



Music Progression of Learning Map

	Autumn		Spring		Summer	
NURSERY	1	2	1	2	1	2
	Feel the Beat	Winter Celebrations	High & Low	Jumpy & smooth	Fast & Slow, Loud & Soft	Summer Showcase
NC Objectives	Begin to feel the pulse of the music by tapping/moving/singing/playing un-tuned instrument	Learn a range of Winter Celebration songs from different cultures	Recognise and play/sing high and low sounds.	Recognise and sing smooth and jumpy sounds.	Use instruments and voice to show tempi and dynamics	Perform with confidence: a song/play an accompaniment for a song
Skills	<p>Move in time to music in different tempi</p> <p>Sing songs in different Tempi</p> <p>Tap steady beat while listening to music or singing a song</p> <p>Play steady beat on un-tuned instruments in time to music</p>	<p>Learn a range of Winter Celebration songs from different cultures</p> <p>Sing simple songs from memory with some sense of melodic shape</p> <p>Be aware of basic performance expectations</p>	<p>Learn a range of songs demonstrating high/low sounds</p> <p>Sing songs using high/low pitched voice</p> <p>Recognise aurally high/low sounds</p> <p>Play high/low sounds on chimes</p>	<p>Use body percussion/voices to show the difference between jumpy and smooth sounds</p> <p>Respond physically to smooth and jumpy music</p> <p>Sing a range of songs showing changes in style</p>	<p>Use instruments and voice to show tempi and dynamics</p> <p>Sing a range of songs showing changes in dynamics and tempo.</p>	<p>Play an accompaniment for a song</p> <p>Play an instrument with control</p> <p>Sing a range of songs with confidence and expression</p> <p>Have more confident stage presence</p>

Knowledge	<p>Know and recognise fast/slow music physically</p> <p>Understand the beat stays always the same</p> <p>Know the difference between singing/humming/thinking voice</p> <p>Know how to sing simple songs while tapping the beat</p> <p>Know when to start/stop playing on some un-tuned instruments</p> <p>Know how to hold and play it</p>	<p>Know a range of winter celebration songs</p> <p>Know basic expectations of performing in front of others</p> <p>Know the difference between singing/humming/thinking voice</p>	<p>Know the difference between high/low sounds</p> <p>Know which C on the chimes is making high/low pitched sound</p> <p>Know that “big is low, small is high”</p> <p>Know how to use high/low pitched voice e.g. “baby bear/daddy bear” voice</p>	<p>Know the difference between smooth/jumpy sounds</p> <p>Know a range of spring/Easter/mother’s day themed songs</p> <p>Know how “Kangaroo” and “Swan” by Camille Saint-Saens sounds</p>	<p>Know the difference between soft/loud sounds</p> <p>Know the difference between fast/slow sounds</p> <p>Know soft can be fast and loud can be slow</p> <p>Know when to start/stop playing on some un-tuned instruments</p> <p>Know how to hold and play it</p>	<p>Know a range of summer themed songs</p> <p>Know basic expectations of performing in front of others</p> <p>Know when to start/stop playing on some un-tuned instruments</p> <p>Know how to hold and play it confidently</p>
Key Vocabulary	<p>Beat/pulse</p> <p>Singing/humming/thinking voice</p> <p>Fast/Slow</p> <p>Claves/maracas/drum</p>	<p>celebration movement</p> <p>winter/wintry song</p> <p>Singing/humming/thinking voice</p> <p>Claves/maracas/bells</p>	<p>High</p> <p>Low</p> <p>Chimes</p> <p>Big</p> <p>Small</p>	<p>Jumpy</p> <p>Smooth</p> <p>Singing/humming/thinking voice</p>	<p>Soft</p> <p>Loud</p> <p>Fast</p> <p>Slow</p> <p>Claves/maracas/drum</p>	<p>Performance</p> <p>Showcase</p> <p>Express</p> <p>Claves/maracas/drum/chimes</p>
RECEPTION	1	2	1	2	1	2
	Feel the Beat	Winter Celebrations	High & Low	Jumpy & smooth	Fast & Slow, Loud & Soft	Summer Showcase
NC Objectives	<p>Move in time to music in different tempi</p>	<p>Find their singing voices</p> <p>Learn a range of</p>	<p>Listen to music in various pitches</p>	<p>Use voice to show legato and staccato styles</p>	<p>Use instruments and voices to show tempi and dynamics</p>	<p>Help to create an accompani</p>

	<p>Tap steady beat while listening to music or singing a song</p> <p>Recognise crotchet note as “TA” and pair of quavers as “TI-TI” from stick notation</p> <p>Play steady beat on untuned instruments in time to music</p> <p>Take part in a class performance of a song accompanied by tapping/playing a steady pulse</p>	<p>winter celebration songs from different cultures</p> <p>Sing simple songs from memory with some sense of melodic shape</p> <p>Be aware of basic performance expectations</p> <p>Take part in song accompaniment by playing untuned classroom percussion instrument</p> <p>Perform in a school Nativity production</p>	<p>Recognise high, low, middle sounds</p> <p>Sing a range of songs showing changes in pitch</p> <p>Show pitch physically</p> <p>Begin to use Solfege when singing</p> <p>Recognise how to play high, low and middle sounds on chimes</p>	<p>Respond physically to staccato and legato music</p> <p>Sing a range of songs showing changes in style</p> <p>Listen to music showing staccato/legato styles e.g. “Kangaroo” and “Swan” from Carnival of the Animals by Camille Saint-Saens</p>	<p>Sing a range of songs showing changes in dynamics and tempo</p> <p>Move to music in different tempi and dynamics</p> <p>Play fast/slow or soft/loud sounds on percussion instruments</p>	<p>ment for a song</p> <p>Play an instrument with control</p> <p>Perform with confidence in front of others</p> <p>Consolidate all skills built so far in a class performance using voices and instruments</p>
Skills	<p>Able to move in time to the different pulse</p> <p>Able to tap the pulse and sing at the same time</p> <p>Use singing, humming, thinking voice</p>	<p>Use singing voice</p> <p>Memorise a range of winter songs</p> <p>Sing and do the actions of the songs at the same time</p> <p>Sing in tune</p>	<p>Differentiate between high, low, middle sounds by showing pitch physically, using voices or tuned percussion instruments (chimes)</p>	<p>Recognise change in style aurally</p> <p>Use body percussion to show changes in style – legato/staccato</p> <p>Sing songs related to changes in style (staccato/legato)</p>	<p>Recognise change in tempo and dynamics</p> <p>Sing a range of songs showing change in tempo or dynamics</p> <p>Move to fast/slow and soft/loud music</p>	<p>Play classroom percussion instruments with confidence</p> <p>Follow directions when to start playing and when to stop</p>

	<p>Recognise crotchet and pair of quavers from stick notation</p> <p>Read and clap short simple rhythmic patterns with quavers and crotchets</p> <p>Copy aurally rhythmic patterns they hear</p> <p>Create their own rhythmic pattern in 4 time</p> <p>Play steady pulse on an un-tuned classroom percussion instrument</p>	<p>Tap the pulse and sing at the same time</p> <p>Create their own verse to a simple song</p> <p>Perform with confidence in a Nativity production</p>	<p>Sing songs related to pitch</p> <p>Play tunes related to pitch on tuned percussion instruments</p>	<p>Create a simple sequence with short and long sounds</p> <p>Copy short melodic patterns with solfege</p>	<p>Control the sound of the instrument to make loud or soft sounds</p>	<p>Sing using singing voice with confidence</p> <p>Perform in front of others confidently</p>
Knowledge	<p>Know the pulse always stay the same</p> <p>Know and recognise the symbol of a crotchet and pair of quavers from stick notation</p> <p>Know how to hold and play some of the un-tuned classroom percussion instruments</p> <p>Know what the difference is between singing, humming, thinking voice</p>	<p>Know the lyrics of a range of winter celebration songs</p> <p>Know to use singing voice</p> <p>Know to tap steady pulse</p> <p>Know what basic performance expectations are</p>	<p>Know the difference between high, low and middle sounds</p> <p>Know where on the chime bars is high and low</p> <p>Know to sing a range of songs related to pitch</p> <p>Know solfege hand signs Sol, Mi and La</p>	<p>Know the difference between staccato and legato sounds</p> <p>Know to sing a range of songs related to changes in style</p> <p>Know to create sequences with short and long sounds</p>	<p>Know the difference between fast and slow music</p> <p>Know the difference between soft and loud music</p> <p>Know when to play soft or loud sounds on a percussion instrument</p>	<p>Know to observe the directions of the conductor in order to start or stop in time</p> <p>Know the difference between singing and shouting voice</p> <p>Know the stage performance expectations</p> <p>Know a range of summer songs</p> <p>Know how to hold/play the percussion instruments used during the year</p>

Key Vocabulary	Singing voice Humming voice Thinking voice Crotchet notes Pair of quavers Pulse Rhythm Claves Maracas Bells Drum Tambourine	Singing Song Melody Actions Pulse Bells Drum Tambourine	High Low Middle Pitch Chimes Songs Melody	Jumpy Smooth Create Tune Kangaroo's music Swan's music	Soft Loud Fast Slow	Performance Showcase Express Song Tune/Melody Pulse Rhythm Accompaniment Improve
YEAR 1	1	2	1	2	1	2
	Exploring rhythm & pulse	Winter Celebrations	Taking off -Pitch	Interesting Sounds	What's The Score?	Summer Showcase
NC Objectives	Respond to the pulse in music through movement, (e.g., <i>walking on tiptoes Scherzo from Firebird Suite by Stravinsky</i>) Begin to understand the difference between rhythm and pulse Revise the symbols of crotchets and pair of quavers Copy aurally/ read and play rhythm patterns with crotchets and paired quavers Perform short repeating rhythm patterns with body percussion while keeping in time with a steady pulse. Create word-pattern chants	Learn a range of Winter Celebration songs from different cultures Sing simple songs from memory with some sense of melodic shape Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in Begin to control vocal pitch and match it to the pitch they hear Be aware of basic performance expectations	Recognise what a stave is Begin to understand where low/high notes sit on the stave Show pitch with hand/body movements Control pitch vocally Introduce Solfege Names: SO/ MI/ LA And the corresponding hand signs and incorporate them into a song Recognise high, low and middle	Make and control a staccato and legato sound using voices and instruments Respond physically to long and short sounds Use symbols to depict sound sequences e.g., wavy lines to represent legato and a star to represent staccato Create a sequence of staccato and legato	Become familiar with a range of percussion instruments and know whether they are hit, shaken, tapped, or scraped. Produce different sounds from one voice or instrument with some degree of control Follow visual symbols to vary the sound produced from the instrument Revise the names of untuned percussion instruments and improve sense of expression and	Help to create an accompaniment for a song Play an instrument with Control Learn about stage presence and playing as part of a group

	and perform these rhythmic patterns on percussion classroom instruments		<p>pitches aurally</p> <p>Compose their own melodic pattern with low/high pitched notes</p>	sounds using changes of pitch, tempo and dynamics	<p>sensitivity of play.</p> <p>Create a class piece of music with a story/mood</p> <p>Sing song related to the topic</p>	
Skills	<p>Able to keep a steady pulse by tapping/clapping etc</p> <p>Can differentiate between crotchet/quaver pulse</p> <p>Can copy aurally rhythms patterns with crotchets and paired quavers</p> <p>Can read rhythms with crotchets and quavers</p> <p>Can play a rhythm on an un-tuned classroom percussion instrument keeping to a steady beat</p> <p>Can sing songs while tapping a steady beat/pulse</p> <p>Can create their own rhythm pattern in 4-time</p>	<p>Sing from memory a range of winter/Christmas related songs</p> <p>Follow conductor's/leader's directions when to start/stop, when to sing loudly/quietly</p> <p>Match their voice's pitch to the others</p> <p>Use singing, not shouting voice</p> <p>Sing and do the actions at the same time</p>	<p>Recognise aurally low, middle or high sounds</p> <p>Recognise low, high notes from notation (using simple stave)</p> <p>Copy with singing voice melodic patterns based on the pitches SO/LA/MI, Using hand signs</p> <p>Create their own melodic pattern with low, high or middle pitches</p> <p>Play on chimes melodic patterns with low, high or middle notes</p>	<p>Play/sing different styles – e.g., staccato or legato sounds</p> <p>Recognise staccato/legato aurally by responding with movement</p> <p>Read and perform basic melodic patterns with staccato/legato sounds</p> <p>Compose a pattern with legato/staccato sounds</p> <p>Sing songs using “legato” or “staccato” voice.</p>	<p>Play a classroom percussion instrument with some control</p> <p>Recognise aurally the sound the instruments used in the topic</p> <p>Able to put the instruments in their groups/families – shaken, scraped or hit.</p> <p>Control their voice to sing songs with change in dynamics</p> <p>Able to give ideas for a class piece of music With a story/mood</p> <p>Follow a simple graphic score</p> <p>Sing on pitch the songs learned in the topic</p>	<p>Sing confidently matching the pitch with the others</p> <p>Play their instrument with control, keeping to a steady pulse following the leader's directions</p> <p>Play their classroom instruments with control and with some awareness of pulse and dynamics</p> <p>Perform following the stage expectations</p> <p>Perform with an awareness of others</p>

Knowledge	<p>Know how the symbol of a crotchet and paired quaver notes look like</p> <p>Know the difference between rhythm and pulse</p> <p>Know that keeping to a steady pulse when playing/moving to music</p> <p>Know how to hold and play the un-tuned percussion instrument used e.g., claves, tambourine, hand drum, bells</p> <p>Know there are 4 beats in a bar in 4-time</p> <p>Know to fit a pair of quavers in one crotchet beat</p>	<p>Know the lyrics of a range of winter/Christmas related songs</p> <p>Know what the conductor's/leader's directions mean</p> <p>Know to match the pitch of their voice to the others</p> <p>Know to start after the count in and what the count in mean</p> <p>Know there are basic stage expectations and follows them</p>	<p>Know which sound is high, low or middle</p> <p>Know the solfa signs for SO/MI/LA</p> <p>Know where to play on the chimes high, low or middle sounds</p> <p>Know that on the chimes the small bar makes high-pitched sound and the big bar makes low-pitched sound</p> <p>Know what a stave is</p> <p>Know where on the stave the high-pitched notes and the low-pitched notes sit</p>	<p>Know which written sounds have to be performed legato and which staccato</p> <p>Know how to create a pattern with legato/staccato sounds</p> <p>Know to differentiate between staccato and legato sounds when listening to music</p> <p>Know which songs use staccato or legato notes</p>	<p>Know the name of the instruments used in the topic</p> <p>Know whether the percussion instruments used are hit, Shaken, or scraped and can put them into their group</p> <p>Know the dynamic symbols for piano(soft) and forte (loud)</p> <p>Know when to start and stop playing</p> <p>Know how to respond to the conductor's directions</p> <p>Know the lyrics of the summer themed songs learned</p>	<p>Know when to start and stop playing</p> <p>Know how to respond to the conductor's directions</p> <p>Know how to play their instrument with control</p> <p>Know the lyrics of the summer themed songs learned</p> <p>Know the expectations for a good performance</p>
Key Vocabulary	Pulse/beat Crotchet Tempo (fast/slow) Rhythm Pair of quavers Layered pattern Compose	celebration expressive tune/melody movement lyrics pitch winter/wintry	Performance Accompaniment Story Musical alphabet Patterns Middle High	Staccato Legato Dynamics: loud/quiet Tempo: fast/slow Duration: long/short	Instrument names Shaken, Scraped, Hit Staccato Legato	Performance Showcase Dynamics Expression Improvement Accompaniment

	Accompaniment Perform	Christmas song	Low Pitch Stave	Pitch: high/low	Dynamics: loud/quiet Tempo: fast/slow Duration: long/short Pitch: high/low Graphic score	
YEAR 2	1	2	1	2	1	2
	Exploring rhythm & pulse	Winter Celebrations	Taking off -Pitch	Instrument Families	Music reflecting our world	Summer Showcase
NC Objectives	<p>Become confident with the difference between rhythm and pulse and how to combine them.</p> <p>Be aware that the speed of the beat can change, creating a faster or slower pace (tempo)</p> <p>Begin to group beats in twos and threes by tapping knees on the first beat and clapping the rest of the beats, while listening to familiar music (e.g., in <i>2 Maple Leaf Rag</i> by Joplin, in <i>3 The Elephant from Carnival of the Animals</i> by Saint-Saëns)</p> <p>Perform longer rhythmic patterns with control</p> <p>Read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, paired quavers, and crotchet</p>	<p>Learn a range of Winter Celebration songs from different cultures.</p> <p>Sing simple songs at pitch with melodic shape</p> <p>Demonstrate dynamics (loud/soft) when singing by responding to the leader's directions and visual symbols (e.g., crescendo, decrescendo)</p> <p>Be confident and apply basic performance expectations</p> <p>Winter Celebration Performance with other classes</p>	<p>Relate sounds to symbols</p> <p>Learn how pitch can be used to describe action.</p> <p>Be introduced to a simple C major scale</p> <p>Create simple melodies from the notes C-G and base these melodies on well-known rhythms e.g., "Mary Had a Little Lamb" and "Five Little monkeys".</p> <p>Begin to read two or three notes e.g., G, E and A on a standard stave.</p>	<p>Become familiar with a wide range of orchestra instruments</p> <p>Recognise them both, aurally and visually as solo instruments and as part of ensemble</p> <p>Have an understanding that the instruments are grouped in families and why they belong to them</p> <p>Have an understanding Of how each instrument is being played and be familiar with some of the well-known music that has been written</p> <p>Be able to put each instrument into its</p>	<p>Recognise how a range of classroom instruments can be used expressively to create music about weather.</p> <p>Follow visual symbols to vary the sound produced from the instrument.</p> <p>Explore how sounds can be changed and organised to create a composition.</p> <p>Participate in a group composition about weather</p>	<p>Help to create an accompaniment for a song</p> <p>Play an instrument with Control</p> <p>Learn about stage presence and playing as part of a group</p>

	<p>rests.</p> <p>Create and perform their own patterns using basic notation to record them.</p> <p>Perform a combination of pulse and more complex rhythmic patterns to accompany a song/piece of music.</p>		Create simple melodies using a visual stimulus.	Correct family group.		
Skills	<p>Can keep a steady pulse/beat by tapping, clapping to music</p> <p>Can copy rhythmic patterns in time to steady pulse</p> <p>Can read rhythmic patterns from notation with minim, crotchet and quaver notes</p> <p>Can perform rhythmic patterns with silent beats</p> <p>Can create their own rhythmic pattern in two/three time</p>	<p>Sing from memory a range of winter/Christmas related songs</p> <p>Follow conductor's/leader's directions when to start/stop, when to sing loudly/quietly or gradually getting loud/quiet</p> <p>Match their voice's pitch to the others</p> <p>Use singing, not shouting voice</p> <p>Sing and do the actions at the same time in time to the beat</p>	<p>Can read/sing/play melodic patterns from stave notation based on the notes G, E, A</p> <p>Can create/compose their own melodic pattern based on the pitches above</p> <p>Can sing C major scale with letter names, solfa names, using solfa hand signs and play it on chimes ascending and descending</p> <p>Can improvise/play their own melodic pattern based on the notes C-G</p>	<p>Can recognise a wide range of the instruments of the orchestra visually and aurally</p> <p>Can group them into their correct families</p> <p>Can recognise some well-know classical pieces written for solo instruments such as "Elephant" – double bass or "Swan" – cello from "Carnival of the Animals" by Camille Saint-Saens</p> <p>Can name and discuss the differences between several instruments in different instrumental families (colour/material/ sound etc)</p>	<p>Identify ways in which sounds are made and changed</p> <p>Follow conductor's instructions</p> <p>Identify and control a variety of sounds on musical instruments with confidence.</p> <p>Choose a particular sound to achieve an effect</p> <p>Recognise and use changes of musical elements</p> <p>Develop increasing control of instruments</p> <p>Make suggestions for improvement</p>	<p>Sing confidently matching the pitch with the others</p> <p>Play their instrument with control, keeping to a steady pulse following the leader's directions</p> <p>Play their classroom instruments with control and with some awareness of pulse and dynamics</p> <p>Perform following the stage expectations</p> <p>Perform with an awareness of others</p>

Knowledge	<p>Know the difference between rhythm and beat</p> <p>Know the symbol of a minim note, crotchet note and pair of quavers</p> <p>Know the symbol of a crotchet rest and how to read rhythmic patterns with silent beats</p> <p>Know that beats can be grouped in twos or threes</p> <p>Know how to read simple rhythmic patterns</p>	<p>Know the lyrics of a range of winter/Christmas related songs</p> <p>Know what the conductor's/leader's directions mean</p> <p>Know what piano/forte and crescendo/decrescendo in music means</p> <p>Know to match the pitch of their voice to the others</p> <p>Know to start after the count in and what the count in mean</p> <p>Know what the stage expectations are and to follow them</p>	<p>Know what a stave is And that it has five lines and four spaces</p> <p>Know some notes sit on a line and some are in the spaces between the lines</p> <p>Know what the treble clef is</p> <p>Know how to sing/play C major scale on chimes</p> <p>Know where on the stave the notes G, E and A sit</p> <p>Know how to read melodic patterns, based on the notes G, E and A</p>	<p>Know the name of a wide range of musical instruments</p> <p>Know what an orchestra is</p> <p>Know what the role of a conductor is</p> <p>Know the names of some well-know pieces, written for these instruments</p> <p>Know that the instruments are grouped in "families"</p> <p>Know why they belong to the same family</p> <p>Know to which musical "family" they belong</p> <p>Know what material they are made of</p> <p>Know how they are being played e.g, by using a bow/reed/mouthpiece</p>	<p>Know what a graphic notation is and how to read it</p> <p>Know what sounds to choose to convey a desired effect</p> <p>Know what the conductor's/leader's directions mean</p> <p>Know how to hold and control the sound of the percussion instruments used in the topic</p> <p>Know what timbre is and how to choose sounds most appropriate for the topic of the class composition</p> <p>Know what a soundscape is</p>	<p>Know when to start and stop playing</p> <p>Know how to respond to the conductor's directions</p> <p>Know how to play their instrument with control</p> <p>Know the lyrics of the summer themed songs learned</p> <p>Know the expectations for a good performance</p>

Key Vocabulary	Rehearse Assess Perform Bar Crotchet Rest Minim Compose Notation/notate Patterns <i>Instrument names* as available</i> Pulse/beat Rhythm Crotchet Quavers Body percussion	celebration expressive tune/melody movement lyrics pitch winter/wintry Christmas song	Stave Lines Spaces Notes G, E, A notes C major Chimes Play Sing Perform Improvise Treble Clef Bar Bar line Double bar line	Instruments String Woodwind Percussion Keyboards Brass Metal Wood Cultures Orchestra Instrumental/ musical families	Dynamics- soft, loud, piano, forte, crescendo, diminuendo; Timbre- dull, sparkling, cold, warm; Pitch - high, low, getting higher/lower Tempo-fast slow, getting faster/slower Body percussion Vocal sounds Soundscape	Performance Showcase Dynamics Expression Improvement Accompaniment
KS1 End points	<div data-bbox="712 694 864 742" data-label="Section-Header"> <h2 style="text-align: center;"><u>MUSIC</u></h2> </div> <div data-bbox="309 754 490 782" data-label="Section-Header"> <h3>KS1 Knowledge</h3> </div> <div data-bbox="309 790 521 817" data-label="Section-Header"> <h4>Rhythm and beat:</h4> </div> <div data-bbox="353 826 1205 1005" data-label="List-Group"> <ul style="list-style-type: none"> • Recognise from notation crotchet, minim, paired quaver notes and crotchet rest • Understand the difference between beat and rhythm • Understand that beats can be grouped in twos and threes • Play with confidence the classroom instruments used so far </div> <div data-bbox="309 1048 376 1075" data-label="Section-Header"> <h4>Pitch:</h4> </div> <div data-bbox="353 1085 1258 1189" data-label="List-Group"> <ul style="list-style-type: none"> • Can recognise/read from notation simple melodic patterns, in the range of E-A • Sing on pitch a range of songs </div> <div data-bbox="309 1232 423 1259" data-label="Section-Header"> <h4>Listening:</h4> </div> <div data-bbox="353 1268 1223 1372" data-label="List-Group"> <ul style="list-style-type: none"> • Recognises some well-known pieces of music e.g., Carnival of the Animals • Recognise the main instruments of the Orchestra visually and aurally </div> <div data-bbox="309 1380 448 1407" data-label="Section-Header"> <h4>Composing:</h4> </div> <div data-bbox="353 1417 1187 1479" data-label="List-Group"> <ul style="list-style-type: none"> • Creates simple rhythmic and melodic patterns based on the notes learned </div> <div data-bbox="309 1487 454 1514" data-label="Section-Header"> <h4>Improvising:</h4> </div>			<div data-bbox="1296 770 1406 798" data-label="Section-Header"> <h3>KS1 Skills</h3> </div> <div data-bbox="1296 805 1576 833" data-label="Section-Header"> <h4>Children will be able to:</h4> </div> <div data-bbox="1296 842 2128 1016" data-label="List-Group"> <ul style="list-style-type: none"> • Keep a steady pulse/beat • Copy short rhythmic/melodic patterns based on the notes learned aurally and from notation • Match pitch with others and use their singing voice with confidence • Perform in front of others confidently </div>		

	<ul style="list-style-type: none"> Improvise short tunes based on C major scale 					
YEAR 3	1 Singing Games	2 <i>Winter Celebrations</i>	1 Pentatonic Scales	2 Instruments of the Orchestra	1 Descriptive/Programme Music	2 Summer Showcase
NC Objectives	<p>Learn a range of rhythmic singing/clapping games from around the world.</p> <p>Revise time signature and begin to differentiate between music in 2 and 3 time aurally</p> <p>Develop their sense of rhythm and pulse when working with others.</p> <p>Become aware of musical elements within each game, their origins and the role that they play in society</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p>Create their own singing game using known rhythms and note values</p> <p>Perform with a partner/group a game that they have modified or created</p>	<p><i>Learn a range of carols and hymns from different cultures</i></p> <p><i>Use their voices confidently with an awareness of pitch.</i></p> <p><i>Be aware of more advanced performance expectations</i></p> <p><i>Sing in harmony, maintaining their part with confidence</i></p> <p><i>Respond to leader's directions for getting gradually louder (crescendo) or quieter (decrescendo) and starting or stopping at the same time</i></p> <p><i>Carol service performance with other classes</i></p>	<p>Play and sing a pentatonic scale</p> <p>Learn of the different cultures that use pentatonic scales e.g., Chinese, Scottish</p> <p>Compose and notate melodies using the pentatonic scale</p> <p>Read a pentatonic scale on a standard staff.</p> <p>Play in a group/class pentatonic composition.</p>	<p>Become more familiar with the instruments of the classical orchestra and know which family group they belong to.</p> <p>Relate the size and material of the instrument to the pitch and sound quality produced.</p> <p>Gain deeper understanding of them through major orchestral works e.g., "Peter and The Wolf" & "Young Person's Guide to the Orchestra".</p>	<p>Experiment and come to recognise how different timbre and a more extensive range of dynamics can be used to describe life events and both human and animal characters and their emotions.</p> <p>Listen to and make a simple analysis of a descriptive piece of music discussing how the music best describes its title. E.g.: "Four Seasons" by Vivaldi "La Mer" by Debussy "Nuages Gris" by Liszt</p> <p>In groups, create a short descriptive composition considering pitch, tempo, timbre, dynamics, and structure.</p> <p>Create a class composition of programme music based on the year group topic or the school ethos reflecting a cross curricular approach</p>	<p>Preparation for school showcasing events likely to include:</p> <p>Choir performances Key Stage One and Two performances Instrumental performances Club performances Talent shows</p> <p>Learn about effective rehearsal practices, working with others and stage presence.</p> <p>Improve performers confidence and self-esteem.</p> <p>Present a variety of performances in line with the schools' traditions</p>
Skills	<p>Keep in time with their partner, while doing the actions and sing along</p>	<p>Control their own voice with confidence</p> <p>Perform the songs/hymns learnt</p>	<p>Recognise the difference between music based on major and pentatonic scales and give</p>	<p>Recognise families by sound using major works to illustrate</p>	<p>Develop their compositional skills using an event/character/animal as a stimulus</p>	<p>Increased vocal and instrumental confidence</p> <p>Musical creativity</p>

	<p>Differentiate aurally between music in 2 and 3-time</p> <p>Perform a chosen ostinato to a playground game maintaining good control</p> <p>Apply word chants to rhythms</p> <p>Independently notate some/all of the rhythm of one playground song</p> <p>Compose their own singing game</p> <p>Confidently perform a new singing game with an interesting range of body percussion and a strong sense of pulse</p>	<p>from memory, singing on pitch</p> <p>Maintain their harmony part with awareness of others</p> <p>Sing songs from memory with more accuracy of pitch and with awareness of posture and articulation</p>	<p>confident reasons for their answers</p> <p>Perform a pentatonic melody from music notation with confidence and control</p> <p>Play their melody with another with confidence and control</p> <p>Compose a melody demonstrating a clear understanding of pentatonic scale and rhythm</p> <p>Perform their composition as part of a duet with confidence and control</p>	<p>Recognise which instrument belongs to which family</p> <p>Recognise how the instruments are played and relate their sound to the size they have</p> <p>Recognise individual instruments as a solo or as a group</p> <p>Relate major pieces of music to some solo instruments e.g., Flute – “Bird” From “Peter and the Wolf” by Prokofiev</p>	<p>Musically represent keywords and make decisions about choice of instrument, pitch, tempo, duration, dynamics and structure</p> <p>Compose a unique piece of music as a class</p> <p>Comment on how sounds are used to create different moods</p> <p>Sing songs that tell a story and create different moods</p> <p>Recreate animal movements in sound using classroom instruments</p> <p>Take part in creating a class soundscape by working in a group on part of the soundscape</p>	<p>Memorising song words/music</p> <p>Graphic Score/notation reading</p> <p>Teamwork</p> <p>Increased confidence in singing, playing.</p> <p>Awareness of some production aspects</p> <p>Revising, assessing and recognising areas for improvements.</p> <p>Following conductor/leader</p>
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<p>Knowledge</p>	<p>Know the difference between 2-time and 3-time</p> <p>Know that there are strong and weak beats</p> <p>Know the origins of the games learnt</p> <p>Know the role the singing games played in the society</p>	<p>Know the main features of a range of different winter celebrations from around the world</p> <p>Know the lyrics of a range of winter/Christmas related songs</p> <p>Know what the conductor's/leader's directions mean</p> <p>Know what piano/forte and crescendo/decrescendo in music means</p> <p>Know to match the pitch of their voice to the others</p> <p>Know to start after the count in and what the count in mean</p> <p>Know what the stage expectations are and follow them</p>	<p>Know the difference between a major scale and pentatonic scale</p> <p>Know to read a pentatonic scale from notation</p> <p>Know what a stave is and that there 5 lines and 4 spaces</p> <p>Know that some notes are line notes and some space notes</p> <p>Know the letter names of the line and space notes on the treble stave</p> <p>Know what a treble and bass clef is</p> <p>Know the symbol of a crotchet, minim, paired quaver notes and crotchet rest</p> <p>Know main features of different cultures that use pentatonic scale</p>	<p>Know what an orchestra is</p> <p>Know what the role of the conductor is</p> <p>Know what instruments belong to each family of the orchestra and the reason of their name e.g., string, woodwind</p> <p>Know the material and the way most of the instruments of the orchestra are played</p>	<p>Know a range of descriptive pieces of music and their composer e.g., "Peter and the Wolf", "Carnival of the Animals"</p> <p>Know that music can convey emotions, describe character using sounds only</p> <p>Know what the conductor's/leader's directions mean</p> <p>Know how to hold and control the sound of the percussion instruments used in the topic</p> <p>Know what timbre is and how to choose sounds most appropriate for the topic of the class composition</p>	<p>Know what the stage expectations are</p> <p>Know the lyrics/instrumental part of their performance from memory</p> <p>Know how to consolidate all knowledge gained so far to perform to the best of their availabilities</p>
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			e.g., Chinese, Scottish			
Key Vocabulary	Perform Assess Develop/ing Rehearsing Lyrics Modified lyrics Actions Notate, notation Ostinato Repeated Pattern Pulse/beat Rhythm Crotchet Quavers Playground/clapping/ Singing games History/origins	Phrase Expression Structure Tempo Pitch- high/low medium Dynamics Rhythm Melody Breath control Posture Diaphragm Diction	Pentatonic Scale Octave Step, Leap Interval Melody Notation Textures Layers Drone Ostinato Accompaniment Harmony Melody Improvise Compose 2 Bar melody Simple notation charts Rehearse Control Assess Perform	Orchestra Instruments Instrumental families String Woodwind Brass Percussion Keyboard/piano Conductor Dynamics Expression Group work Team player Musician	Soundscape Features Expressive Descriptive Mood Rhythmical Fluidity/flowing Character Movement	Performance Showcase Dynamics Expression Improvement Accompaniment Stage management Announcements/ announcers
YEAR 4	1 Patterns that repeat	2 <i>Winter Celebrations</i>	1 Reading a standard stave (Major Scales and Chords)	2 Arrangements for Class Orchestra	1 Music, colour & visual art	2 Summer Showcase
NC Objectives	Compose and clap back more complex rhythmic patterns with control;	Learn a range of Winter Celebration song from different cultures.	Recognise, sing and play the scale on tuned percussion and improvise to a given rhythm	Develop ability to combine and perform rhythmic and melodic	Analyse expressive compositions and extend sound vocabulary	Help to create an accompaniment for a song

	<p>Learn about and perform a layered ostinato</p> <p>Begin to recognise the rhythmic patterns and write some of these down with increasing accuracy</p>	<p>Sing simple songs at pitch with expression</p> <p>Be more aware of more advanced performance expectations.</p>	<p>Understand the use of scales in music be aware of the mood created</p> <p>Learn how a chord is made up of three notes</p> <p>Learn how to play these chords, accompanying both themselves and others singing</p>	<p>material as part of a class ensemble</p> <p>Learn how instruments can be used to accompany songs</p> <p>Work and rehearse together as a class towards a final class performance</p>	<p>Recognise how instrumental sounds can be used expressively and descriptively using pictures</p> <p>Respond to a picture stimulus and make decisions about choice of instrument, pitch, tempo, duration, dynamics and structure</p>	<p>Play an instrument with control/sing with control and awareness of own part amongst others</p> <p>Learn about stage presence, teamwork and have a growing awareness of the other roles required for a successful performance</p>
Skills	<p>Compose and clap backmore complex rhythmic patterns with control.</p> <p>Learn about and perform layered ostinato by listening to famous pieces of music (e.g., "Bolero" by Ravel)</p> <p>Begin to recognise the written patterns and write some of these down accurately with standard notation.</p> <p>Understand the differences between minims, crotchets, paired quavers and rests</p> <p>Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat rhythmic patterns</p> <p>Perform as a class a 2/3 parts layered ostinato</p> <p>Keeping a steady pulse</p>	<p>Awareness of developing pitch control</p> <p>Increased vocal confidence</p> <p>Develop listening skills and aural memory</p> <p>Develop awareness of breath control and posture</p> <p>Awareness of dynamics and timbre of their voice</p> <p>Awareness of structure and phrases</p>	<p>Have a basic understanding of how the major scale is formed and beginning to recognise major and minor keys within a piece of music</p> <p>Sing, and play C major scale on tuned percussion</p> <p>Improvise to a given rhythm</p> <p>Play C major scale on keyboard with correct fingering</p> <p>Read C major scale from a standard notation</p> <p>Understand the use of scales in music and be aware of the mood created</p> <p>Play the three primary chords, accompanying both, themselves and others,</p>	<p>Understanding of ensemble work</p> <p>Play simple rhythmic and/or melodic lines</p> <p>Play confidently</p> <p>Learn to work in small groups</p> <p>Understanding rehearsal techniques</p> <p>Developing confidence within a performance</p>	<p>Analyse/interpret expressive paintings</p> <p>Create expressive compositions</p> <p>Recognise and use instruments expressively</p> <p>Play simple rhythmic and/or melodic lines</p> <p>Choose instruments to reflect the painting</p> <p>Play confidently</p> <p>Teamwork</p> <p>Developing confidence within a performance</p>	<p>Increased vocal and instrumental confidence</p> <p>Musical creativity Memorising song words/music</p> <p>Graphic Score/notation reading</p> <p>Teamwork</p> <p>Increased confidence in singing, playing</p> <p>Awareness of some production aspects</p> <p>Revising, assessing and recognising areas for improvements</p> <p>Following conductor/leader</p>

	<p>Be able to recall and perform and range of rhythmic patterns</p> <p>Develop aural skills</p> <p>Teamwork</p> <p>Focusing skills when playing independent parts without distraction</p>		singing.			
Knowledge	<p>Know that an ostinato is</p> <p>Know the symbol of crotchet, minim, paired quaver and semiquaver notes and crotchet rest</p> <p>Know what time signature is</p> <p>Know that beat stays steady throughout the piece</p> <p>Know beat/pulse could be fast/slow/moderate</p> <p>Know that there are two quaver notes to a crotchet beat and 4 semiquaver notes to a crotchet beat</p> <p>Know how to write down the notes and rests learned</p>	<p>Know the main features of a range of different winter celebrations from around the world</p> <p>Know the lyrics of a range of winter/Christmas related songs</p> <p>Know what the conductor's/leader's directions mean</p> <p>Know what piano/forte and crescendo/decrescendo in music means</p> <p>Know to match the pitch of their voice to the others</p> <p>Know to start after the count in and what the count in mean</p> <p>Know what the stage expectations are and follow them</p>	<p>Know how to read C major scale from a standard notation</p> <p>Know what a tone and semitones is</p> <p>Know a triad is made of the first, third, and fifth note of the scale</p> <p>Know the scale is build up of eight notes ordered in steps</p> <p>Know to sing the scale ascending and descending With letter names and solfa names</p> <p>Know the fingering of the C major scale and how to play it on a keyboard</p> <p>Understand the use of scales in music and be aware of the mood created</p>	<p>Know their part in the class performance and maintain it</p> <p>Know the lyrics of the songs learned from memory</p> <p>Know when to start and stop when playing their part in the ensemble</p> <p>Know how to hold their instrument and to control the sound</p> <p>Know what the expectations for a good performance are</p>	<p>Know music can reflect paintings expressively</p> <p>Know to hold their respective instrument properly and control it</p> <p>Know to read a range of different rhythm patterns</p> <p>Know what timbre is and how to combine different timbers to achieve the desired effect in their composition</p>	<p>Know their instrumental part from memory</p> <p>Know the lyrics of the songs learned from memory</p> <p>Know the stage expectations for a good performance</p> <p>Know how to follow conductor's/leader's instructions</p> <p>Know how to revise, assess and recognise areas for improvements</p> <p>Know how to read their graphic score/notation chart</p>

Key Vocabulary	Ostinato/i Double Layered Repetition Pulse/beat Rhythm Crotchet Quavers Rests 3/triple Layered Notate, notation 3 beats in the bar/Triple time Compose/composing Rehearsing Perform Assess	Phrase Expression Structure Tempo Pitch- high/low medium Dynamics Rhythm Melody Breath control Posture Diaphragm Diction	Major key Minor key Scale Octave Tone and Semitone Interval Ascending, descending Melody Notation Chords Chord progression Drone Accompaniment Improvise Compose 2- or 4-Bar melody Notation Rehearse Control Assess Perform	Melody Melodic phrase Rhythmic patterns Intro Verse Chorus Context Ostinato	Soundscape Features Expressive Descriptive Mood evoking Rhythmical Fluidity/flowing	Performance Showcase Dynamics Expression Improvement Accompaniment Stage management Announcements/a nnouncers
YEAR 5	1 Patterns that fit together	2 Winter Celebrations	1 Minor Scales and Chords	2 Round and about	1 Bring it together	2 Summer Showcase
NC Objectives	Develop the concept of interlocking rhythmic patterns based on World Music (African/Samba) Play these rhythms confidently with a strong sense of pulse	Learn a range of Winter Celebration song from different cultures Sing confidently to pitch with attention to posture, breathing, diction, dynamics and phrasing Learn and be involved with performance organisation and expectations.	Recognise, sing and play the scale on tuned percussion and improvise to a given rhythm Hear the difference between major and minor keys and how this could be used effectively within music Compose a short melody in a minor key	Learn to sing rounds and partner songs exploring the effect of harmony, discords, melodic ostinato, drone patterns Play/sing their part independently within a group while maintaining their own part	Consolidate knowledge of harmony, structure and notation in various forms Explore the process of composing and creating music	Help to create an accompaniment for a song Play an instrument with control/sing with control and awareness of own part amongst others

	Improvise patterns on a variety of percussion instruments		Play a simple chord progression in a minor key to accompany a melody	Learn about providing accompaniments	Explore feelings about music they listen to, expressing a preference and reason Learn the process of lyric writing	Learn about stage presence, teamwork and have a growing awareness of the other roles required for a successful performance
Skills	<p>Keeping a steady pulse</p> <p>Be able to recall and perform a range of rhythmic patterns</p> <p>Develop aural skills</p> <p>Teamwork</p> <p>Focusing skills when playing independent parts without distraction</p> <p>Improvisation</p>	<p>Develop confidence in their ability to control quality of their voices using various techniques</p> <p>Communicate the intention of the song Develop listening skills and aural memory</p> <p>Increased pitch accuracy</p> <p>Control dynamics and timbre of their voice</p> <p>Be aware of breathing and posture</p> <p>Develop performance techniques</p>	<p>Developing aural skills</p> <p>Coordination in developing skills in playing a tuned instrument</p> <p>Standard notation reading</p> <p>Play simple melodic patterns</p> <p>Play simple chord progressions</p> <p>Compose simple melodic patterns</p> <p>Simple notation writing</p> <p>Play confidently</p> <p>Learn to work in small groups</p>	<p>Developing aural skills</p> <p>Simple notation reading</p> <p>Play simple ostinato and drone accompaniments</p> <p>Simple notation writing</p> <p>Perform confidently</p> <p>Learn to sing in small groups</p> <p>Maintain their part and a solo in a round or part song recognizing harmonies produced</p> <p>Play a drone accompaniment on tuned percussion to accompany the round</p>	<p>Consolidate knowledge of notation, chords and harmony, structure and various forms learning about Binary, Ternary and Simple Rondo form</p> <p>Explore further the process of composing Music, using IT resources, E.g., Online sequencer, Chrome Music Lab, Ableton etc</p> <p>Explore feelings about music we listen to, expressing a preference and quantifying judgements</p> <p>Learn the process of lyric writing in both verse & chorus and through composed forms</p> <p>Compose a piece of music in response to stimuli using a variety of musical devices</p>	<p>Increased vocal and instrumental confidence</p> <p>Musical creativity</p> <p>Memorising song words/music</p> <p>Music reading</p> <p>Teamwork</p> <p>Increased confidence in singing, playing</p> <p>Awareness of some production aspects</p> <p>Revising, assessing and recognising areas for improvements</p> <p>Following conductor/leader</p>

<p>Knowledge</p>	<p>Know the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers</p> <p>Know the differences between 2-, 3- or 4-time signatures</p> <p>Know the meaning of interlocking patterns</p> <p>Know the difference between pulse and rhythm</p> <p>Know that some beats could be silent</p> <p>Know how to read a range of rhythmic patterns from notation</p>	<p>Know the main features of a range of different winter celebrations from around the world</p> <p>Know the lyrics of a range of winter/Christmas related songs</p> <p>Know what the conductor's/leader's directions mean</p> <p>Know what piano/forte and crescendo/decrescendo in music means</p> <p>Know to match the pitch of their voice to the others</p> <p>Know to start after the count in and what the count in mean</p> <p>Know what the stage expectations are and follow them</p>	<p>Know how to read A minor scale from a standard notation</p> <p>Know what a tone and semitones is</p> <p>Know what a sharp and a flat is</p> <p>Know a triad is made of the first, third, and fifth note of the scale</p> <p>Know the scale is build up of eight notes ordered in steps</p> <p>Know to sing the scale ascending and descending With letter names and solfa names</p> <p>Know the fingering of the A minor scale and how to play it on a keyboard</p> <p>Understand the use of scales in music and be aware of the mood created</p>	<p>Know the benefits of practice and rehearsal</p> <p>Know the structure of rounds discussing melodic lines, and harmonies</p> <p>Know what a round is</p> <p>Know what a partner song is</p> <p>Know how the harmonic structure of partner songs differs from the harmonies of rounds</p>	<p>Know music can reflect lyrics expressively</p> <p>Know to match syllables to musical notes to compose their own song</p> <p>Know how to add chord progression to a chosen melody</p> <p>Know to read a range of different rhythm and melodic patterns</p> <p>Know what timbre is and how to combine different timbers to achieve the desired effect in their composition</p>	<p>Know their instrumental part from memory</p> <p>Know the lyrics of the songs learned from memory</p> <p>Know the stage expectations for a good performance</p> <p>Know how to follow conductor's/leader's instructions</p> <p>Know how to revise, assess and recognise areas for improvements</p> <p>Know how to read their graphic score/notation chart</p>
<p>Key Vocabulary</p>	<p>Cyclic Patterns</p> <p>Ostinato/i</p> <p>Interlocking rhythmic patterns</p> <p>Pulse/beat</p> <p>Repetition</p> <p>Layering</p>	<p>Phrase</p> <p>Expression</p> <p>Structure</p> <p>Chorus</p> <p>Verse</p>	<p>Major key</p> <p>Minor key</p> <p>Scale</p> <p>Octave</p> <p>Tone and Semitone</p> <p>Interval</p> <p>Ascending, descending</p>	<p>Round</p> <p>Partner songs</p> <p>Harmony</p> <p>Accompaniment</p> <p>Drone</p>	<p>Mood</p> <p>Composition</p> <p>Melody</p> <p>Harmony</p> <p>Accompaniment</p> <p>Lyrics</p> <p>Graphic Score</p> <p>Notation</p>	<p>Performance</p> <p>Showcase</p> <p>Dynamics</p> <p>Expression</p> <p>Improvement</p> <p>Accompaniment</p> <p>Stage management</p>

	Names of cultural instruments for chosen area Crotchet Quavers Rests Minim Dynamics- f/p/mf Notate, notation Compose 2 bars Successful interlocking Rehearsing Steady pulse Perform Assess	Rhythm Melody Breathing Posture Diaphragm Articulation/clear diction Projection	Melody Notation Chords Chord progression Drone Accompaniment Improvise Compose 2- or 4-Bar melody Notation Rehearse Control Assess		Instrumental accompaniment Chord sequence	Announcements/announcers
YEAR 6	1 Physical Rhythm	2 Winter Celebrations	1 Famous Composers	2 Performing Together	1 Song Writer	2 Summer Showcase
NC Objectives	Learn some complex hand clapping games and the importance of keeping in time Use vocal sounds and body percussion to create layered rhythmic patterns Improvise interesting rhythms on everyday household objects, in the style of STOMP	Learn a wide range of Winter Celebration song from different cultures Sing confidently to pitch with attention to posture, breathing, diction, dynamics and phrasing Learn and be involved with performance organisation and expectations.	Basic knowledge of the main periods of "Classical" music Learn about the lives and music of a range of famous composers from different periods Learn to play extracts of well-known works.	Combine and perform rhythmic and melodic material as part of a class ensemble. Sing and play songs in two or more parts, play instrumental accompaniments. Develop musical and performance ideas with a sense of understanding how to achieve a quality performance.	Learning the importance of lyrics in a song Develop the ability to compose a song with an awareness of the relationship between lyrics and melody Writing lyrics and setting these to a melody conveying a mood, attitude or telling a story	Help to create an accompaniment for a song Play an instrument with control/sing with control and awareness of own part amongst others Learn about stage presence, teamwork and have a growing

						awareness of the other roles required for a successful performance
Skills	Understanding of Timbre					Increased vocal and instrumental confidence
	Play simple rhythmic patterns				Identifying song structure	Musical creativity
	Create rhythmic patterns	Develop confidence in their ability to control quality of their voices using various techniques	An understanding of tempo, timbre, pitch and dynamics used in classical music		Create lyrical ideas	Memorising song words/music
	Play confidently				Awareness of lyrical context and meaning	Music reading
	Learn to work in small groups		Play simple melodic patterns	Developing performance techniques	Simple notation reading	Teamwork
	Create rhythms using household items	Communicate the intention of the song Develop listening skills and aural memory	Compose simple melodic patterns	Developing teamwork	Fitting lyrics to a melody	Increased confidence in singing, playing
	Perform longer repeating rhythm patterns while keeping in time with a steady pulse.	Increased pitch accuracy	Play confidently	Performing with confidence	Performing with sense of meaning	Awareness of some production aspects
	Improvise interesting patterns on household items.	Control dynamics and timbre of their voice	Learn to work in small groups	Simple notation reading	Teamwork	Revising, assessing and recognising areas for improvements
	Perform some complex hand clapping keeping in time to the pulse	Be aware of breathing and posture	Understand a brief history of classical music and the different periods from Renaissance through to 20 th Century	Following the conductor	Collaboration of ideas	Following conductor/leader
	Use vocal sounds and body percussion to create layered rhythmic patterns	Develop performance techniques	Linking eras of music with other historical events			

Knowledge	<p>Further knowledge of the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers and 2-, 3- or 4- time signatures</p> <p>Know the meaning of interlocking/layered rhythmic patterns</p> <p>Know the difference between pulse and rhythm</p> <p>Know to use silent beats expressively</p> <p>Know how to read a range of</p>	<p>Know the main features of a range of different winter celebrations from around the world</p> <p>Know the lyrics of a range of winter/Christmas related songs</p> <p>Know what the conductor's/leader's directions mean</p> <p>Know what piano/forte and crescendo/decrescendo in music means as well as accelerando and ritardando</p>	<p>Have basic knowledge of the different eras of Classical Music (Baroque, Classical, Romantic etc)</p> <p>Understand the definitions and applications of elements such as tempo, dynamics, timbre, time signatures</p> <p>Apply classroom knowledge (tempo, dynamics etc) to a practical performance</p>	<p>Basic knowledge of what makes a great performance</p> <p>Know the lyrics of the songs performed from memory</p> <p>Know their instrumental part from memory</p> <p>Know to project their voice when singing</p> <p>Know the importance of good articulation when performing</p> <p>Know to perform expressively</p>	<p>Know how lyrics are put to music to the best effect and how language is used against both simple and compound time signatures</p> <p>Know how to write lyrics and how to set these to a melody conveying a mood, attitude or telling a story</p> <p>Know music can reflect lyrics expressively</p> <p>Know to match syllables to musical notes to</p>	<p>Know their instrumental part from memory</p> <p>Know the lyrics of the songs learned from memory</p> <p>Know the stage expectations for a good performance</p> <p>Know how to follow conductor's/leader's instructions</p> <p>Know how to revise, assess and recognise areas for improvements</p>

	rhythmic patterns from notation	<p>Know to match the pitch of their voice to the others</p> <p>Know to start after the count in and what the count in mean</p> <p>Know what the stage expectations are and follow them</p>	Know to control the sound of the instrument used and to maintain their part with others		<p>compose their own song</p> <p>Know how to add chord progression to a chosen melody</p> <p>Know to read a range of different rhythm and melodic patterns</p>	Know how to read their graphic score/notation chart
Key Vocabulary	Physical rhythm Pulse/beat Repetition Body percussion Hand-eye Coordination <i>A range of body percussion instructions e.g. stamp, clap, click etc</i> General Coordination Layered patterns Rehearse Perform Junk band Percussion Tap, bang, hit scrape etc Creativity/imagination Interlocking patterns Dynamics Timbre Perform Assess	Phrase Expression Structure Chorus Verse Rhythm Melody Breathing Posture Diaphragm Articulation/clear diction Projection	"Classical" Music; Eras of music Composers Names, Names of chosen piece Excerpt, Melody/Chords, Notation Key Signature, Musical elements Tempo, dynamics, timbre, staccato, legato etc Time signatures, Performance, Rehearsal, Ensemble, Assessing, Next Steps, Collaboration, Control, Performance techniques	Mood Composition Melody Harmony Accompaniment Lyrics Graphic Score Notation Instrumental accompaniment Chord sequence	Composition Ideas Structure Instrumentation Phrase Lyrics Melody Chorus Verse	Performance Showcase Dynamics Expression Improvement Accompaniment Stage management Announcements/announcers