



# Music

## Progression Map – Knowledge and Skills

EYFS	<p><b>Expressive arts and design</b>  <u>Foundation 1</u>            Listen with increased attention to sounds.            Respond to what they have heard, expressing their thoughts and feelings.            Remember and sing entire songs.            Sing the pitch of a tone sung by another person ('pitch match').            Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.            Create their own songs or improvise a song around one they know.            Play instruments with increasing control to express their feelings and ideas.</p> <p><u>Foundation 2</u>            Listen attentively, move to and talk about music, expressing their feelings and responses.            Watch and talk about dance and performance art, expressing their feelings and responses.            Sing in a group or on their own, increasingly matching the pitch and following the melody.            Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>ELG: Expressive arts and design</b>            Invent, adapt and recount narratives and stories with peers and their teacher.            Sing a range of well-known nursery rhymes and songs.            Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					
	Skills	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>
	<ul style="list-style-type: none"> <li>Sing simple songs, chants and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs regularly with a pitch range of do-so with increasing vocal control.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a widening range of 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.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a range of songs in school assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> </ul>

Singing	<ul style="list-style-type: none"> <li>• Begin with simple songs with a very small range, mi-so and then slightly wider. Include pentatonic songs.</li> <li>• Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</li> <li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</li> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• Perform as a choir in school assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to sing a broad range of unison songs with the range of an octave pitching the voice accurately and following directions for getting louder and quieter .</li> <li>• Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</li> <li>• Perform a range of songs in school assemblies and in school performance opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>• Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</li> </ul>
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Listening	<p>Find The Beat 1-2-3-4-5 Head, Shoulders, Knees And Toes Shapes We Talk To Animals We Are Together Twinkle, Twinkle, Little Star In The Orchestra Daisy Bell (Bicycle Built For Two) Dancing Dinosaurs Rock-A-Bye Baby I'm A Little Teapot If You're Happy And You Know It Sing Me A Song Sparkle Rhythm In The Way We Walk Big Bear Funk Baby Elephant</p>	<p>Sparkle In The Sun For The Beauty Of The Earth Listen Fascinating Rhythm The Orchestra Song Helping Each Other Piano Trio In A Minor Op. 150 I. Allegro The Music Man Swing Time: The Way You Look Tonight Let's Sing Together I Wanna Play In A Band Flying Theme From E.T. The Extra-Terrestrial Music Is All Around Moon River Saying Sorry</p>	<p>Home Is Where The Heart Is Hallelujah Chorus From Messiah Let's Work It Out Together The Loco-Motion Please Be Kind Your Imagination Disco Fever You're A Shining Star Amazing Grace Music Makes The World Go Round World In His Hands Porgy And Bess: Act 1, Summertime Why Does Music Make A Difference? The Young Person's Guide To The Orchestra Panda Extravaganza</p>	<p>Hoedown Go Tell It On The Mountain I'm Always There Trick Or Treat Martin Luther King Looking In The Mirror Take Time In Life It's All About Love Perdido Scarborough Fair Let Your Spirit Fly Symphony No. 5 4th Movement Frère Jacques On The Beautiful Blue Danube The Other Side Of The Moon</p>	<p>Ghost Parade Lively Words Can Hurt His Eye Is On The Sparrow Joyful, Joyful The Sparkle In My Life Glassworks I. Opening Dreaming Of Mars Macaroni Sundaes Get On Board Erie Canal Dances In The Canebrakes No. 2, Tropical Moon Heroes Star Wars Episode IV: A New Hope Happy To Be Me</p>	<p>Do What You Want To Fanfare For The Common Man It's All About Love Main Title Theme (From Schindler's List) Sunshine On A Rainy Day My Best Friend Why The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction Singing Swinging Star Roll Alabama Wake Up! We Shall Overcome Down By The Riverside You Belong With Me Dance The Night Away</p>
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Composing	<ul style="list-style-type: none"> <li>• Improvise simple vocal chants, using question and answer phrases.</li> <li>• Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</li> <li>• Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>• Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Create music in response to a non-musical stimulus.</li> <li>• Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> <li>• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Become more skilled in improvising, inventing short ‘on-the-spot’ responses using a limited note-range.</li> <li>• Structure musical to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images and musical sources.</li> </ul> <p>Compose</p> <ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</li> <li>• Compose song accompaniments on untuned percussion using known rhythms and note values.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>• Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</li> <li>• Use listening skills to correctly order phrases using dot notation,</li> </ul>	<p>Improvise</p> <ul style="list-style-type: none"> <li>• Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</li> <li>• Begin to make compositional decisions about the overall structure of improvisations.</li> </ul> <p>Continue this process in the composition tasks below.</p> <p>Compose</p> <ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</li> <li>• Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below.</li> </ul> <p>Compose</p> <ul style="list-style-type: none"> <li>• Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen.</li> </ul>	<p>Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> <li>• Create music with multiple sections that include repetition and contrast.</li> <li>• Use chord changes as part of an improvised sequence.</li> <li>• Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</li> </ul> <p>Compose</p> <ul style="list-style-type: none"> <li>• Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</li> </ul>
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	<ul style="list-style-type: none"> <li>Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</li> </ul>		<p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p>	<ul style="list-style-type: none"> <li>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</li> <li>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</li> <li>Introduce major and minor chords.</li> <li>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</li> <li>Capture and record creative ideas using any of: <ul style="list-style-type: none"> <li>o graphic symbols</li> <li>o rhythm notation and time signatures</li> <li>o staff notation</li> <li>o technology.</li> </ul> </li> </ul>	<p>These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <ul style="list-style-type: none"> <li>Working in pairs, compose a short ternary piece.</li> <li>Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</li> <li>Capture and record creative ideas using any of: <ul style="list-style-type: none"> <li>o graphic symbols</li> <li>o rhythm notation and time signatures</li> <li>o staff notation</li> <li>o technology.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</li> <li>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>Compose a ternary piece; use available music software/ apps to create and record it, discussing how musical contrasts are achieved.</li> </ul>
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Musicianship	<p><b>Pulse/Beat/Metre</b></p> <ul style="list-style-type: none"> <li>• Watch, follow, feel and move to a steady beat with others.</li> <li>• Find and enjoy moving to music in different ways.</li> <li>• Respond to the pulse in recorded/live music through movement and dance.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Recognise and clap long sounds, short sounds and simple combinations.</li> <li>• Perform short, copycat rhythm patterns accurately, led by the teacher.</li> <li>• Perform short, repeating rhythm patterns (ostinato and riffs) while keeping in time with a steady beat.</li> <li>• Perform word-pattern chants; create, retain and perform your own rhythm patterns.</li> </ul>	<p><b>Pulse/Beat/Metre</b></p> <ul style="list-style-type: none"> <li>• Watch and follow a steady beat.</li> <li>• Find a steady beat.</li> <li>• Recognise the time signature 4/4 by ear and notation.</li> <li>• Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Recognise long and short sounds, and match them to syllables and movement.</li> <li>• Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.</li> <li>• Create rhythms using word phrases as a starting point.</li> </ul>	<p><b>Pulse/Beat/Metre</b></p> <ul style="list-style-type: none"> <li>• Recognise and move in time with the beat.</li> <li>• Play the steady beat on percussion instruments.</li> <li>• Recognise the 'strong' beat.</li> <li>• Play in time with a steady beat in 2/4, 4/4 and 3/4.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Recognise by ear and notation: minims, crotchets, quavers and their rests.</li> <li>• Copy simple rhythm patterns created from minims, crotchets, quavers and their rests.</li> <li>• Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests.</li> <li>• Alternate between a steady beat and rhythm.</li> </ul>	<p><b>Pulse/Beat/Metre</b></p> <ul style="list-style-type: none"> <li>• Recognise and move in time with a steady beat.</li> <li>• Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.</li> <li>• Respond to the 'offbeat' or 'backbeat'.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Recognise by ear and notation: <ul style="list-style-type: none"> <li>- Semibreves, minims, crotchets, quavers and semiquavers</li> <li>- Dotted minims and dotted crotchets</li> </ul> </li> <li>• Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.</li> <li>• Create rhythm patterns by ear and using simple notation, which use semibreves, minims, crotchets and quavers.</li> <li>• Understand and explain the difference between beat and rhythm.</li> <li>• Recall the most memorable rhythms in a song or piece of music.</li> </ul>	<p><b>Pulse/Beat/Metre</b></p> <ul style="list-style-type: none"> <li>• Recognise and move in time with the changing speed of a steady beat.</li> <li>• Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 5/4 and 6/8.</li> <li>• Respond to the 'offbeat' or 'backbeat'.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Recognise by ear and notation: <ul style="list-style-type: none"> <li>- Minims, dotted crotchets, crotchets, quavers and their rests</li> </ul> </li> <li>• Recognise by ear and notation: <ul style="list-style-type: none"> <li>- 6/8 rhythm patterns</li> <li>- Dotted crotchets, triplet quavers, dotted triplet quavers and their rests</li> </ul> </li> <li>• Recognise dotted rhythm in melodies.</li> <li>• Copy simple rhythm patterns using the above rhythms.</li> <li>• Create rhythm patterns by ear and using simple notation, which use the above rhythm patterns.</li> <li>• Recall the most memorable rhythms in a song or piece of music.</li> </ul>	<p><b>Pulse/Beat/Metre</b></p> <ul style="list-style-type: none"> <li>• Recognise and move in time with the changing speed of a steady beat.</li> <li>• Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4.</li> <li>• Identify syncopation and swing.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Recognise by ear and notation: <ul style="list-style-type: none"> <li>- Minims, crotchets, quavers, semiquavers and their rests</li> </ul> </li> <li>• Recognise by ear and notation: <ul style="list-style-type: none"> <li>- 6/8 rhythm patterns</li> <li>- Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests</li> </ul> </li> <li>• Recognise by ear and notation: <ul style="list-style-type: none"> <li>- 9/8 rhythm patterns</li> <li>- Dotted crotchets, triplet quavers and quaver notes and their rests</li> </ul> </li> <li>• Recognise dotted rhythm in melodies.</li> <li>• Copy simple rhythm patterns using the above rhythms.</li> <li>• Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns</li> </ul>
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	<p style="text-align: center;"><b>Pitch (Melody)</b></p> <ul style="list-style-type: none"> <li>Recognise, sing and play high and low-pitched notes.</li> <li>Explore singing and playing C, D, and E from the C major scale.</li> <li>Explore singing and playing F, G, and A from the F major scale.</li> </ul>	<p style="text-align: center;"><b>Pitch (Melody)</b></p> <ul style="list-style-type: none"> <li>Identify the high notes and low notes in a melody.</li> <li>Join in with part of a melody.</li> <li>Rehearse and play a simple instrumental melody as a part to go with a song.</li> <li>Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C.</li> <li>Use body percussion, untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.</li> <li>Identify and play by ear or notation notes in the tonality of C major.</li> </ul>	<p style="text-align: center;"><b>Pitch (Melody)</b></p> <ul style="list-style-type: none"> <li>Show the shape of a melody as rising and falling in pitch.</li> <li>Learn to sing a melody by ear or from notation.</li> <li>Learn to rehearse and play a melodic instrumental part by ear or from notation.</li> <li>Identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C.</li> <li>Identify the scales of: C major, G major F major</li> <li>Identify if a scale is major or minor.</li> <li>Copy simple melodies by ear or from reading notation.</li> <li>Create melodies by ear and notate them.</li> <li>Explore and play by ear or from notation: <ul style="list-style-type: none"> <li>- Five-note scale</li> <li>- Pentatonic scale</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Pitch (Melody)</b></p> <ul style="list-style-type: none"> <li>Identify and explain what a melody is.</li> <li>Learn to sing and follow a melody by ear and from notation.</li> <li>Understand melodic movement up and down as pitch.</li> <li>Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.</li> <li>Identify the names of the pitched notes on a staff: <ul style="list-style-type: none"> <li>C, D, E, Eb, F#, G, A, Bb, C, C#, D.</li> </ul> </li> <li>Identify the following scales by ear or from notation: <ul style="list-style-type: none"> <li>C major, F major, G major, A minor.</li> </ul> </li> <li>Copy simple melodies by ear or from reading notation.</li> <li>Create melodies by ear and notate them.</li> </ul>	<p style="text-align: center;"><b>Pitch (Melody)</b></p> <ul style="list-style-type: none"> <li>Identify and explain steps, jumps and leaps in the pitch of a melody.</li> <li>Learn to sing and follow a melody by ear and from notation.</li> <li>Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation.</li> <li>Identify the names of the pitched notes on a staff: <ul style="list-style-type: none"> <li>C, D, E, Eb, F#, G, A, B, Bb, C, C#, D.</li> </ul> </li> <li>Identify the following scales by ear or from notation: C major, F major, D minor, G major, Eb major, C minor.</li> <li>Copy simple melodies by ear or from reading notation.</li> <li>Create melodies by ear and notate them.</li> <li>Add new chords II and VI from a given tonality.</li> <li>Identify tone by ear or from notation.</li> <li>Identify intervals 3rd, 5th and 7th.</li> </ul>	<ul style="list-style-type: none"> <li>Recall the most memorable rhythms in a song or piece of Music.</li> </ul> <p style="text-align: center;"><b>Pitch (Melody)</b></p> <ul style="list-style-type: none"> <li>Identify major and minor tonality by ear and from notation</li> <li>Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.</li> <li>Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D.</li> <li>Identify the following scales by ear or from notation: A minor, G major, D major, D minor, F major.</li> <li>Identify an interval of a major triad: 3rd, 5th.</li> <li>Identify an octave by ear or notation.</li> <li>Copy simple melodies by ear or from reading notation.</li> <li>Create melodies by ear and notate them.</li> <li>Use chords C, F, G and A minor by ear or from notation.</li> <li>Identify the tonal centres of: A minor, G major, D major, D minor, F major.</li> <li>Identify and demonstrate the following scales by ear and from notation: Major scale, minor scale, pentatonic scale, blues scale.</li> </ul>
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	<p style="text-align: center;"><b>Tempo</b></p> <ul style="list-style-type: none"> <li>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</li> </ul>	<p style="text-align: center;"><b>Tempo</b></p> <ul style="list-style-type: none"> <li>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</li> <li>Change the speed of a steady beat, moving from fast to slow, slow to fast or slower pace.</li> </ul>	<p style="text-align: center;"><b>Tempo</b></p> <ul style="list-style-type: none"> <li>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</li> <li>Change the speed of a steady beat, moving from fast to slow, slow to fast.</li> <li>Control the speed of a steady beat, getting faster and getting slower.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and talk about the way vocals are used in a song.</li> <li>Identify and explain: <ul style="list-style-type: none"> <li>- Harmony: two or more notes heard at the same time</li> <li>- Second part: a second musical part, usually a melodic line, that creates harmony.</li> </ul> </li> <li>Explore chords I, IV and V in instrumental accompaniments.</li> <li>Explore intervals of 3rd, 5<sup>th</sup> and octaves.</li> <li>Identify the following tonal centres by ear or from notation: C major, F major, G major, A minor.</li> <li>Identify and demonstrate a major and minor scale.</li> </ul> <p style="text-align: center;"><b>Tempo</b></p> <ul style="list-style-type: none"> <li>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</li> <li>Change the speed of a steady beat moving from fast to slow, slow to fast.</li> <li>Control the speed of a steady beat, getting faster and getting slower.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the tonal centres of: C major and C minor, F major, D minor and D major, E<sub>b</sub> major.</li> <li>Identify and demonstrate the following scales by ear and from notation: major scale, minor scale, pentatonic scale.</li> </ul> <p style="text-align: center;"><b>Tempo</b></p> <ul style="list-style-type: none"> <li>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</li> <li>Change the speed of a steady beat, moving from fast to slow, slow to fast.</li> <li>Control the speed of a steady beat, getting faster and getting slower.</li> </ul>	<p style="text-align: center;"><b>Tempo</b></p> <ul style="list-style-type: none"> <li>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</li> <li>Change the speed of a steady beat, moving from fast to slow, slow to fast.</li> <li>Control the speed of a steady beat, getting faster and getting slower.</li> </ul>
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	<p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>Talk about loud sounds and quiet sounds, and give some examples.</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>Identify different sounds in the environment, indoors and outside.</li> <li>Identify the sounds of the instruments played in school.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the speed of the beat can change, creating a faster</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>Identify loud and quiet sections of music, and discuss what makes the music loud or quiet.</li> <li>Understand the meaning of loud and quiet (forte and piano).</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>Know the difference between a speaking voice and a singing voice.</li> <li>Identify friends from the sound of their voices.</li> </ul>	<p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>Listen out and respond to forte (loud) sections of music.</li> <li>Identify instruments playing loud dynamics when listening to the music.</li> <li>Use dynamics to help communicate the meaning of a song.</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>Choose particular instruments for rehearsal and performing.</li> <li>Identify the sound of different tuned and untuned percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Direct the class in controlling the speed of a steady beat in a class performance</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.</li> <li>Identify the following instruments by ear and through a range of media:</li> </ul>	<ul style="list-style-type: none"> <li>Direct the class in controlling the speed of a steady beat in a class performance.</li> <li>Recognise the connection between tempi and musical styles.</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>Recognise the following ensembles: <ul style="list-style-type: none"> <li>-Gospel choir and soloist</li> <li>- Rock band</li> <li>-Symphony orchestra</li> <li>- A Cappella group</li> </ul> </li> <li>Recognise the difference between the sound of high and low voices.</li> <li>Recognise tone colour and rapping.</li> </ul>	<ul style="list-style-type: none"> <li>Direct the class in controlling the speed of a steady beat in a class performance.</li> <li>Recognise the connection between tempi and musical styles.</li> <li>Recognise an effective use of tempo at the end of a song.</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.</li> <li>Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood.</li> <li>Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>Recognise the following ensembles: <ul style="list-style-type: none"> <li>- Pop group</li> <li>- A Cappella group</li> <li>- Gospel choir</li> </ul> </li> <li>Identify instruments that add particular</li> </ul>
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<ul style="list-style-type: none"> <li>Identify some of the sounds of the instruments heard when listening to music.</li> </ul>			<p>banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet trombone, trumpet, piano, keyboard, bass drums, tube, piccolo, bass guitar, synthesiser and electric guitar.</p> <ul style="list-style-type: none"> <li>Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.</li> <li>Recognise the difference between the sound of high and low voices.</li> <li>Understand the importance of the vocal warm-up and its impact on the tone of the voice.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesiser, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the following instruments by ear and through a range of media: <ul style="list-style-type: none"> <li>Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesiser.</li> <li>Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano.</li> <li>Other instruments such as steel pans, harmonica, banjo and accordion.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Texture</b></p> <ul style="list-style-type: none"> <li>Sing together.</li> <li>Listen out for combinations of instruments together.</li> </ul>	<p style="text-align: center;"><b>Texture</b></p> <ul style="list-style-type: none"> <li>Understand that singing and playing together creates a musical texture.</li> <li>Add body percussion accompaniments.</li> </ul>	<p style="text-align: center;"><b>Texture</b></p> <ul style="list-style-type: none"> <li>Understand that singing and playing together creates a musical texture.</li> <li>Add body percussion accompaniments.</li> </ul>	<p style="text-align: center;"><b>Texture</b></p> <ul style="list-style-type: none"> <li>Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.</li> </ul>	<p style="text-align: center;"><b>Texture</b></p> <ul style="list-style-type: none"> <li>Identify solos and instrumental breaks in songs and music.</li> <li>Talk about solo voices, backing vocals and different vocal textures.</li> <li>Identify changes in texture.</li> <li>Talk about the different textures created by</li> </ul>	<p style="text-align: center;"><b>Texture</b></p> <ul style="list-style-type: none"> <li>Sing and play instruments in different-sized groups.</li> <li>Identify solos and instrumental breaks in songs and music.</li> <li>Talk about solo voices, backing vocals and different</li> </ul>

	<p style="text-align: center;"><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Add movement to key sections of a song.</li> <li>• Understand when to sing in a verse and a chorus.</li> </ul>	<p style="text-align: center;"><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Join in with a repeated section of a song: the chorus, the response.</li> <li>• Join in with the main tune when it is repeated.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the accompaniment to a song.</li> <li>• Identify large numbers of people playing and singing.</li> <li>• Listen out for solo players.</li> </ul> <p style="text-align: center;"><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Show the different sections of a song structure or piece of music through actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify high and low solo voices and backing vocals, and talk about the different textures they create in the music.</li> <li>• Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.</li> <li>• Explain the term 'unison' and the difference between unison and solo</li> </ul> <p style="text-align: center;"><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</li> <li>• Identify the instrumental break and its purpose in a song.</li> <li>• Recognise phrases and repeated sections.</li> <li>• Discuss the purpose of a bridge section.</li> </ul>	<p style="text-align: center;"><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</li> <li>• Identify the instrumental break and its purpose in a song.</li> <li>• Recognise phrases and repeated sections.</li> <li>• Discuss the purpose of a bridge section.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to repeated rhythmic or melodic patterns as riffs/ostinati.</li> <li>• Talk about the different textures created by intervals and chords.</li> <li>• Understand how texture builds throughout a piece as voices are layered.</li> </ul> <p style="text-align: center;"><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.</li> <li>• Talk about the purpose of musical structures.</li> <li>• Identify where changes in texture and tonality help emphasise the contrasting sections in a song.</li> <li>• Recognise that changing the tonality at different points within the song creates different sections to the structure.</li> </ul>
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