



## Chaddlewood Primary School's Music Progression Grid

<p><b>KS2</b></p> <p><b>Substantive themes</b></p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>			
	<p><b>Year 3- Charanga</b></p>	<p><b>Year 4- Charanga</b></p>	<p><b>Year 5- Charanga/Saxophones</b></p>	<p><b>Year 6- Charanga</b></p>
<p>Units covered Charanga</p>	<p>Christmas performance/singing unit Glockenspiel stage 1 Three little birds Bringing us together Composition unit (fossils?) Singing unit</p>	<p>Blackbird Christmas performance/singing unit Glockenspiel Stage 2 Lean on me/Singing unit Composition unit (Antarctica) Composition unit (rainforest)</p>	<p>Livin' on a prayer Christmas performance/singing unit Classroom Jazz 1 The fresh Prince of bel air Dancing in the street Composition unit</p>	<p>Classroom jazz 2 Christmas performance/singing unit A new year's Carol You've got a friend Music and me - composition End of year singing/performance</p>
<p>Overlap of learning/links to other units</p>	<p>Glockenspiel stage 1 links to Glockenspiel Stage 2 - KS2/ages 7-11 (Scheme Year 4) Using scores/notation in the units. Saxophones Y5</p> <p>Christmas performance/singing builds from prior years and links to older year groups.</p> <p>Three little birds links to Britten - There Was A Man Of Newington - KS2/ages 7-11 (see Freestyle)</p> <p>Bringing us together links to Friendship Song - KS1/ages 5-7 (Scheme Year 2), You've Got A Friend KS2/ages 8-11 (Scheme</p>	<p>Mamma Mia links to Other units that relate to the 80s Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5)) Blackbird - KS2/ages 7-11 (Scheme Year 4)</p> <p>Christmas performance/singing builds from prior years and links to older year groups.</p> <p>Glockenspiel Stage 2 links to Glockenspiel Stage 1 - KS2/ages 7-11 (Scheme Year 3) Using scores/notation in the units. Saxophones Y5</p> <p>Lean on me links to A New Year Carol - Gospel version - KS2/ages 7-11 (Scheme Year 6)</p>	<p>Livin on a prayer links to I Wanna Play In A Band - KS1/ages 5-7 (Scheme Year 2)</p> <p>Christmas performance/singing builds from prior years and links to older year groups.</p> <p>Classroom Jazz 1 links to Classroom Jazz 2 - KS2/ages 7-11 (Scheme Year 6) Supports improvisation generally in previous units</p> <p>The fresh Prince of Bel Air links to Hey You! - KS1/ages 5-7 (Scheme Year 1)</p> <p>Dancing in the street links to Happy - KS2/ages 7-11 (Scheme</p>	<p>Christmas performance/singing builds from prior years and links to older year groups.</p> <p>Classroom jazz 2 links to Classroom Jazz 1 (Scheme Year 5) Supports improvisation generally in other units.</p> <p>A New Year's Carol links to Christmas units Lean On Me - Gospel - KS2/ages 7-11 (Scheme Year 4) In The Groove - Bhangra - KS1/ages 5-7 (Scheme Year 1)</p> <p>You've got a friend links to Blackbird - KS2/ages 7-11 (Scheme Year 4)</p>

Year 6), I'll Be There - KS2/ages 9-11 (Scheme Year 6)

**Singing unit:**

unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano, loud and soft. • Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). • Perform as a choir in school assemblies.

**Singing unit:**

**Singing Sherlock 1**

All over the world

**Singing Sherlock 2**

Congo - Si si si si

Something spooky

My Dog

• **Flying a Round:** Useful as warm ups

To stop the train

• **Trad. Morocco: A ram sam sam/Pease Pudding Hot**

**National anthem (as part of listening - sing along)**

Other songs covered during the year:

**Charanga songs:**

Three Little Birds

**Blackbird links to**

You've Got A Friend KS2/ages 8-11  
Friendship Song - KS1/ages 5-7 (Scheme Year 2)

**Singing unit:**

Unison songs, rounds and partner songs

**Singing Sherlock 2:**

Many Shades of Blue

Roller Ghoster

Left Left

Jack Frost

**Flying a round (useful as warm ups):**

Something inside me

Ticking clocks

Other songs covered during the year:

**Charanga songs:**

Mamma Mia!

Lean on me

Blackbird

Stop!

**Listening repertoire: (Historical):**

**Early period**

(1140) O Euchari (Hildegard)

**Renaissance**

(1560) If Ye Love Me (Tallis)

**Baroque**

(1676) Rondeau from Abdelazar (Purcell)

**Classical**

(1810) Für Elise (Beethoven)

(1819) Piano Quintet in A major, 'The Trout' (Schubert)

Year 6)

**Singing unit:**

3 part rounds, partner songs, songs with a verse and chorus

**Singing Sherlock 2:**

Shadow

Tina Singu

Maleezweh

Last Minute Calypso

**Flying a round (warm ups):**

Shalom

Calypso

If you're happy/If you clap

Other songs covered during the year:

**Charanga songs:**

Living on a prayer

Make you feel my love

Dancing in the street

The Fresh Prince of Bel Air

**Listening repertoire: (Historical):**

**Renaissance**

(1677) Dido's Lament from Dido and Aeneas (Purcell)

**Classical**

(1788) 1st movement from Symphony No. 40 in G minor (Mozart)

(1791) Papageno's Song from The Magic Flute (Mozart)

**Romantic**

(1853) Andante Molto from Romance for Violin and Piano (Clara Schumann)

(1874) Dies Irae from Requiem (Verdi)

(1884) 1st movement from The Holberg Suite (Grieg)

**Singing unit:**

Songs with syncopated rhythms, three and four part rounds,

**Singing Sherlock 2:**

Down in the Jungle

Coffee Pots (warm up)

Pop Idol

**Flying a round:**

Country life

Gravity (warm up)

Also use warm ups from previous years

**Trad. Ghana: Senwa de Dende**

(warm up)

Other songs covered:

**Charanga:**

Happy

A New Year's Carol

You've got a friend

**Listening repertoire: (Historical):**

**Baroque**

(1610) Ave Maris Stella from Vespers of the Blessed Virgin (Monteverdi)

**Classical**

(1786) 3rd movement from Horn Concerto No. 4 (Mozart)

**Romantic**

(1838) Raindrop Prelude Op. 28, No. 15 (Chopin)

(1858) Hungarian Dance No. 5 (Brahms)

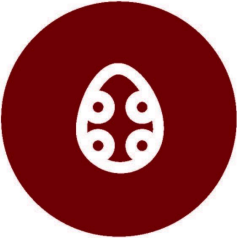
(1880) 1812 Overture (Tchaikovsky)

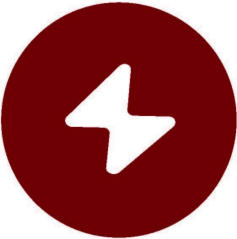
Dragon Song Let your spirit fly Bringing us together
<b>Listening repertoire: (Historical):</b>
<b>Baroque</b>
(1630) Miserere (Allegri)
(1717) Hornpipe from Water Music (Handel)
(1725) Winter from The Four Seasons (Vivaldi)
(1741) Hallelujah from Messiah (Handel)
<b>Classical</b>
(1802) 1st movement from Piano Sonata No. 14 'Moonlight' (Beethoven)
<b>Romantic</b>
(1874) Danse Macabre (Saint-Saëns)
Slavonic Dance No. 8 (Dvořák)
(1893) Largo from Symphony No. 9 (Dvořák)
(1896) The Sorcerer's Apprentice (Dukas)
<b>20th Century</b>
(1935) Dance of the Knights from Romeo and Juliet (Prokofiev)
<b>(1963) Theme from The Great Escape (Elmer Bernstein)</b>
<b>21st Century</b>
(2003) Eliza's Aria from Wild Swans (Elena Kats-Chernin)
(2015) Anthology of Fantastic Zoology (Mason Bates)
<b>Listening repertoire: (World music)</b>
India - Sahela Re (Kishori Amonkar)
Ireland - Be Thou My Vision
Congo - Si si si (Si si si si dolada)

<b>Romantic</b>
(1868) 1st movement from Piano Concerto in A minor (Grieg)
<b>20th Century</b>
(1901) Pomp and Circumstance March No. 1 in D (Elgar)
(1917) Joc cu Bătă from Romanian Folk Dances (Bartók)
(1938) Adagio for Strings (Barber)
(1942) Fanfare for the Common Man (Copland)
(1945) The Young Person's Guide to the Orchestra (Britten)
<b>(1994) The Lion King (Stage - Circle of Life. Tim Rice/Elton John/Hans Zimmer)</b>
<b>21st century</b>
(2009) Concerto for Turntables and Orchestra (Gabriel Prokofiev)
<b>Listening repertoire: (World music)</b>
Russia - Kalinka
Trinidad - Tropical Bird (Trinidad Steel Band)
England - Wassail Song
Israel - Bim Bam Bom
England - Admiral Benbow
USA - Go Down Moses (Harlem Gospel Choir)

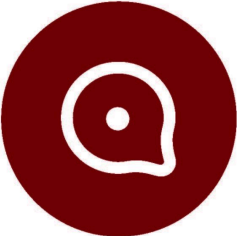
<b>20th Century</b>
(1900) 1st movement from Piano Concerto No. 2 in C minor (Rachmaninoff)
<b>(1964) The Pink Panther (Henry Mancini)</b>
(1982) The Lamb (Tavener)
(1986) Short Ride in a Fast Machine (John Adams)
<b>21st century</b>
<b>(2008) Jai Ho from Slumdog Millionaire (A. R. Rahman)</b>
(2015) Connect It (Anna Meredith)
<b>Listening repertoire: (World music)</b>
South Africa - Inkanyezi Nezazi (Ladysmith Black Mambazo)
England - Leave her, Johnny, Leave her
Nigeria - Jin-Go-La-Ba (Drums of Passion) (Babatunde Olorunji)
Wales - Hela'r Dryw (Hunting the wren - Fernhill)
Traditional Indian Music - Dubai
Traditional Indian Music Group with Sitar, Tabla and Flute / Dubai Hindi Music
Cuba - Traditional Cuban music performed by Los Hermanos Peña from Santa Lucia Cuba 2015

<b>20th Century</b>
(1902) The Entertainer (Scott Joplin)
(1935) O Fortuna from Carmina Burana (Orff)
(1974) Six Pianos (Steve Reich)
<b>(1975) Jaws theme (John Williams)</b>
(1991) Hook (Fitkin)
<b>Listening repertoire: (World music)</b>
Indonesia (Rangsang (Gamelan Wayang Sasak)
England - Scarborough Fair (Martin Carthy)
England - The Codbanging song
Middle East - Springing Gazelle (Reem Kelani)
Traditional Greek Music (Bouzouki and Syrtaki instrumental)
Scotland - Grand Etang/Hull's Reel (Alasdair Fraser and Natalie Haas)
Traditional Chinese Music: "Fisherman's Song at Dusk," Chinese Zither Performance

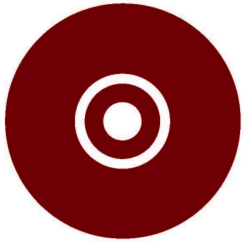
	Morocco - A ram sam sam England - Adieu, Sweet Lovely Nancy (1745) The National Anthem - God Save the Queen			
<b>Charanga Styles covered</b>	Reggae Disco Anthem	Gospel Pop ballad/folk - Beatles	Rock Jazz Hip Hop Motown	Jazz/Latin/Blues Western Classical - Benjamin Britten - Choral Bhangra Gospel Pop ballads/Folk - Carole King 21 <sup>st</sup> Century/dance
<p><b>Historical and cultural knowledge</b></p>  <ul style="list-style-type: none"> <li>Through gaining a knowledge of styles and genres from local, national and world traditions and contemporary practice</li> </ul> <p><i>To develop a cultural identity for understanding</i></p>	<p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>Know that music has changed over time</li> <li>Know that music from other countries have their own particular styles, instruments and features.</li> <li>Know the names of the styles covered so far</li> <li>Know the names of some composers from the past</li> <li></li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>Talk about the features of Western Classical Music or World music using the appropriate vocabulary</li> <li>Talk about changes which have taken place to music or instruments over time</li> <li>Talk about the features of different instruments</li> <li>Identify some instruments used in music from other parts of the world</li> <li>Identify some musical</li> </ul>	<p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>Know the names of some instruments used in music from other parts of the world</li> <li>Know the names of some instruments from the orchestra</li> <li>Know that instruments belong to different families (percussion, strings, brass, woodwind)</li> <li>Know the names of some composers from the past</li> <li>Know the names of some musical eras</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>Describe different purposes of music in history or other cultures</li> <li>Identify origin of different types of world music through knowledge of features and instruments</li> <li>Use relevant musical vocabulary (eg: pitch, rhythm, tempo and pulse) when talking about a piece of music</li> </ul>	<p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>Know the names of some instruments used in music from other parts of the world</li> <li>Know the names of instruments from the orchestra</li> <li>Know that instruments belong to different families (percussion, strings, brass, woodwind)</li> <li>Know the names of musical eras (renaissance, baroque, classical, romantic, contemporary)</li> <li>Know the names of some well-known musicians and composers</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>Describe different purposes of music in history or other cultures</li> <li>Identify origin of different types of world music through knowledge of features and instruments</li> <li>Identify approximate era of music from</li> </ul>	<p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>Know the names of some instruments used in music from other parts of the world</li> <li>Know the names of instruments from the orchestra</li> <li>Know that instruments belong to different families (percussion, strings, brass, woodwind)</li> <li>Know the names of musical eras (renaissance, baroque, classical, romantic, contemporary)</li> <li>Know the names of some well-known musicians and composers from each musical era</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>Describe different purposes of music in history or other cultures</li> <li>Identify origin of different types of</li> </ul>

	instruments from the orchestra	<ul style="list-style-type: none"> <li>• Listen and identify a wider range of instruments (from the orchestra or from around the world)</li> <li>• Identify the family that an instrument belongs to</li> <li>• Talk about music from the past by naming eras and/or composers that they have encountered</li> </ul>	<p>identification of features, style or instruments</p> <ul style="list-style-type: none"> <li>• Use relevant musical vocabulary (eg: pitch, rhythm, tempo, texture, timbre, dynamics and pulse) when talking about a piece of music</li> <li>• Listen and identify a wider range of instruments (from the orchestra or from around the world)</li> <li>• Compare and contrast pieces from similar origins or eras</li> <li>• Talk about music from the past by naming eras and/or composers that they have encountered</li> </ul>	<p>world music through knowledge of features and instruments</p> <ul style="list-style-type: none"> <li>• Identify approximate era of music from identification of features, style or instruments</li> <li>• Compare and contrast pieces from similar origins or eras</li> <li>• Use relevant musical vocabulary (eg: pitch, rhythm, tempo, texture, timbre, dynamics and pulse) when talking about a piece of music</li> <li>• Listen and identify a wider range of instruments (from the orchestra or from around the world)</li> </ul>
<p><b>Listening / appraising</b></p>  <ul style="list-style-type: none"> <li>• Aural development by responding to music and by recognising features in music</li> </ul> <p><i>To be able to evaluate a variety of musical ideas, pieces and traditions and develop own artistic voice.</i></p>	<p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Know the meaning of the terms pitch, tempo, dynamics, timbre, texture</li> <li>• To know that a song is made up of sections (verse, chorus etc)</li> <li>• Know that music can convey a feeling, mood or story</li> <li>• To know that listening with concentration requires quiet and stillness</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Listen with concentration</li> <li>• To describe the mood or feeling of a piece of music</li> <li>• Identify the verse, chorus and introduction</li> <li>• Start to be able to use</li> </ul>	<p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• To know that listening with concentration requires quiet and stillness</li> <li>• Know that there are many styles of music each with its own features and/or instrumentation</li> <li>• Know that music can convey a feeling, mood or story</li> <li>• Know that the elements of music work together to create a piece</li> <li>• Know that composers make choices to create effects</li> <li>• Know that a piece of music is made up of sections (eg: verse, chorus, instrumental...)</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Listen with concentration</li> </ul>	<p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Know that there are many styles of music each with its own features and/or instrumentation</li> <li>• Know that music can convey a feeling, mood or story</li> <li>• Know that the elements of music work together to create a piece</li> <li>• Know that pieces from similar origins may have similarities or differences</li> <li>• Know that composers make choices to create effects</li> <li>• Know that a piece of music is made up of sections</li> <li>• Know that binary form means 2 sections (AB)</li> <li>• To know that a piece of music in a major key sounds "happy"</li> <li>• To know that a piece of music in a minor chord sounds "sad"</li> </ul>	<p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Know that there are many styles of music each with its own features and/or instrumentation</li> <li>• Know that music can convey a feeling, mood or story</li> <li>• Know that the elements of music work together to create a piece</li> <li>• Know that pieces from similar origins may have similarities or differences</li> <li>• Know that composers make choices to create effects</li> <li>• Know that a piece of music is made up of sections</li> <li>• Know that ternary form means 3 sections (ABA)</li> <li>• To know the difference</li> </ul>

	<p>musical dimensions vocabulary - durations, pitch, dynamics, tempo, texture, timbre, structure</p> <ul style="list-style-type: none"> <li>• Identify features or instruments used in Western Classical and World Music.</li> <li>• To describe the mood of a piece of music.</li> <li>• Recognise changes in the music using words like "high/low; timbre; dynamics - loud/soft; tempo - fast/slow"</li> <li>• To consider timbre (tone) of instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and compare different kinds of music using appropriate musical vocabulary - duration, pitch, timbre, dynamics, tempo, texture, structure, riff, ostinato, melody, harmony</li> <li>• Describe the mood of a piece of music and explain how the effect has been achieved with timbre, pitch, dynamics, tempo etc</li> <li>• Listen and identify a wider range of instruments (from the orchestra or from around the world)</li> </ul>	<p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Listen with concentration and reflect upon a piece of music</li> <li>• Give explanations about themes/mood/story of piece by describing the timbre, pitch, dynamics, texture, tempo etc</li> <li>• Give reasons for why compositional choices may have been made (eg: use of instrument to represent a particular structure or animal)</li> <li>• Identify major or minor sections in pieces of music</li> <li>• Identify similarities and differences/make links between pieces</li> <li>• Use musical dimensions vocabulary to describe music - duration, pitch, timbre, dynamics, tempo, texture, structure, riff, ostinato, melody, harmony, Largo/moderato/allegro Piano/forte, binary form Legato/staccato Crescendo/diminuendo</li> <li>• Identify the main sections of the songs (intro, verse, chorus, instrumental, solo, bridge etc.)</li> <li>• Discuss timbre/effect of different techniques (eg: legato/staccato on saxophone)</li> </ul>	<p>between "major" and "minor" keys</p> <ul style="list-style-type: none"> <li>• To know that the number of beats in a bar is not always the same in every piece of music</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Listen and reflect upon a piece of music</li> <li>• Use musical dimensions vocabulary to describe music - duration, pitch, timbre, dynamics, tempo, texture, structure, riff, ostinato, melody, harmony, Largo/moderato/allegro Piano/forte Legato/staccato Crescendo/diminuendo</li> <li>• Identify the main sections of the songs (intro, verse, chorus, instrumental, solo, bridge etc.), binary (AB) and ternary form (ABA)</li> <li>• To explain the message/story of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Give reasons for why compositional choices may have been made (eg: use of instrument to represent a particular structure or animal)</li> <li>• Discuss timbre/effect of different techniques (eg: tremolo, pizzicato)</li> </ul>
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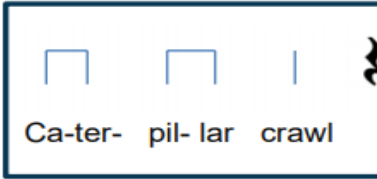
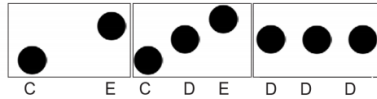
				<ul style="list-style-type: none"> <li>• Describe how music can be used to create expressive effects and convey emotion</li> <li>• Identify 3/4 or 4/4 time within known songs</li> </ul>
<p style="text-align: center;"><b>Listening - to self/others</b></p>  <p><i>To be able to evaluate a variety of musical ideas, pieces and traditions and develop own artistic voice.</i></p>	<p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• In groups, musicians need to be aware of what others are doing</li> <li>• Know that improvements can be made to own performances</li> <li>• To know that practising helps you to improve as a musician</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Internalise the pulse in music and sing/play in time</li> <li>• To be able to count or clap along to a beat</li> <li>• Identify where own music works well or needs improving</li> <li>• Be able to talk about own performance in positive terms and take constructive feedback</li> <li>• Talk about own choices (eg: instruments used in composition)</li> </ul>	<p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• To know that musicians need to practise</li> <li>• To know that musicians work collaboratively by listening to each other</li> <li>• To know that you must listen to yourself to evaluate your own performance</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Recall sounds (rhythms) through call and response with increasing aural memory</li> <li>• Recall sounds (pitch) through call and response with increasing aural memory</li> <li>• Follow/play a melody line by ear</li> <li>• Be aware of what others in your group are singing/playing as you rehearse or perform</li> <li>• Talk about the shape of melodic lines</li> <li>• Be "counted in" in order to begin at the correct time</li> </ul>	<p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Improvement is achieved through regular practise - composition or performance</li> <li>• To play as a group, you need to listen to each other</li> <li>• Counting in is a good way to ensure everyone starts at the right time</li> <li>• Melodies go up and down in steps or leaps</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Listen to yourself as you play/sing to identify strengths and weaknesses</li> <li>• Listen to others and give constructive feedback about what was good and what could be improved</li> <li>• Perform from simple notation on tuned/untuned instruments, playing by ear to identify errors</li> <li>• Count in/listen to a count in and begin at the right time</li> <li>• Recall sounds and identify (rhythms) through call and response with increasing aural memory</li> <li>• Recall sounds and identify (pitch) through call and response with increasing aural memory</li> <li>• Talk about pitch and shape of melodic lines in terms of steps (scale) or leaps</li> <li>• Play a simple melody line by</li> </ul>	<p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Regular practise helps you to improve as a musician</li> <li>• Listening to self and others around you is essential to performing as a group</li> <li>• Counting in helps everyone to start at the right time</li> <li>• Giving a starting pitch can help musicians to start on the right note (singing)</li> <li>• Melodies rise or fall in leaps or steps</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Refine and improve own and others' work - performance and composition</li> <li>• Use increased aural memory to recall sounds (melodies and/or rhythms) accurately</li> <li>• To be able to play melodies by ear</li> <li>• Be able to evaluate own performance and make adjustments for improvement accordingly</li> <li>• Count in/listen to a count in and begin at the right time</li> <li>• Sing a known melody from a given starting pitch</li> </ul>

## Notation - reading and recording



- Understanding the vocabularies and grammars of a range of different types of music, their notations and theoretical ideas

*To be able to realise musical intentions from a range of notations and to be able to notate musical intentions in a variety of ways*

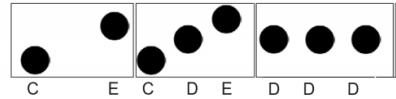


### Know that (knowing):

- Music can be recorded by writing it down
- Pitch means high/low notes
- Rhythms are made up of long and short notes (duration)
- Know the durations of crotchets, minims and paired quavers

### Know how (doing):

- Use vocabulary - pitch, note names, duration, rhythm, crotchet, paired quavers, minim, beat
- Make creative use of the way sounds can be changed, organised or controlled (including ICT)
- Rhythm - record long and short notes using stick notation
- Record pitch using dot notation
- Record own compositions (melody with simple accompaniment) using appropriate notation



### Know that (knowing):

- Know the duration of crotchets, paired quavers, minims and rests and recognise symbols (duration)
- Record pitch using dot notation or recording letter names
- Record rhythms using standard symbols for notation
- To know that a song is made up of sections (verse, chorus etc)
- To know that music is broken up into beats in a bar which can be counted
- Chords are made when 3 notes are played together (ag: CEG)

### Know how (doing):

- Use vocabulary - pitch, note names, duration, rhythm, crotchet, paired quavers, minim, rest, bar, beat
- Read and play simple rhythms and know the duration of each note (minim, crotchet,

ear



### Know that (knowing):

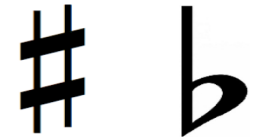
- Know the number of beats in a minim, dotted minim, crotchet, (paired) quaver, and semibreve, rests and recognise symbols (duration)
- Know what information the time signature tells the musician
- Know that staff notation is broken up into bars with a number of beats in each bar
- To know that a song is made up of sections (introduction, instrumentals, solos, bridge, verse, chorus etc)
- Know that melodies rise and fall in steps and leaps
- Know that rhythm is made up of long and short notes
- Know that binary form means 2 sections (AB)
- Chords are made when 3 notes are played together (ag: CEG)

### Know how (doing):

- Know and use standard (staff) musical notation to perform and record own music including melodies and rhythms
- Create own music with 2 sections (binary form - AB)



Sharp Sign Flat Sign



### Know that (knowing):

- Know duration of all previously learned notes
- Know what information the time signature tells the musician
- Know that staff notation is broken up into bars with a number of beats in each bar
- Know that melodies rise and fall in steps and leaps
- Know that rhythm is made up of long and short notes (duration)
- Know that binary form means 2 sections (AB) and ternary form is 3 sections (ABA)
- Know that composers make choices to convey a particular mood or story
- Chords are made when 3 notes are played together (ag: CEG)
- Know the notes C, D, E, F, G, A, B, C are on a staff

<p><b>BEAT</b></p>	<p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Know the difference between pulse and rhythm</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Internalise a moderate or fast beat and clap along</li> <li>• Keep the beat steady</li> </ul>	<p>paired/quaver, rests)</p> <ul style="list-style-type: none"> <li>• Read some notes of different pitches</li> <li>• Be able to record own musical ideas using a variety of forms, including standard notation</li> <li>• Write own compositions using notation for simple melody - verse and chorus with simple accompaniment</li> <li>• Interpret music written using a variety of notations</li> </ul> <p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Know the difference between pulse and rhythm</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Internalise the beat in music so that they are able to sing/play in time</li> <li>• To be able to keep a beat (eg. Tap foot) whilst playing instrument or singing</li> </ul>	<ul style="list-style-type: none"> <li>• Link pitch to place on musical staff C, D, E, F, G, A, B, C</li> <li>• Link note duration to rhythm</li> <li>• Identify the time signatures and link this to number of beats in a bar (2/4, 3/4, 4/4)</li> <li>• Begin to interpret melodies and rhythms from given notation (to play or sing)</li> </ul> <p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Know the difference between pulse and rhythm</li> <li>• Know that the beat may change tempo within a piece of music</li> <li>• Know that number of beats in a bar may be different in different pieces of music</li> </ul> <p><b>Know how (doing)::</b></p> <ul style="list-style-type: none"> <li>• To be able to count/tap/clap 3/4 or 4/4 beat steadily whilst listening to a piece of</li> </ul>	<ul style="list-style-type: none"> <li>• Know that notes can be sharpened or flattened and that this affects pitch</li> <li>• Know the symbols for sharps or flats</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Record musical ideas with increasing accuracy using staff notation for pitch, including sharps and flats, and knowledge of note duration to record rhythms</li> <li>• Create own music with 3 sections (ternary form - ABA)</li> <li>• Link pitch to place on musical staff C, D, E, F, G, A, B, C</li> <li>• Link note duration to rhythm</li> <li>• Identify time signatures and link this to number of beats in a bar (2/4, 3/4, 4/4)</li> <li>• Read and interpret melodies and rhythms from given notation (to play or sing)</li> </ul> <p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Know the difference between pulse and rhythm</li> <li>• Know that the beat may change tempo within a piece of music</li> <li>• Know that number of beats in a bar may be different in different pieces of music</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• To be able to count/tap/clap 3/4 or</li> </ul>
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**RHYTHM**

**Know that (knowing):**

- Know the difference between pulse and rhythm
- To know that a repeated rhythm is called an ostinato
- Know that repetition/practise helps you to learn or internalise rhythms

**Know how (doing):**

- Listen and copy back rhythms
- Internalise rhythms to play and maintain ostinato
- Create and repeat extended rhythmic patterns vocally or by clapping
- Record rhythms using stick notation

**Know that (knowing):**

- Know how pulse stays the same but rhythm changes in a piece of music To know that a repeated rhythm is called an ostinato
- Know that repetition/practise helps you to learn or internalise rhythms
- To know that the body can be used as a percussion instrument to create rhythms

**Know how (doing):**

- To sustain a rhythmic ostinato to accompany a melody or singing
- Create and repeat extended rhythmic patterns vocally, with body percussion or unpitched percussion
- Record rhythms using stick notation or linking to known note duration

music

- To be able to clap/tap along to fast, moderate and slow pieces of music

**Know that (knowing):**

- Know that the beat is steady but the rhythm may be on or off beat
- Know the duration of quavers, crotchets, minims, semibreves, dotted crotchets and rests

**Know how (doing):**

- To be able to listen to rhythms and record them using standard notation
- Recognise how many beats are in a bar
- To tap a beat with a foot whilst playing a rhythm
- Create layered rhythms
- Play rhythms from notation

4/4 beat steadily whilst listening to a piece of music of any tempo (slower pieces are harder)

- To be able to keep a 3/4 or 4/4 beat (eg. Tap foot) whilst playing instrument or singing

**Know that (knowing):**

- Know that the beat is steady but the rhythm may be on or off beat
- Know the duration of quavers, crotchets, minims, semibreves, dotted crotchets and rests

**Know how (doing):**

- To be able to listen to rhythms and record them using standard notation
- To be able to tap a beat with one hand and a rhythm with the other
- Create layered rhythms
- Listen to rhythms and identify number of beats in a bar
- Play rhythms from notation

## Composing



- Improvising, creating, organising, and refining rhythmic and melodic patterns and harmonies, using textures and structures as appropriate

*To be able to create own original music*

*To be able to use and exploit appropriate musical features when performing and composing*

### Know that (knowing):

- Know the duration of paired quavers, crotchets and minims
- Know that a rest is when the melody is not played although the beat continues
- Stick notation can be used to record rhythm
- Dot notation can be used to record pitch

### Know how (doing):

- Use musical dimensions (pitch, rhythm, tempo, dynamics) together to compose music for a purpose
- Make creative use of the way sounds can be changed, organised or controlled (including ICT)
- Improvise (including call and response) a short melody of 3 notes or more
- Compose and perform melodies using at least 3 notes using a call and response structure
- Create ostinati vocally or by clapping
- Consider the timbre of chosen instruments

### Know that (knowing):

- Understand that a chord is made up of 3 notes
- Know the number of beats in a minim, crotchet, paired quaver and rests and recognise symbols (duration)
- To understand that the position of a note on the staff will give you the pitch
- Know that a rest is when the melody is not played although the beat continues

### Know how (doing):

- Compose melodies using given notes
- Create and play known chords using given notes
- With guidance, record own compositions using known staff notation including pitch and duration of note
- Create and repeat extended rhythmical patterns (ostinati) using a range of percussion and tuned instruments
- Write own compositions using notation for simple melody - verse and chorus with simple accompaniment

### Know that (knowing):

- Know the number of beats in a minim, dotted minim, crotchet, (paired) quaver, and semibreve, rests and recognise symbols (duration)
- To understand the value of some rests.
- To know that composers make choices about tempo, instrumentation, texture, etc
- Know that melodies can be improvised by knowing which notes are needed

### Know how (doing):


- Use a variety of different musical devices including melody, rhythms and chords
- Compose melodies using the full range of diatonic notes (C, D, E, F, G, A, B)
- Justify choices in selecting sounds and structures to convey an idea
- Create music reflecting given intentions and record using standard notation
- Use ICT to organise musical ideas (where appropriate)
- Create simple rhythmic patterns with an awareness of timbre and duration
- Notation: Recognise the connection between sound and symbol
- Create binary form (AB) compositions
- Understand and explain how lyrics, melody, rhythms and accompaniment work together (pitch/structure/texture)

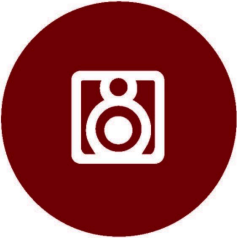
### Know that (knowing):

- To know that an octave spans 8 notes (eg. C to C)
- To know that some notes can be sharpened or flattened and that this affects the pitch
- Know duration of all previously learned notes
- To understand the value of some rests.
- To know the difference between major and minor
- To know that binary form (AB) has 2 sections and that ternary form (ABA) has 3 sections
- To know that composers make choices about tempo, instrumentation, texture, etc
- Know that melodies can be improvised by knowing which notes are needed

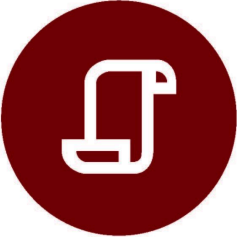
### Know how (doing):

- Use all of the elements (pitch, texture, timbre, duration, tempo, dynamics) when composing
- Create complex rhythmic patterns using a variety of instrumentation and an awareness of timbre
- Use improvisation as a way to form ideas
- Compose using notes spanning an octave, including sharps and flats
- Use ICT to organise musical ideas (where

				<ul style="list-style-type: none"> <li>appropriate)</li> <li>• Compose using ternary form (ABA) composition</li> <li>• Justify and explain choices</li> <li>• Use chords as accompaniment where appropriate</li> </ul>
<p><b>Singing/performing</b></p>  <ul style="list-style-type: none"> <li>• Developing technical control in playing an instrument and/or singing</li> </ul> <p><i>To be able to play musically with authenticity</i></p> <p><i>To be able to use and exploit appropriate musical features when performing and composing</i></p>	<p><b>Unison songs, songs with call and response sections</b></p> <p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Words need to be sung clearly for an audience to understand</li> <li>• To know some techniques for warming up your voice</li> <li>• To know that unison means together at the same time</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Sing songs in unison from memory Sing tunefully and with expression</li> <li>• Perform forte and piano (loud and soft)</li> <li>• To demonstrate a good singing posture</li> <li>• Show control in voice and pronounce the words in a song clearly (diction)</li> <li>• Sing as part of a group/section (call group or response group)</li> </ul>	<p><b>Unison songs, rounds and partner songs</b></p> <p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Know that sense of occasion affects performance</li> <li>• Know that there are appropriate times to take a breath when singing</li> <li>• Know that they need to be aware of what others in their group are singing/playing</li> <li>• Know that improvise means to create music "on the spot"</li> <li>• Know that improvements can be made to own performances</li> <li>• To know why you need to warm up your voice</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Sing in tune and breathe at appropriate intervals</li> <li>• To demonstrate a good singing posture</li> <li>• Show control over the voice and pronounce words clearly</li> <li>• Perform with an awareness of what others are singing</li> <li>• Improvise within a group using more than 2 notes</li> <li>• Perform significant parts from memory</li> </ul>	<p><b>3 part rounds, partner songs, songs with a verse and chorus</b></p> <p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Know that sense of occasion affects performance</li> <li>• Know that there are appropriate times to take a breath when singing</li> <li>• Know that mood can be created through expression when singing</li> <li>• Be aware of what others in groups are singing</li> <li>• Know that improvements can be made to own performances</li> <li>• To know different ways that you can warm up your voice</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Show control with phrasing, breathing and expression when singing</li> <li>• To demonstrate a good singing posture</li> <li>• Maintain own part in a round or song with 2 or more parts</li> <li>• Maintain own part with awareness of what others are singing</li> <li>• Begin to join in with harmonies</li> <li>• Perform in solo and ensemble contexts using a</li> </ul>	<p><b>Songs with syncopated rhythms, three and four part rounds,</b></p> <p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Know that sense of occasion affects performance</li> <li>• Know that there are appropriate times to take a breath when singing</li> <li>• Know that mood can be created through expression when singing</li> <li>• Be aware of what others in groups are singing</li> <li>• Know that harmony sounds different to the melody</li> <li>• Know that improvements can be made to own performances</li> <li>• To use different techniques for warming up the voice</li> <li>• To know the term syncopated means "off beat"</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Sing from memory with confidence</li> <li>• To demonstrate a good singing posture</li> </ul>

		<ul style="list-style-type: none"> <li>• Sing songs confidently both solo and in groups</li> <li>• Maintain own part in a round or 2 part song</li> <li>• Be able to talk about own performance in positive terms and about what could be improved</li> </ul>	<p>variety of techniques confidently, expressively and in tune.</p> <ul style="list-style-type: none"> <li>• Improvise on own with increasing aural memory</li> <li>• Be able to evaluate own performance and make adjustments accordingly</li> <li>• Perform songs in a way which reflect the meaning of the words, venue and sense of occasion so that the audience appreciates it</li> </ul>	<ul style="list-style-type: none"> <li>• Show control with phrasing, breathing and expression when singing</li> <li>• Maintain own part in a round, harmony or song with 2 or more parts</li> <li>• Be able to evaluate own performance and make adjustments accordingly</li> <li>• Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing</li> </ul>
<p><b>Playing instruments/ performing</b></p>  <ul style="list-style-type: none"> <li>• Developing technical control in playing an instrument and/or singing</li> </ul> <p><i>To be able to play musically with authenticity</i></p> <p><i>To be able to use and exploit appropriate musical features when performing and composing</i></p>	<p><b>Glockenspiels, percussion</b>  <b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Reading music - see notation</li> <li>• In groups, musicians need to be aware of what others are doing</li> <li>• Glocks - know how to hold and use a beater correctly</li> <li>• Music is recorded in a variety of ways so that you can pick it up and play it</li> <li>• Instruments must be handled with care</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• To be able to read the pitch of 3 or more notes using dot notation</li> <li>• To be able to read and play simple rhythms from stick notation</li> <li>• To be able to listen and copy back a melody of up to 3 notes on a pitched instrument</li> <li>• Use silence (rest) for effect</li> <li>• Perform own part with</li> </ul>	<p><b>Glockenspiels, percussion</b>  <b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Reading music - see notation</li> <li>• Know the number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration)</li> <li>• Know that the duration of the notes in a bar should add up to 4 (if 4/4)</li> <li>• Know that sense of occasion affects performance</li> <li>• Know that they need to be aware of what others in their group are singing/playing</li> <li>• Know that improvise means to create music "on the spot"</li> <li>• Know that improvements can be made to own performances through practise</li> <li>• Glocks - know how to hold and use a beater correctly. Can use 2 beaters.</li> </ul>	<p><b>Saxophones (First Access), percussion</b>  <b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Reading music - see notation</li> <li>• To know that an octave is 8 notes</li> <li>• To begin to understand that some notes can be flat or sharp</li> <li>• Know that the duration of the notes in a bar should add up to 3 (for 3/4) and 4 (for 4/4)</li> <li>• To know that a chord is made up of 3 or more notes</li> <li>• Saxophones - to know that a saxophone is a wind instrument which uses a reed to create sound</li> <li>• To know how to how a saxophone properly (left hand above right)</li> <li>• To understand what the correct embouchure (mouth shape) for playing is</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• To be able to read the pitch of notes using staff</li> </ul>	<p><b>Pitched instruments (glocks and own instruments), percussion</b>  <b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Reading music - see notation</li> <li>• To know that an octave is 8 notes</li> <li>• To begin to understand that some notes can be flat or sharp</li> <li>• Know that mood can be created through expression when playing an instrument</li> <li>• Be aware of what others in groups are playing</li> <li>• Know that harmony sounds different to the melody</li> <li>• Know that improvements can be made to own performances</li> <li>• Know that instruments can be used in different ways to create different timbres</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• To be able to read the</li> </ul>

	<p>increased control</p> <ul style="list-style-type: none"> <li>• Perform melodies using at least 3 notes</li> <li>• Glocks - use 1 beater</li> </ul>	<p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Begin to be able to read the pitch of 5 or more notes using staff notation</li> <li>• To treat instruments carefully and with respect</li> <li>• To recognise a 1 beat rest using staff notation</li> <li>• To be able to read and play simple rhythms using staff notation</li> <li>• To be able to listen and copy back a melody of up to 5 notes on a pitched instrument</li> <li>• Maintain a simple part within an ensemble</li> <li>• Use silence (rest) for effect</li> <li>• Perform a simple melody</li> <li>• Create and play known chords using given notes</li> <li>• Sustain a rhythmic ostinato or drone to accompany a melody/singing</li> <li>• Improvise within a group using more than 2 notes</li> <li>• Be able to talk about own performance in positive terms and about what could be improved</li> <li>• Glocks - use 1 or 2 beaters</li> </ul>	<p>notation</p> <ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect</li> <li>• To be able to read and play rhythms in 3/4 and 4/4 time</li> <li>• To be able to listen and copy back a melody of up to 3 notes on a pitched instrument</li> <li>• To recognise a rest using staff notation</li> <li>• Practise and perform known melodies</li> <li>• Show control with phrasing, dynamics and tempo</li> <li>• Maintain own part with awareness of what others are playing</li> <li>• Perform in solo and ensemble contexts using a variety of techniques confidently, expressively and in tune.</li> <li>• Improvise on own with increasing aural memory</li> <li>• Be able to evaluate own performance and make adjustments accordingly</li> <li>• Perform from simple notation on tuned/untuned instruments</li> </ul>	<p>pitch of 8 or more notes using staff notation</p> <ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect</li> <li>• To use the terms flat/sharp and recognise the symbols</li> <li>• To be able to read simple rhythms</li> <li>• To be able to listen and copy back a melody of up to 3 notes on a pitched instrument</li> <li>• Be able to evaluate own performance and make adjustments accordingly</li> <li>• Play from memory with confidence</li> <li>• Maintain own part with an awareness of what others are playing</li> <li>• Play more complex instrumental parts</li> <li>• Improvise using given notes</li> </ul>
<p>Personal development</p> <ul style="list-style-type: none"> <li>• Making, presenting and evaluating music</li> </ul> <p><i>To make a contribution to cultural life; to develop self-esteem and self-confidence; independent learning, problem solving and the ability to use self-evaluation; team work and leadership; and to</i></p>	<p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Know that everyone has different views about what good music is and that is okay</li> <li>• Know that we all have different likes and dislikes</li> <li>• Know that music can evoke different feelings</li> <li>• Know that musicians can work alone (solo) or in an ensemble (group)</li> <li>• Know that an audience could be one person (a friend) or a large group of people</li> <li>• Know that ideas can be evaluated and changed</li> <li>• Everyone has the ability to create music</li> </ul> <p><b>Know how (doing):</b></p>	<p><b>Know that (knowing):</b></p> <ul style="list-style-type: none"> <li>• Know and talk about that fact that we each have a musical identity.</li> <li>• Know that everyone has different views about what good music is and that is okay</li> <li>• Know that composers make choices to evoke feelings or create moods</li> <li>• Know that musicians can work alone (solo) or in an ensemble (group)</li> <li>• Know ways in which to prepare for performance</li> <li>• Know that composition and performance are processes which require determination, evaluation and change</li> </ul>		

<p><i>promote emotional development</i></p>	<ul style="list-style-type: none"> <li>• Listen carefully and respectfully to other people's thoughts about the music</li> <li>• To take it in turns to discuss how a song makes them feel</li> <li>• Work cooperatively as part of a team to create music</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• Listen to own music and make alterations to improve</li> <li>• Listen to own music and identify positive aspects</li> <li>• Take part in a range of different performances (with friend, in class, to larger audience)</li> <li>• Talk about preferences</li> <li>• Explain the choices that they have made within their composition</li> <li>• Practise to improve</li> <li>• Express positive views about compositions</li> <li>• Give constructive feedback for improvement</li> <li>• Understand that there are times to play and times to listen</li> </ul>		<ul style="list-style-type: none"> <li>• Resilience and not giving up will help you to improve as a musician</li> </ul> <p><b>Know how (doing):</b></p> <ul style="list-style-type: none"> <li>• Listen carefully and respectfully to other people's thoughts about the music</li> <li>• To take it in turns to discuss how the song makes them feel or express views.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• Work cooperatively as part of a team to create music</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• Evaluate own musical compositions and make improvements</li> <li>• Listen to own music - identify and justify positive aspects</li> <li>• Take part in a range of different performances (with friend, in class, to larger audience)</li> <li>• Explain and justify preferences about different pieces of music/compositions</li> <li>• Analyse and justify the choices that they have made within their composition</li> <li>• Express positive views about compositions</li> <li>• Give constructive feedback for improvement</li> <li>• Make comparisons between pieces of music, explaining similarities and differences</li> <li>• Be resilient and try your hardest</li> </ul>	
<p style="text-align: center;"><b>Vocabulary</b></p>  <p>Children should be aware of the meaning of the vocabulary in all areas of learning in Music. Children should encouraged to use the appropriate vocabulary accurately when appraising or discussing ideas.</p>	<p><b>Vocabulary:</b>  <b>Rhythm, metre and tempo:</b>  Downbeats, fast (allegro), slow (adagio), pulse, beat, tempo, note values, crotchets, paired quavers, minims, stick notation</p> <p><b>Pitch and melody:</b>  High, low, rising, falling;  Pitch range do-so, dot notation, staff notation</p> <p><b>Structure and form:</b>  Call and response, question phrase, answer phrase, echo, ostinato</p> <p><b>Harmony:</b>  drone</p> <p><b>Texture:</b>  Unison, layered, solo</p>	<p><b>Vocabulary:</b>  <b>Rhythm, metre and tempo:</b> Getting faster (accelerando), getting slower (rallentando), bar, metre</p> <p><b>Pitch and melody:</b> major and minor tonality, pentatonic scale; pitch range: do-do, score</p> <p><b>Structure and form:</b>  Rounds and partner songs, repetition, contrast</p> <p><b>Harmony:</b>  Static, moving</p> <p><b>Texture:</b> duet, melody and accompaniment</p> <p><b>Dynamics and articulation:</b> getting louder (crescendo), getting quieter (decrescendo), legato (smooth), staccato (detached)</p>	<p><b>Rhythm, metre and tempo:</b> Simple time, compound time, syncopation, time signature, 2/4, 3/4, 4/4, Crotchets, paired quavers, minims, dotted minims, semibreve, rest</p> <p><b>Pitch and melody:</b>  Full diatonic scale in different keys, playing by ear</p> <p><b>Structure and form:</b>  Ternary (ABA) form, verse and chorus form, music with multiple sections, rounds, improvise, groove</p> <p><b>Harmony:</b>  Triads, chord progressions, groove</p> <p><b>Texture:</b>  Music in 3 parts, music in 4 parts</p>	<p><b>Rhythm, metre and tempo:</b> Simple time, compound time, syncopation, time signature, 2/4, 3/4, 4/4, Crotchets, paired quavers, minims, dotted minims, semibreve, rest</p> <p><b>Pitch and melody:</b>  Full diatonic scale in different keys</p> <p><b>Structure and form:</b>  Ternary (ABA) form, verse and chorus form, music with multiple sections</p> <p><b>Harmony:</b>  Triads, chord progressions</p> <p><b>Texture:</b>  Music in 3 parts, music in 4 parts</p> <p><b>Dynamics and articulation:</b> wider range of dynamics including</p>

<p>(From KS1)  beat rhythm pitch low high  tempo fast slow timbre listen  clap instrument call and  response, sequences,  ostinato, verse, chorus,  dynamics, graphic symbols,  dot notation, stick notation,</p>	<p><b>Dynamics and articulation:</b>  Loud (forte), quiet (piano)</p> <p><b>Instruments and playing techniques:</b>  Instruments used in foundation listening</p> <p>Names of percussion/instruments used  Words describing sounds</p> <p>renaissance, baroque, classical,  romantic, 20<sup>th</sup> century, 21<sup>st</sup> century,  country, culture</p>	<p><b>Instruments and playing techniques:</b>  Instruments used in foundation listening including techniques</p> <p>Names of percussion/instruments used  Words describing sounds</p> <p>renaissance, baroque, classical,  romantic, 20<sup>th</sup> century, 21<sup>st</sup> century,  country, culture</p>	<p><b>Dynamics and articulation:</b> wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud), mezzo piano (moderately quiet)</p> <p><b>Instruments and playing techniques:</b>  <b>Instruments</b> used in foundation listening, and playing saxophones - embouchure, fingering, tonguing, timbre (tone), play by ear</p> <p>Names of percussion/instruments used  Words describing sounds</p> <p>renaissance, baroque, classical,  romantic, 20<sup>th</sup> century, 21<sup>st</sup> century,  country, culture</p>	<p>fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud), mezzo piano (moderately quiet)</p> <p><b>Instruments and playing techniques:</b>  <b>Instruments</b> used in foundation listening, including playing techniques and effects, for example <i>pizzicato (mysterious)</i>, and <i>tremolo (dark and expectant)</i></p> <p>Names of percussion/instruments used  Words describing sounds</p> <p>renaissance, baroque, classical,  romantic, 20<sup>th</sup> century, 21<sup>st</sup> century,  country, culture</p>
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