

# Marriott Primary School

## Music Curriculum

At Marriott we aim to provide our pupils with a practical approach to their musical learning. On entry to EYFS we recognise that our pupils have access to very limited musical experiences outside of school, so when creating this curriculum, offering a broad range of practical, listening and compositional opportunities was vital. These opportunities cover a wide range of musical genres and allow the children to build their own musical opinions and skill set. We are truly passionate about our children being ready to access their Key Stage 3 curriculum upon leaving the school and believe that this curriculum fulfils those needs for Music. By the end of KS2 our goal is to ensure that all pupils can play a musical instrument, read and compose using notation and have experiences of different live and recorded music where they have started to create their own musical identities. This curriculum enables our children to revisit and embed the musical skills and knowledge learnt within their previous year group and expand upon them by learning the new. There have been many positive studies done in to the effect exposure to music can have on a child's brain development. The European Journal of Social and behavioural sciences found:

*"...overall child functioning is positively affected by music, either music exposure, or in-school music education. This effect is most convincingly demonstrated with regard to cognitive functioning...Specifically positive effects have been found on enhancement of cognitive task performance, such as concentration and special task performance, on academic performance, and music as a facilitator of cognitive processes."*

Looking at our pupils and research in to the impact music can have on a child's education, we believe our Music Curriculum teaches our children skills to help them succeed in other areas of the curriculum and beyond. At Marriott, music learning helps to instil core life skills such as independence, teamwork, determination, perseverance and patience in our pupils. As a school we recognise the value of these skills and believe they are invaluable to ensure Marriott pupils are life-long learners who can go on to succeed in whatever career path they want to pursue.

At Marriott music is centred around 4 key areas of study; Performance, Listening, Composition and Music History.

Attainment on entry to Music in EYFS shows that our children gravitate towards practical activities and music is something they are familiar with and interested in even if they have limited exposure to music in their home lives. Barriers to learning on entry to EYFS are that children know very few nursery rhymes and their exposure to music has mainly consisted of the radio or television.

The 4 areas of study are taught consistently throughout the year. By interweaving these areas throughout the curriculum our children are regularly practicing the different musical skills they require. Working in this way also enables our children to make links between the

skills they have been taught and see how they work together. At Marriott, we recognise that some children do show a natural ability or willingness when it comes to performance or composition and as a result we offer extra-curricular activities. We also provide our children with information on how they could pursue this passion further outside of school if they wish.

Our 5 key themes at Marriott are:

Conflict	Inequality	Significance	Playing My Part	Success
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### Music progression of Skills EYFS

<p><b>Autumn 1- All About Me/Superheroes</b>  <b>Music Focus - Using your voice</b></p>	<p>Learning objectives:  <b>30-50 months</b>            Learn new songs (nursery rhymes and topic based songs)  <b>40-60 months</b>            To begin to build a repertoire of songs and dances (topic based work)</p>
<p><b>Autumn 2- People who help us</b>  <b>Music Focus – Moving to music rhythmically and sounds of instruments</b></p>	<p>Learning objectives:  <b>30-50 months</b>            Learn new songs (nursery rhymes and topic based songs)            To imitate movement in response to music (Nativity and movement sessions)            To explore and learn how sounds can be changed (Musical instrument access in continuous provision)  <b>40-60 months</b>            To begin to build a repertoire of songs and dances (Nativity and movement sessions)            To explore the different sounds of instruments (Musical instrument access in continuous provision)</p>
<p><b>Spring 1 – Traditional tales</b>  <b>Music Focus - Repeated rhythms, movement to music and widening song repertoire</b></p>	<p>Learning objectives:  <b>30-50 months</b>            To imitate movement in response to music            To tap out simple repeated rhythms</p>

	<p>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>To make up rhythms</p> <p><b>40-60 months</b></p> <p>To begin to build a repertoire of songs and dances (topic based work)</p>
<p><b>Spring 2- Dinosaurs</b>  <b>Focus – Sounds of instruments and using your voice</b></p>	<p>Learning objectives:</p> <p><b>30-50 months</b></p> <p>To sing to self and make up simple songs</p> <p><b>40-60 months</b></p> <p>To explore the different sounds of instruments (Musical instrument access in continuous provision)</p> <p>To begin to build a repertoire of songs and dances</p> <p><b>ELG</b></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
<p><b>Summer 1- New life</b>  <b>Focus – Rhymes and Expression</b></p>	<p>Learning objectives:</p> <p><b>30-50 months</b></p> <p>To develop a preference for forms of expression</p> <p>To sing a few familiar songs</p> <p><b>ELG</b></p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p><b>ELG</b></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of</p>

	materials, tools and techniques, experimenting with colour, design, texture, form and function.
<p><b>Summer 2- Ahoy there!</b>  <b>Focus – Rhymes and Expression</b></p>	<p>Learning objectives:  <b>30-50 months</b>  To develop a preference for forms of expression  To sing a few familiar songs  <b>ELG</b>  To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.  <b>ELG</b>  Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

## Music Progression of skills Year 1

<b>Autumn 1 – Pulse</b>		<b>The key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</b>
<b>Focus Theme:</b> <i>Playing my part and Success</i>		
<b>Pulse</b>	<p>To create, explore, respond and identify long and short sounds.</p> <p>To keep a steady pulse and perform simple rhythms with some accuracy</p> <p>To create a group performance using instruments to keep the pulse or play a rhythm</p> <p>To comment on my own and other people's performances using Yr 1 vocabulary learnt.</p>	<p><b>Vocabulary:</b> Beat Soft Hard</p> <p><b>Key Facts/ Concepts:</b> Understand pulse as the regular 'heartbeat of the music', knowing that this can change during a piece of music according to changes in tempo.  <ul style="list-style-type: none"> <li>• Understand that tempo means how fast or slow music is and describe changes within a piece</li> <li>• Begin to understand the difference between rhythm and pulse</li> </ul> </p>
<b>Autumn 2 – Voice</b>		<b>Vocabulary:</b> Pitch Sing Song Music
<b>Focus Theme:</b> <i>Playing my part and Significance</i>		
<b>Voice</b>	<p>To sing and perform songs, which contain a small range of notes with growing confidence.</p>	

	<p>To follow performance instructions including starting and stopping with accuracy.</p> <p>To recognise when the pitch of a song gets higher or lower</p> <p>To use actions and dynamics to enhance my performance</p> <p>To comment on my own performance using yr 1 vocabulary learnt</p>	<ul style="list-style-type: none"> <li>• Understand that pitch matching can be shown through hand gestures</li> <li>• Know what the structure of a 'call and response' song is</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<b>Spring 1 - Rhythm</b>		<b>Vocabulary:</b> Fast Slow Speed <b>Key Facts/ Concepts:</b> Understand the difference between rhythm and pulse • Know that graphic notation is a way of notating rhythm • Know the meaning of the following vocabulary:
<i>Focus Theme: Playing my part and Conflict</i>		
<b>Performance</b>	To confidently copy given rhythms	
<b>Listening</b>	<p>To demonstrate and explain the difference between pulse and rhythm</p> <p>To play along to the pulse and maintain a steady tempo</p> <p>To use graphic notation to record rhythms</p>	
<b>Composing</b>	To listen to ideas from others and use them to help improve my work	
<b>History</b>		
<b>Spring 2 – Pitch</b>		<b>Vocabulary:</b> High Low Sound
<i>Focus Theme: Playing my part and Success</i>		

<p><b>Performance</b></p> <p><b>Listening</b></p> <p><b>Composing</b></p>	<p>To identify and explain the difference between high and low pitched sounds</p> <p>To recognise changes in pitch when singing and listening to musical sounds</p> <p>To use pitch and timbre to create my own composition</p> <p>To represent a sound using graphic notation</p> <p>To comment on my own and other's performances using Yr 1 vocabulary learnt</p>	<p><b>Key Facts/ Concepts:</b></p> <p>Understand the composers create different moods through pitch</p> <ul style="list-style-type: none"> <li>• Know that everyday sounds and instruments can be sorted by high and low pitch</li> <li>• Begin to understand that dot notation can be used to notate differences in pitch</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<p><b>Summer 1 – Technology Structure and Form</b></p>		<p><b>Vocabulary:</b></p> <p><b>Call</b></p> <p><b>Response</b></p> <p><b>Join</b></p> <p><b>Key Facts/ Concepts:</b></p> <p>Understand that technology can be used to capture and alter sounds and enhance live music making</p> <ul style="list-style-type: none"> <li>• Understand that symbols or pictures can be used as graphic notation to record musical ideas.</li> <li>• Understand the structure of call and response songs</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<p><b>Focus Theme: <i>Significance</i></b></p>		
<p><b>Performance</b></p> <p><b>Listening</b></p> <p><b>Composing</b></p> <p><b>History</b></p>	<p>To demonstrate an understanding of musical structure</p> <p>To use technology to create and change sounds</p> <p>To comment and respond to recordings of own and other's compositions</p>	
<p><b>Summer 2 - 20<sup>th</sup> Century Music</b></p>		<p><b>Vocabulary:</b></p>

		<b>Key Facts/ Concepts:</b>
<b>Focus Theme:</b> <i>Playing my part</i>		
<b>Performance</b>	To identify and perform features of contemporary folk music.  To identify and perform features of experimental music.	
<b>Listening</b>	To identify and perform features of disco music.	
<b>Composing</b>	To create and practice a piece of music using features of different genres.  To comment on my own other people's performances.	

### Music Progression of skills Year 2

<b>Autumn 1 – Pulse</b>		<b>The key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</b>
<b>Focus Theme:</b> <i>Playing my part and Success</i>		
<b>Performance</b>	<b>To play/chant with a good sense of pulse and perform using graphic notation</b>	<b>Vocabulary:</b> Pulse Rest Tempo  <b>Key Facts/ Concepts:</b> Understand the difference between rhythm and pulse • Understand that tempo can change within a piece
<b>Listening</b>	<b>To respond to visual and aural clues</b>	
<b>Composing</b>	<b>To read stick notation to represent crotchets, paired quavers and crotchet rests</b>	
	<b>To compose my own piece using stick notation for crotchets, paired quavers and crotchet rests</b>	
	<b>To perform my composition as part of a group in time to the pulse</b>	



	To comment on my own and other people's performances using Yr 2 vocabulary learnt	<ul style="list-style-type: none"> <li>• Begin to know that beats can be grouped together (often in beats of 4 but sometimes in other groupings)</li> <li>• Know the stick notation for crotchets, paired quavers and a crotchet rest</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<b>Autumn 2 – Voice</b>		<b>Vocabulary:</b> Acapella Dynamics Melody Pitch Match  <b>Key Facts/ Concepts:</b> Know that there are different types of vocal arrangement (eg. A Capella, harmony) <ul style="list-style-type: none"> <li>• Understand that graphic symbols can be used to show the shape of a melody line</li> <li>• Know how performance signals relate to musical elements (eg. dynamics, tempo)</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<b>Celebrations</b>		
<b>Focus Theme: <i>Playing my part and Significance</i></b>		
<b>Performance</b>	To sing, with accuracy, within a range of notes.	
<b>Listening</b>	To follow and use performance instructions (including starting, stopping, dynamics and tempo).  To recognise and demonstrate the link between pitch and shape using graphic notation.	
<b>Composing</b>	To comment on my own performance using Yr 2 vocabulary learnt	
<b>Spring 1 - Rhythm</b>		<b>Vocabulary:</b> Stick Notation Timbre
<b>Focus Theme: <i>Playing my part and Conflict</i></b>		

<p><b>Performance</b></p> <p><b>Listening</b></p> <p><b>Composing</b></p> <p><b>History</b></p>	<p>To begin to recognise rhythmic patterns found in speech</p> <p>To demonstrate I understand the difference between pulse and rhythm through physical movement, playing and singing</p> <p>To perform with a good sense of pulse and rhythm</p> <p>To use stick notation to record rhythms</p> <p>To offer comments about others' work and accept suggestions about my own work.</p>	<p><b>Key Facts/ Concepts:</b>          Know that a 'March' is usually in 2/4 time which means 2 beats to a bar</p> <ul style="list-style-type: none"> <li>• Know what stick notation represents</li> <li>• Understand the difference between rhythm and pulse</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<p><b>Spring 2 – Pitch</b></p>		<p><b>Vocabulary:</b>  <b>Conductor</b>  <b>Score</b>  <b>Volume</b></p>
<p><b>Focus Theme:</b> <i>Playing my part and Success</i></p>		
<p><b>Performance</b></p> <p><b>Listening</b></p> <p><b>Composing</b></p>	<p>To demonstrate increased understanding of basic musical features such as pitch, rhythm and dynamics through performance</p> <p>To demonstrate awareness of a link between shape, pitch and rhythm using graphic notation.</p> <p>To use graphic notation to show pitch, rhythm and dynamics and perform from the score</p> <p>To comment on my own and other's performances using Yr 2 vocabulary learnt</p>	<p><b>Key Facts/ Concepts:</b>  <b>Know that there are musical symbols for getting louder and quieter</b></p> <ul style="list-style-type: none"> <li>• <b>Understand that dot notation can be used to notate differences in pitch</b></li> <li>• <b>Know the meaning of the following vocabulary:</b></li> </ul>

<b>Summer 1 – Technology Structure and Form</b>		<b>Vocabulary:</b> <b>Audio Recording</b> <b>Music Technology</b>  <b>Key Facts/ Concepts:</b> <b>Understand verse/ chorus structures</b> <ul style="list-style-type: none"> <li>• <b>Understand that different software programmes and apps can be combined to capture and alter sounds and enhance live music making</b></li> <li>• <b>Know that stick notation can be used to record rhythms</b></li> <li>• <b>Know the meaning of the following vocabulary:</b></li> </ul>
<b>Focus Theme: <i>Significance</i></b>		
<b>Performance</b>	To listen to, and make observations about, a variety of live and recorded music	
<b>Listening</b>	To experiment changing and combining sounds through technology	
<b>Composing</b>	To create and perform simple rhythms following a given structure	
<b>History</b>	To comment on my own and other people’s performances using Yr 2 vocabulary learnt	
<b>Summer 2 - 20<sup>th</sup> Century Music</b>		<b>Vocabulary:</b>  <b>Key Facts/ Concepts:</b>
<b>Focus Theme: <i>Playing my part</i></b>		
<b>Performance</b>	To identify and perform features of Film music.	
<b>Listening</b>	To identify and perform features of The Beatles’ music.	
<b>Composing</b>	To identify and perform features of Modern Bhangra music.	
	To create and practise a piece of music using features of different genres.	
	To comment on my own and other people’s performances.	

### Music Progression of skills Year 3

<b>Autumn 1 – Pulse</b>		<b>The key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</b>
<b>Focus Theme: <i>Playing my part and Success</i></b>		
<b>Performance</b>	To sing and play confidently while maintaining a steady pulse.	
<b>Listening</b>	To use standard notation to compose my own rhythms, using crotchets, paired quavers and crotchet rests	<b>Vocabulary:</b> <b>Crotchet</b> <b>Ostinato</b> <b>Rhythm</b> <b>Texture</b>  <b>Key Facts/ Concepts:</b> <b>Know the difference between rhythm and pulse</b> <ul style="list-style-type: none"> <li>• Explain why it can be important to maintain a steady pulse</li> <li>• Understand that ostinatos are used to create rhythmic patterns</li> <li>• Understand the relationship between crotchets and paired quavers and the musical symbols for these and for a crotchet rest.</li> <li>• Recognise that words can create rhythmic patterns</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<b>Composing</b>	To apply word chants to rhythms and link each syllable to a musical note	
	To maintain a part in a piece and respond to visual and aural cues.	
	To suggest ways to improve my own and others' work using musical vocabulary	
<b>Autumn 2 – Voice</b>		<b>Vocabulary:</b>

		<b>Piano</b> <b>Unison</b> <b>Verse</b> <b>Chorus</b>  <b>Key Facts/ Concepts:</b> <b>Know that alignment (posture) can affect performance</b> <ul style="list-style-type: none"> <li>• Understand the structure of Verse and Chorus songs</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<b>Celebrations</b>		
<b>Focus Theme: <i>Playing my part and Significance</i></b>		
<b>Performance</b>	To sing fluently in unison and pitch match accurately.	
<b>Listening</b>	To maintain my own part when singing a song with more than one part, following performance directions  To use expression, dynamics and actions to enhance my vocal performance	
<b>Composing</b>	To comment on my own and other people's performances using Yr 3 vocabulary learnt	
<b>Spring 1 - Rhythm</b>		<b>Vocabulary:</b> <b>Improvise</b> <b>Phrase</b> <b>Steady</b> <b>Pattern</b>  <b>Key Facts/ Concepts:</b> <b>Begin to know the difference between rhythms on the beat and rhythms off the beat (syncopated)</b> <ul style="list-style-type: none"> <li>• Know standard notation for crotchets, paired quavers and crotchet rests</li> </ul>
<b>Focus Theme: <i>Playing my part and Conflict</i></b>		
<b>Performance</b>	To play rhythms confidently while maintaining a consistent pulse	
<b>Listening</b>	To demonstrate I understand the difference between pulse and rhythm whilst performing songs and playing instruments.  To Play rhythms from graphic notation or simple standard notation	
<b>Composing</b>	To take part in a performance, follow musical signals and maintain a strong sense of pulse	

<b>History</b>	To offer comments about others 'work and accept suggestions about my own work	<ul style="list-style-type: none"> <li>• Know the meaning of the following vocabulary:</li> </ul>
<b>Spring 2 – Pitch</b>		<b>Vocabulary:</b> Interval Motif Rondo  <b>Key Facts/ Concepts:</b> Understand how the size of an instrument can relate to the pitch range <ul style="list-style-type: none"> <li>• Know that motifs are a way of representing moods or characters</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<b>Focus Theme: <i>Playing my part and Success</i></b>		
<b>Performance</b>	To create simple rhythmic patterns, melodies and accompaniments	
<b>Listening</b>	To show good awareness of pitch matching when singing	
<b>Composing</b>	To aurally identify, recognise, and use graphic notation to represent basic changes in pitch within a limited rang  To comment on my own and other's performances using Yr 3 vocabulary learn	
<b>Summer 1 – Technology Structure and Form</b>		<b>Vocabulary:</b> Structure Expression Perform Action  <b>Key Facts/ Concepts:</b> Begin to know what basic song structure looks like
<b>Focus Theme: <i>Significance</i></b>		
<b>Performance</b>	To listen to and use features of music from other traditions, genres and times	
<b>Listening</b>	To compose following the basic sections of song structure  To use technology to create, change and combine sounds.	
<b>Composing</b>	To comment on my own and other people's performances using Yr 3 vocabulary learnt	

<b>History</b>		<ul style="list-style-type: none"> <li>• Understand that different software programmes and apps can be combined to capture and alter sounds and enhance live music making</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<b>Summer 2 - 20<sup>th</sup> Century Music</b>		<b>Vocabulary:</b>  <b>Key Facts/ Concepts:</b>
<b>Focus Theme: <i>Playing my part</i></b>		
<b>Performance</b>	To identify and perform features of House music.  To identify and perform features of Reggae music.	
<b>Listening</b>	To identify and perform features of Rock and Roll music.	
<b>Composing</b>	To create and practise a piece of music using features of different genres.  To comment on my own and other people's performances.	

### Music Progression of skills Year 4

<b>Autumn 1 – Pulse</b>		<b>The key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</b>
<b>Focus Theme: <i>Playing my part and Success</i></b>		
<b>Performance</b>	To play confidently, identifying and maintaining a steady pulse.  To compose, perform and lead simple pieces in 4/4 time using ostinatos and drones	

**Vocabulary:**  
**Adagio**  
**Bass Line**

<p><b>Listening</b></p> <p><b>Composing</b></p>	<p>To maintain an independent part in a small group when playing or singing (drone, ostinato, ground bass)</p> <p>To follow basic symbols for standard and graphic notation.</p> <p>To comment on my own and other people's performances using Yr 4 vocabulary learnt</p>	<p><b>Drone</b></p> <p><b>Minim</b></p> <p><b>Key Facts/ Concepts:</b></p> <p><b>Know that a drone can be used to keep the pulse</b></p> <ul style="list-style-type: none"> <li>• <b>Recognise and name standard notation for crotchets, paired, quavers, crotchet rests and minims</b></li> <li>• <b>Understand that a pentatonic scale is built on 5 notes</b></li> <li>• <b>Know that ostinatos can be rhythmic or melodic</b></li> <li>• <b>Begin to understand that rhythms can be played on the beat or off-beat (syncopated)</b></li> <li>• <b>Know the meaning of the following vocabulary:</b></li> </ul>
<p><b>Autumn 2 – Voice</b></p>		<p><b>Vocabulary:</b></p> <p><b>Diction</b></p> <p><b>Harmony</b></p> <p><b>Phase</b></p> <p><b>Scale</b></p> <p><b>Key Facts/ Concepts:</b></p> <p><b>Know that many traditional songs use the pentatonic scale</b></p> <ul style="list-style-type: none"> <li>• <b>Know that melody lines can be created from one or more phrases</b></li> </ul>
<p><b>Celebrations</b></p>		
<p><b>Focus Theme: <i>Playing my part and Significance</i></b></p>		
<p><b>Performance</b></p> <p><b>Listening</b></p>	<p>To sing with an awareness of my breathing and pronunciation.</p> <p>To sing fluently in unison or parts and pitch-match accurately.</p>	



<b>Composing</b>	<p>To maintain my own part when singing in multiple parts, accurately following performance directions.</p> <p>To use graphic notation to create a melody</p> <p>To comment on my own and other's performances.</p>	<p>• <b>Know the meaning of the following vocabulary:</b></p>
<b>Spring 1 – Rhythm</b>		<p><b>Vocabulary:</b></p> <p><b>Canon</b></p> <p><b>Round</b></p> <p><b>Melody</b></p> <p><b>Combine</b></p> <p><b>Key Facts/ Concepts:</b></p> <p>Understand the differences between minims, crotchets, paired quavers and rests</p> <ul style="list-style-type: none"> <li>• Recognise that music can be created entirely through body percussion and vocal sounds</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<b>Focus Theme: <i>Playing my part and Conflict</i></b>		
<p><b>Performance</b></p> <p><b>Listening</b></p> <p><b>Composing</b></p> <p><b>History</b></p>	<p>To create and perform different rhythms and play them confidently within a set structure.</p> <p>To confidently maintain an independent part while playing an instrument in a small group</p> <p>To perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse</p> <p>To use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse.</p> <p>To assess musical performances, offering constructive feedback on my own and others' work.</p>	
<b>Spring 2 – Pitch</b>		<p><b>Vocabulary:</b></p> <p><b>Chord</b></p> <p><b>Major</b></p> <p><b>Minor</b></p>
<b>Focus Theme: <i>Playing my part and Success</i></b>		

<b>Performance</b>  <b>Listening</b>  <b>Composing</b>	<p>To aurally recognise, respond to and use musical symbols and basic pitch changes within a limited range</p> <p>To create simple melodies containing rhythmic patterns and use accompaniments</p> <p>To listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.</p>	<b>Triad</b>  <b>Key Facts/ Concepts:</b> <b>Understand some musical devices used to create mood</b> <ul style="list-style-type: none"> <li>• Know the meaning of some dynamics symbols eg. (p, pp, f, ff, &lt;, &gt;)</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<b>Summer 1 – Technology Structure and Form</b>		<b>Vocabulary</b>
		<b>Audio effects</b>
<b>Focus Theme: <i>Significance</i></b>		<b>Bridge</b>
<b>Performance</b>  <b>Listening</b>  <b>Composing</b>  <b>History</b>	<p>To recognise, respond and use multiple sections within song structure</p> <p>To use voice, sounds, technology and instruments in creative ways</p> <p>To comment on my own and other people's performances using Yr 4 vocabulary learnt</p>	<b>Intro</b> <b>Loops</b>  <b>Key Facts/ Concepts:</b> Know what song structure looks like <ul style="list-style-type: none"> <li>• Understand that letters can be used to represent each different section of song structure</li> <li>• Know that a range of audio effects can be used to enhance music</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<b>Summer 2 – 20<sup>th</sup> Century Music</b>		<b>Vocabulary:</b>
<b>Focus Theme: <i>Playing my part</i></b>		<b>Key Facts/ Concepts:</b>

<b>Performance</b>	To identify and perform features of Minimalism.	
<b>Listening</b>	To identify and perform features of Musicals.	
<b>Composing</b>	To identify and perform features of Pop music.	
	To create and practise a piece of music using features of different genres.	
	To comment on my own and other people's performances.	

### Music Progression of skills Year 5

<b>Autumn 1 – Pulse</b>		<b>The key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</b>
<b>Focus Theme: <i>Playing my part and Success</i></b>		
<b>Performance</b>	To sing/ play confidently, identifying and maintaining a strong sense of pulse.	<b>Vocabulary:</b> <b>Crotchet Rest</b> <b>Graphic Notation</b> <b>Quaver Semibreve</b>  <b>Key Facts/ Concepts:</b> <b>Know that graphic notation can relate to standard notation</b>
<b>Listening</b>	To create simple rhythmic pieces which demonstrate understanding of rhythm using graphic and standard notation.	
<b>Composing</b>	To read simple rhythms using paired quavers, crotchets, crotchet rests, minims and semibreves.	

	<p>To maintain an independent part in a group with accuracy when playing.</p> <p>To offer comments about my own and others' work and suggest ways to improve, using appropriate musical vocabulary.</p>	<ul style="list-style-type: none"> <li>• Know the names and durations of crotchets, paired quavers, minims and semibreves</li> <li>• Understand that music can be structured into blocks with differing textures</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<b>Autumn 2 – Voice</b>		<b>Vocabulary:</b> <b>Dynamics</b> <b>Graphic Score</b> <b>Lyrics</b> <b>Stave</b>  <b>Key Facts/ Concepts:</b> <b>Know that songs can be notated using graphic or standard notation</b> <ul style="list-style-type: none"> <li>• Begin to know the names of the notes on the treble clef stave</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<b>Celebrations</b>		
<b>Focus Theme: <i>Playing my part and Significance</i></b>		
<b>Performance</b>  <b>Listening</b>  <b>Composing</b>	<p>To sing and maintain an independent part with increasing awareness of other parts.</p> <p>To experiment and perform sounds made by my voice.</p> <p>To follow and perform a vocal piece using a graphic / notated score.</p> <p>To comment on my own and other people's performances.</p>	
<b>Spring 1 – Rhythm</b>		<b>Vocabulary:</b> <b>Bar</b> <b>Genre</b>
<b>Focus Theme: <i>Playing my part and Conflict</i></b>		

<p><b>Performance</b></p> <p><b>Listening</b></p> <p><b>Composing</b></p> <p><b>History</b></p>	<p>To use a variety of timbres and techniques when creating and playing music</p> <p>To use and respond to basic musical symbols including standard notation</p> <p>To create and play contrasting rhythms within a range of time signatures</p> <p>To maintain a rhythmic part in a group performance with an awareness of structure.</p> <p>To comment on my own and other people's performances using Yr 5 vocabulary learnt</p>	<p><b>Time Signature</b></p> <p><b>Key Facts/ Concepts:</b>  <b>Know the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</b></p> <ul style="list-style-type: none"> <li>• <b>Know how time signatures change the beats per bar, recognising the differences between 2/4, 3/4 and 4/4 time signatures</b></li> <li>• <b>Begin to know treble clef pitch notation for a full octave (C-C')</b></li> <li>• <b>Know the meaning of the following vocabulary:</b></li> </ul>
<p><b>Spring 2 – Pitch</b></p>		<p><b>Vocabulary:</b>  <b>Melodic Phrase</b>  <b>Treble Clef</b>  <b>Semitone</b></p>
<p><b>Focus Theme: <i>Playing my part and Success</i></b></p>		
<p><b>Performance</b></p> <p><b>Listening</b></p> <p><b>Composing</b></p>	<p>To demonstrate increasing confidence and skill when taking different roles in rehearsal and performance</p> <p>To begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies</p> <p>To play from standard pitch notation in the treble clef.</p>	

	<p>To begin to use a variety of musical devices and techniques when creating and making music</p> <p>To comment on my own and other's performances using Yr 5 vocabulary learnt</p>	<ul style="list-style-type: none"> <li>• Begin to know treble clef pitch notation for a full octave (C-C')</li> </ul>
<b>Summer 1 – Technology, Structure and Form</b>		<p><b>Vocabulary:</b></p> <p><b>Key Signature</b></p> <p><b>Outro</b></p> <p><b>Rap</b></p> <p><b>Song Structure</b></p> <p><b>Key Facts/ Concepts:</b></p> <p>Know what song structure looks like</p> <ul style="list-style-type: none"> <li>• Understand that letters can be used to represent each different section of song structure</li> <li>• Know that a range of audio effects can be used to enhance music in Bandlab</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<b>Focus Theme: <i>Significance</i></b>		
<b>Performance</b>	To use and identify key features of musical structures	
<b>Listening</b>	To consider some musical devices when creating and playing music using voice, sounds, technology and instruments	
<b>Composing</b>	To comment on my own and other people's performances using Yr 5 vocabulary learnt	
<b>History</b>		
<b>Summer 2 – 20<sup>th</sup> Century Music</b>		<p><b>Vocabulary:</b></p> <p><b>Key Facts/ Concepts:</b></p>
<b>Focus Theme: <i>Playing my part</i></b>		
<b>Performance</b>	To identify and perform features of Jazz music.	
<b>Listening</b>	To identify and perform features of Expressionism.	
	To identify and perform features of Film music.	

<b>Composing</b>	<p>To create and practise a piece of music using features of different genres.</p> <p>To comment on my own and other people's performances.</p>	
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### Music Progression of skills Year 6

<b>Autumn 1 – Pulse</b>		<p>The key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>
<b>Focus Theme: <i>Playing my part and Success</i></b>		
<p><b>Performance</b></p> <p><b>Listening</b></p> <p><b>Composing</b></p>	<p>To sing / play confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time.</p> <p>To play in regular (2/4 , 3/4, 4/4) and irregular (7/4, 5/4) timings.</p> <p>To maintain an independent part in a group when singing or playing with an awareness of other parts / performers.</p> <p>To share opinions about my own and others' music and be willing to justify these using musical vocabulary.</p> <p>To listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p> <p>To follow staff and other notations through singing and playing short passages of music.</p>	<p><b>Vocabulary:</b></p> <p><b>Dynamics</b></p> <p><b>Improvise</b></p> <p><b>Paired Quavers</b></p> <p><b>Pentatonic</b></p> <p><b>Key Facts/ Concepts:</b></p> <p><b>Know that beats can be played in irregular groupings and that the time signature tells us the groupings</b></p> <ul style="list-style-type: none"> <li>• Understand the relationship between semiquavers and other notation learnt</li> <li>• Know the meaning of the following vocabulary:</li> </ul>

<b>Autumn 2 – Voice</b>		<b>Vocabulary:</b> Harmony Legato Melody Staccato  <b>Key Facts/ Concepts:</b> <b>Know that phrases can be sung legato or staccato for different effects</b> • <b>Know that songs can be notated using graphic or standard notation</b> • <b>Know that lyrics can be used to tell a story</b> • <b>Know the meaning of the following vocabulary:</b>
<b>Celebrations</b>		
<b>Focus Theme: <i>Playing my part and Significance</i></b>		
<b>Performance</b>	To experiment with and refine sounds with my voice	
<b>Listening</b>	To maintain an independent part in a performance with good awareness of other parts.	
<b>Composing</b>	To create and perform a vocal piece by following a graphic / notated score.	
	To comment on my own and other people's performances using yr 6 vocabulary learnt	
<b>Spring 1 - Rhythm</b>		<b>Vocabulary:</b> Groove Syncopation Ternary Form  <b>Key Facts/ Concepts:</b> <b>Know that a groove can form the basis over which improvisations can be tried out</b> • <b>Know the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</b>
<b>Focus Theme: <i>Playing my part and Conflict</i></b>		
<b>Performance</b>	To use a variety of musical devices including contrasting timbres and textures, when creating and playing music	
<b>Listening</b>	To confidently maintain a part in a group performance including a variety of rhythms  To interpret a graphic score and use it to perform	



<b>Composing</b>	To read, play and identify short passages of rhythms using standard notation.	<ul style="list-style-type: none"> <li>• Know how a piece of music can be structured into ternary form</li> <li>• Recognise how instruments can be played in different ways to create different timbres</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<b>History</b>	To comment on my own and other people's performances using Yr 6 vocabulary learnt	
<b>Spring 2 – Pitch</b>		<b>Vocabulary:</b> <b>Tone Cluster</b> <b>Interval Range</b>
<b>Focus Theme: <i>Playing my part and Success</i></b>		
<b>Performance</b>	To demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal.  To create music which demonstrates understanding of basic structure with a focus on contrasting pitches and melodies  To use a variety of musical devices such as timbre, texture, dynamics and tempo changes	<b>Key Facts/ Concepts:</b> Know the meaning of all of these dynamics symbols (p, pp, f, ff, <, >) <ul style="list-style-type: none"> <li>• Describe features of a fanfare</li> <li>• Describe some different scales / musical devices used for pitch (eg. pentatonic, major / minor, chromatic, dissonant, arpeggios, chords)</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<b>Listening</b>		
<b>Composing</b>		
<b>Summer 1 – Technology Structure and Form</b>		<b>Vocabulary:</b> <b>Coda</b> <b>Per-Chorus</b> <b>Loops</b> <b>Enhance</b>
<b>Focus Theme: <i>Significance</i></b>		
<b>Performance</b>	To listen to and evaluate a variety of music from different genres, cultures and times.  To use a variety of musical devices when creating and playing music	<b>Key Facts/ Concepts:</b> <b>Know what song structure looks like</b>

<p><b>Listening</b></p> <p><b>Composing</b></p> <p><b>History</b></p>	<p>To create music with a secure understanding of structure and the key features</p> <p>To comment on my own and other's performances using Yr 6 vocabulary learnt</p>	<ul style="list-style-type: none"> <li>• Understand that letters can be used to represent each different section of song structure</li> <li>• Know that a range of audio effects can be used to enhance music in Bandlab</li> <li>• Know the meaning of the following vocabulary:</li> </ul>
<p><b>Summer 2 – 20<sup>th</sup> Century Music</b></p>		<p><b>Vocabulary:</b></p> <p><b>Key Facts/ Concepts:</b></p>
<p><b>Focus Theme: <i>Playing my part</i></b></p>		
<p><b>Performance</b></p> <p><b>Listening</b></p> <p><b>Composing</b></p>	<p>To identify and perform features of Hip Hop.</p> <p>To identify and perform features of Minimalism.</p> <p>To identify and perform features of Wartime (swing) music. To create and practise a piece of music using features of different genres.</p> <p>To comment on my own and other people's performances.</p>	