ Tubular Bells (Mike Oldfield) 	<p>Children play and perform melodies following staff notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups (e.g. trios and quartets).</p> <p>Children can sing soh/me/lah phrases following teacher's hand signs.</p> <p>Children are familiar with the following pieces of music:</p> <ul style="list-style-type: none"> ○ Summertime (George Gershwin) ○ The Swimmer, from The Sea Songs (Edward Elgar) ○ My Favourite Things (John Coltrane) ○ Over the Rainbow (Eva Cassidy) ○ Since I've Been Loving You (Led Zeppelin)
Skills	<p>Children can structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>Children can compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p> <p>Children can individually (solo) copy stepwise melodic phrases with accuracy at different speeds</p>	<p>Children can work out and write in rhythm notation the rhythm of one line of a known song</p> <p>Children can combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <p>Children can apply word chants to rhythms, understanding how to link each syllable to one musical note</p>	<p>Children can sing songs in two- and four-part rounds</p> <p>Children become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Children can compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Children hold their own part in a class ostinato building piece using instruments.</p>
Vocabulary	crescendo, diminuendo, structure	Stave, line, space, dot notation, crotchet, paired quavers, clef	

Music Knowledge, Skills and Vocabulary			
Year 4	Autumn	Spring	Summer
Trips and Experiences linked to Music	Winter Concert		Summer Concert
Area of learning	Unit Aim - To develop children's ability to recognise and use pentatonic scales and to work with 4/4 beat phrases	Unit Aim - To develop children's ability to create, perform and analyse expressive compositions and extend their sound vocabulary	Unit Aim - To develop children's ability to read rhythm notation and to adapt and perform playground songs
Knowledge	<p>Children can sing a pentatonic song with good intonation alone or with a partner</p> <p>Children can sing simple me/soh and do/re/mi phrases from solfa notation</p> <p>Children understand the terms: ritardando, accelerando, pentatonic, dynamics</p> <p>Children understand the concepts of staves, lines and spaces, and clef and can read dot notation: do-so (range of a fifth)</p> <p>Children can arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars</p> <p>Children are familiar with the following pieces of music:</p> <ul style="list-style-type: none"> ○ Japanese drumming piece ○ Hanukah (Susie Davies and Phil Splitter) ○ Theid mi Dhach (Talitha Mackenzie) ○ Wonderwall (Oasis) 	<p>Children listen to and begin to recognise major and minor chords.</p> <p>Children develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Children can play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups.</p> <p>Children can identify static and moving parts.</p> <p>Children are familiar with the following pieces of music:</p> <ul style="list-style-type: none"> ○ Morning, from the Peer Gynt Suite (Grieg) ○ Thriller (Michael Jackson) ○ The Party's Over (Wynton Marsalis) ○ Winds on the Mountain (Incantation) 	<p>Children understand the differences between minims, crotchets, paired quavers, and rests</p> <p>Children are familiar with the following pieces of music:</p> <ul style="list-style-type: none"> ○ Songs from Camden Music's World Song Project ○ Children's songs from Ireland and Scotland ○ Fantasia on Greensleeves (Vaughan Williams)
Skills	<p>Children can understand the concept of time signatures and can differentiate between 3 and 4 beats in a bar.</p> <p>Children can perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.</p> <p>Children can copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Children can read and perform pitch notation within a defined range (e.g. C-G/do-so)</p> <p>Children can recognise different genres of music.</p>	<p>Children can create and perform a descriptive piece of music in a group</p> <p>Children can sing and play these phrases as self-standing compositions.</p> <p>Children can improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato)</p> <p>Children begin to make compositional decisions about the overall structure of improvisations.</p> <p>Children can group some different instruments into their orchestral families</p> <p>Children continue to explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip</p>	<p>Children can follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble</p> <p>Children can combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt.</p> <p>Children can adapt and perform a playground song in a small group.</p>
Vocabulary	ritardando, accelerando, pentatonic	legato, staccato	Minims, crotchets, paired quavers, rests

Music Knowledge, Skills and Vocabulary			
Year 5	Autumn	Spring	Summer
Trips and Experiences	Winter Concert		Summer Concert
Area of learning	Unit Aim - To develop children's ability to perform rhythmic patterns confidently and with a strong sense of pulse	Unit Aim- To develop children's ability to sing and play music in two parts, and transfer known songs to tuned instruments	Unit Aim - To develop children's familiarity with keyboards and to introduce chords for children to compose a soundscape
Knowledge	<p>Children further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.</p> <p>Children understand the differences between 2/4-, 3/4- and 4/4-time signatures.</p> <p>Children are familiar with the following pieces of music: Rwanamiza (Cecile Kayirebwa) Baris gede bandrangan, gamelan Music from Indonesia Japanese Drumming Piece Unsquare Dance (Dave Brubeck)</p>	<p>Children understand the terms: syncopation, time signatures, duple time, triple time, staccato, legato, bass clef, cyclic music, riff, drone, harmony, melody, accompaniment, chord Children can improvise vocally using doh/re/me/fa/so/la/ti phrases</p> <p>Children can play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range.</p> <p>Children read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> <p>Children are familiar with the following pieces of music: Toccata and Fugue in D minor (J.S Bach) Fugate (Astor Piazzolla, played by Yo Yo Ma) Love Love Me Do (Beatles) O Sacrum Convivium (Oliver Messian) "California Dreamin' Written (The Mamas and the Papas)</p>	<p>Children understand the concepts of staves, lines and spaces, and clef and can read dot notation: do–do (range of an octave)</p> <p>Children can play chords</p> <p>Children understand how triads are formed</p> <p>Children are familiar with the following pieces of music: Under Stars (Brian Eno) Neptune, from The Planet Suite (Holst) Rocket Number 9 (Sun Ra) Great Gig in the Sky (Pink Floyd)</p>
Skills	<p>Children can hold a steady rhythmic part in a 3- or 4-part class piece</p> <p>Children can sing a two-part song in a small group of 4-6 people</p> <p>Children can recognise further genres of music and can tell if a piece of music is in a minor or major key.</p> <p>Children can compose, notate and perform a song with a partner.</p> <p>Children can play a simple piece of music composed by them and a partner.</p> <p>Children can improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Children can improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p>	<p>Children can play a tuned instrument as part of an instrumental class performance of a known song.</p> <p>Children can play triads on tuned percussion, melodic instruments or keyboards.</p> <p>Children can perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles).</p> <p>Children perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Children develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Children read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>Children can compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen.</p> <p>Working in pairs, children can compose a short ternary piece.</p> <p>Children can use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Children can compose, notate and perform a song with a partner or alone, including the use of Italian and English musical terms.</p>
Vocabulary	Semibreve, semiquavers, time signatures – 3/4 and 4/4, drone, groove, fortissimo, pianissimo, mezzo forte, mezzo piano, ternary	syncopation, time signatures, duple time, triple time, staccato, legato, bass clef, cyclic music, riff, drone, harmony, melody, accompaniment, chord	octave

Music Knowledge, Skills and Vocabulary			
Year 6	Autumn	Spring	Summer
Trips and Experiences linked to Music	Winter Concert		Summer Concert
Area of learning	Unit Aim - To develop children's ability to compose a song for younger children	Unit Aim -To develop children's ability to play known songs on keyboard with correct fingering, and to develop children's ability to recognise the association of Western Classical Music with historic periods	Unit Aim - To develop children's ability to compose and improvise as part of a class piece
Knowledge	<p>Children can improvise vocally using doh/re/me/fa/so/la/ti phrases</p> <p>Children are familiar with the following pieces of music:</p> <ul style="list-style-type: none"> ○ Alper (Vangelis) ○ Unsquare Dance (Dave Brubeck) ○ Paranoid Android (Radiohead) ○ Summer in the City (Joe Cocker) 	<p>Children further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Children further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p> <p>Children read and play from notation a four-bar phrase, confidently identifying note names and durations.</p> <p>Children can play a melody following staff notation written on one staff and using notes within an octave range (do–do);</p> <p>Children are familiar with the following pieces of music:</p> <ul style="list-style-type: none"> ○ Medieval Music ○ Renaissance Music ○ Baroque Music ○ Classical Music ○ Romantic Music ○ 20th Century Music 	<p>Children understand the concepts of staves, lines and spaces, and clef and can read dot notation: do–do (range of an octave)</p> <p>Children are familiar with the following pieces of music:</p> <ul style="list-style-type: none"> ○ Take Five by (Dave Brubeck) ○ The Big Payback (James Brown) ○ Track 5 f(Jamiroquai) ○ The theme from Morse (Barrington Pheloung)
Skills	<p>Children can sing a song in compound time</p> <p>Children can identify a riff</p> <p>Children can compose music and lyrics for younger children and work out the structure of the song.</p> <p>Children can use chord changes as part of an improvised sequence.</p> <p>Children can extend improvised melodies beyond 8 beats over a fixed groove</p> <p>Children can make decisions about dynamic range</p> <p>Children can accompany this same melody, and others, using block chords or a bass line.</p> <p>Children engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p>	<p>Children can work out the structure of a varied range of recorded music.</p> <p>Children can listen critically to Renaissance, Baroque, Classical and Romantic music.</p> <p>Children can recognise the association of Western Classical Music with historic periods.</p>	<p>Children can compose a ternary piece; use available music software/apps to create and record it, and discuss how musical contrasts are achieved</p> <p>Children can use aspects of composed music to create and notate a four-part class composition</p> <p>Children can create music with multiple sections that include repetition and contrast.</p> <p>Children can plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.</p> <p>Children can play this melody on available tuned percussion and/or orchestral instrument</p> <p>Children can notate this melody.</p> <p>Children can compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Children read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p>

Vocabulary	compound time, , unison, riff, semibreve, semiquavers, 8/16 beat melodic phrase	Renaissance, Baroque, Classical, Romantic	staff notation, clef, key
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