



Music  
at St Mary's  
2024-2025

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## Aims of Music at St Mary's

At St Mary's CE school, we define Music as using a variety of vocal or instrumental sounds to produce an arrangement of different melodies, rhythm and harmony for self-expression.

### Our Aim:

Through their musical work, children learn about a range of genres spanning a vast range of time periods and experience this through high-quality live and recorded music. They learn about significant composers within the periods of Baroque, Classical, Romantic, 20<sup>th</sup> Century and beyond, using analytical thinking to compare works through listening and appraising.

They utilise their growing skills and knowledge to compose and perform music both physically and digitally. Across St Mary's, our music teaching also inspires children to discover different cultures and styles through music history lessons, and allows children to understand the significance of the composer's musical choices, and how this can be applied to modern music today.

As a school, we believe that music can bring so much delight to ourselves and others in a multitude of ways. We want our young people to feel confident in their competency and capability as a musician, spreading joy to others and to themselves.

We know that music composition is an invaluable method of expressing different emotions. By ensuring that they have the compositional skills and knowledge they need, we give children the space to express thought and feeling for different occasions, saying something musically to the world.

By the end of KS2, our musicians will access knowledge of a wide variety of genres and composers, enabling them to comment confidently and competently on the musical content of different performances, whether live or recorded, that they might experience.

## What a Musician looks like at St Mary's by the end of Year Six:

Children leaving St Mary's at the end of Key Stage 2 will know, do and remember the following:

### **Performance:**

- Children know how to perform as part of an ensemble (singing or playing a musical instrument).
- Children know how to play a range of tuned and untuned musical instruments, for example recorder, clarinet, ukulele, glockenspiel and drums.
- Children know how to sing with confidence as part of a group and actively participate in singing activities, for example Songs of Worship, class assemblies, choir performances and year group productions.

### **Listening and Appraising:**

- Children know how to listen with attention to detail to a range of genres of music.
- Children know how to listen and recall sounds with accuracy and improved aural memory.
- Children know the works of some famous composers throughout history.
- Children know and recognise that instruments belong to different families (i.e. strings, woodwind, percussion etc).

### **Composition:**

- Children know the names and note durations of a crotchet (1 beat), a quaver ( $\frac{1}{2}$  beat), minim (2 beats) and a semibreve (4 beats) and their equivalent rests.
- Children know how to compose creatively to write short pieces of music using a variety of tuned and untuned musical instruments.
- Children know how to work as part of a small group to interpret music when given a stimulus, for example, creating a composition from looking at a picture of Antarctica.
- Children know how to notate simple rhythms and notes on the staff correctly.
- Children know the definitions of the musical terms: tempo, dynamics, pitch, timbre, texture, structure and pulse.

## National Curriculum Coverage: Key Stage 1

By the end of key stage 1, pupils should have developed knowledge about a range of genres through listening to a variety of live and recorded music. They should understand basic subject-specific vocabulary relating to rhythm, dynamics and compositional devices and use their voices expressively and creatively to sing songs, chants and rhymes in addition to playing tuned and untuned instruments musically. Children should be able to experiment and select different musical choices and sounds to create compositions.

### **They should be taught to:**

#### Listening and Appraising

National Curriculum Objective	Coverage at St Mary's
Listen with concentration and understanding to a range of high-quality live and recorded music.	Y1/2 Cycle A – Spring 2 – Towers, Tunnels and Turrets  Y1/2 Cycle B – Spring 2 – Frozen Planet Y1/2 Cycle B – Summer 1 – Dinosaur Planet
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Y1/2 Cycle A – Spring 1- Great Fire of London  Y1/2 Cycle B - Autumn 2 – Bright Lights, Big City. Y1/2 Cycle B – Summer 1 – Dinosaur Planet

#### Composition

National Curriculum Objective	Coverage at St Mary's
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Y1/2 Cycle A – Spring 1- Great Fire of London  Y1/2 Cycle B - Autumn 2 – Bright Lights, Big City. Y1/2 Cycle B – Spring 2 – Frozen Planet.
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Y1/2 Cycle A - Autumn 1- Superheroes  Y1/2 Cycle B – Autumn 1 – Sensational Senses
Play tuned and untuned instruments musically.	Y1/2 Cycle A – Spring 1 – Great Fire of London  Y1/2 Cycle B – Summer 1 – Dinosaur Planet

#### Performance

National Curriculum Objective	Coverage at St Mary's
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Y1/2 Cycle A - Autumn 1- Superheroes Y1/2 Cycle A - Autumn 2- Journeys Y1/2 Cycle A – Spring 2 – Towers, Tunnels and Turrets  Y1/2 Cycle B - Autumn 2 – Bright Lights, Big City. Y1/2 Cycle B – Spring 2 – Frozen Planet.
Play tuned and untuned instruments musically.	Y1/2 Cycle A – Spring 1- Great Fire of London  Y1/2 Cycle B - Autumn 2 – Bright Lights, Big City.

## National Curriculum Coverage: Key Stage 2

During key stage 2, pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should further develop their subject-specific vocabulary and become confident when using music technology and digital audio workstations.

### **They should be taught to:**

#### Listening and Appraising:

National Curriculum Objective	Coverage at St Mary's
Listen with attention to detail and recall sounds with increasing aural memory.	Y5 – Autumn 1 – Into the Unknown Y5 – Spring 1 – Peasants, Princes and Pestilence Y6 – Autumn 1 – The World at War Y6 – Autumn 2 – Frozen Kingdom Y6 – Spring 1 – Explorers and Adventurers Y6 – Summer 1 – Shakespeare
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Y3/4 – Summer 1 – Traders and Raiders Y5 – Autumn 1 – Into the Unknown Y6 – Summer 2 – Me, Myself and I
Develop an understanding of the history of music.	Y3/4 – Summer 2 – Rumbles Y5 – Autumn 1 – Into the Unknown Y6 – Autumn 1 – The World at War

#### Composition:

National Curriculum Objective	Coverage at St Mary's
Improvise and compose music for a range of purposes using the inter-related dimensions of music	Y3/4 – Summer 1 – Traders and Raiders Y3/4 – Summer 2 – Rumbles Y5 – Spring 1 – Peasants, Princes and Pestilence Y6 – Autumn 2 – Frozen Kingdom Y6 – Spring 1 – Explorers and Adventurers
Use and understand staff and other musical notations	Y3/4 – Autumn 1 – Rumble in the Jungle Y5 – Spring 1 – Peasants, Princes and Pestilence Y6 – Autumn 2 – Frozen Kingdom Y6 – Spring 1 – Explorers and Adventurers

#### Performance:

National Curriculum Objective	Coverage at St Mary's
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Y3/4 – Autumn 1 – Rumble in the Jungle Y3/4 – Autumn 2 – Road Trip USA Y3/4 – Spring 2 – Misty Mountain, Winding River Y5 – Spring 1 – Peasants, Princes and Pestilence Y5 – Spring 2 – Off with her Head Y5 – Summer 2 – Titanic Y6 – Autumn 1 – The World at War Y6 – Autumn 2 – Frozen Kingdom Y6 – Spring 1 – Explorers and Adventurers Y6 – Summer 1 – Shakespeare Y6 – Summer 2 – Me, Myself and I

## Progression of Disciplinary Knowledge at St Mary's

Year Group	Listening and Appraising
Early Years	Move to and talk about music expressing their feelings and responses
Year 1	<p>Move and dance with the music.  Find the steady beat.  Talk about feelings created by the music.  Recognise some band and orchestral instruments.  Describe tempo as fast or slow.  Describe dynamics as loud and quiet.  Join in sections of the song, e.g. chorus.  Begin to understand where the music fits in the world.  Begin to understand about different styles of music.</p>
Year 2	<p>Mark the beat of a listening piece (e.g. Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.  Walk in time to the beat of a piece of music.  Identify the beat groupings in the music you sing and listen, e.g. 2-time, 3-time etc.  Move and dance with the music confidently.  Talk about how the music makes you feel.  Find different steady beats. Describe tempo as fast or slow.  Describe dynamics as loud or quiet. Join in sections of the song, e.g. call and response.  Start to talk about the style of a piece of music.  Recognise some band and orchestral instruments.  Start to talk about where music might fit into the world.</p>
Year 3	<p>Share your thoughts and feelings about the music together.  Find the beat or groove of the music.  Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.  Invent different actions to move in time with the music.  Talk about what the song or piece of music means.  Identify some instruments you can hear playing.  Identify if it's a male or female voice singing the song.  Talk about the style of the music.</p>
Year 4	<p>Talk about the words of a song.  Think about why the song or piece of music was written.  Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.  Identify the tempo as fast, slow or steady.  Recognise the style of music you are listening to.  Discuss the structures of songs.  Identify: <ul style="list-style-type: none"> <li>• Call and response</li> <li>• A solo vocal or instrumental line and the rest of the ensemble</li> <li>• A change in texture</li> <li>• Articulation on certain words</li> <li>• Programme music</li> </ul> Explain what a main theme is and identify when it is repeated.  Know and understand what a musical introduction is and its purpose.  Recall by ear memorable phrases heard in the music.  Identify major and minor tonality.  Recognise the sound and notes of the pentatonic scale by ear and from notation.  Describe legato and staccato.  Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>

Year 5	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Explain rapping.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p>
Year 6	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Identify 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction and outro is, and its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz, Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>

Year Group	Understanding Music
Early Years	<p>Watch and talk about dance and performance art expressing their feelings and responses.</p> <p>Explore and engage in music making and dance performing solo or in groups.</p>
Year 1	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>Find and keep a steady beat together.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups with a copy back option to use Solfa.</p>
Year 2	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major and A minor.</p> <p>Find and keep a steady beat.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p>



	<p>Complete vocal warm-ups with a copy back option to use Solfa. Sing short phrases independently.</p>
Year 3	<p>Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C</p>
Year 4	<p>Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G</p>
Year 5	<p>Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, F major and A minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F<math>\sharp</math>, G, A A, B, C, D, E, F<math>\sharp</math>, G F, G, A, B<math>\flat</math>, C, D, E G, A, B, C, D, E, F<math>\sharp</math></p>
Year 6	<p>Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, A minor and D minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F<math>\sharp</math> D, E, F<math>\sharp</math>, G, A, B, C<math>\sharp</math> A, B, C, D, E, F, G</p>

Year Group	Musical Elements/Vocabulary
Early Years	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making and dance performing solo or in groups.</p> <p>BEAT/RHYTHM</p>
Year 1	<p><u>PULSE/BEAT/METRE:</u></p> <p>Watch, follow, feel and move to a steady beat with others.</p> <p>Find and enjoy moving to music in different ways.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p> <p><u>RHYTHM:</u></p> <p>Recognise and clap long sounds and short sounds, and simple combinations.</p> <p>Perform short, copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants; create, retain and perform your own rhythm patterns.</p> <p><u>PITCH - MELODY:</u></p> <p>Recognise, sing and play high and low pitched notes.</p> <p>Explore singing and playing C D E from the C major scale.</p> <p>Explore singing and playing F G A from the F major scale.</p> <p><u>TEMPO:</u></p> <p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p><u>DYNAMICS:</u></p> <p>Talk about loud sounds and quiet sounds and give some examples.</p> <p><u>TIMBRE:</u></p> <p>Identify different sounds in the environment, indoors and outside.</p> <p>Identify the sounds of the instruments played in school.</p> <p>Identify some of the sounds of the instruments heard when listening to music.</p> <p><u>TEXTURE:</u></p> <p>Sing together.</p> <p>Listen out for combinations of instruments together.</p> <p><u>FORM (STRUCTURE):</u></p> <p>Add movement to key sections of a song.</p> <p>Understand when to sing in a verse and a chorus.</p>
Year 2	<p><u>PULSE/BEAT/METRE</u></p> <p>Watch and follow a steady beat.</p> <p>Find a steady beat.</p> <p>Recognise the time signature 4/4 by ear and notation.</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p>

	<p><u>RHYTHM</u></p> <p>Recognise long sounds and short sounds, and match them to syllables and movement. Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point.</p> <p><u>PITCH - MELODY:</u></p> <p>Identify the high notes and low notes in a melody. Join in part of a melody. Rehearse and play a simple instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together. Identify and play by ear or notation notes in the tonality of C major.</p> <p><u>TEMPO:</u></p> <p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Understand that the speed of the beat can change, creating a faster or slower pace.</p> <p><u>DYNAMICS:</u></p> <p>Identify loud and quiet sections of music, and discuss what makes the music loud and quiet. Understand the meaning of loud and quiet (forte and piano).</p> <p><u>TIMBRE:</u></p> <p>Know the difference between a speaking voice and a singing voice. Identify friends from the sound of their voice.</p> <p><u>TEXTURE:</u></p> <p>Understand that singing and playing together creates a musical texture. Add body percussion accompaniments.</p> <p><u>FORM (STRUCTURE):</u></p> <p>Join in with a repeated section of a song: the chorus, the response. Join in with the main tune when it is repeated.</p>
Year 3	<p><u>PULSE/BEAT/METRE.</u></p> <p>Recognise and move in time with the beat. Play the steady beat on percussion instruments. Recognise the 'strong' beat. Play in time with a steady beat in 2/4, 4/4 and 3/4.</p> <p><u>RHYTHM</u></p> <p>Recognise by ear and notation: minims, crotchets, quavers and their rests. Copy simple rhythm patterns created from minims, crotchets, quavers and their rests. Create simple rhythm patterns by ear and using simple notation from minims, crotchets,</p>

	<p>quavers and their rests. Alternate between a steady beat and rhythm.</p> <p><u>PITCH - MELODY:</u></p> <p>Show the shape of a melody as rising and falling in pitch.  Learn to sing a melody by ear or from notation.  Learn to rehearse and play a melodic instrumental part by ear or from notation.  Identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C.  Identify the scales of: C major G major F major  Identify if a scale is major or minor.  Copy simple melodies by ear or from reading notation.  Create melodies by ear and notate them.  Explore and play by ear or from notation:</p> <ul style="list-style-type: none"> <li>• 5-note scale</li> <li>• Pentatonic scale</li> </ul> <p><u>TEMPO:</u></p> <p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.  Change the speed of a steady beat, moving from fast to slow, slow to fast.  Control the speed of a steady beat, getting faster and getting slower.</p> <p><u>DYNAMICS:</u></p> <p>Listen out and respond to forte (loud) sections of music.  Identify instruments playing loud dynamics when listening to the music.  Use dynamics to help communicate the meaning of a song.</p> <p><u>TIMBRE:</u></p> <p>Choose particular instruments for rehearsal and performing.  Identify the sound of different tuned and untuned percussion instruments.</p> <p><u>TEXTURE:</u></p> <p>Understand that singing and playing together creates a musical texture.  Add body percussion accompaniments.  Listen to the accompaniment to a song.  Identify large numbers of people playing and singing.  Listen out for solo players.</p> <p><u>FORM (STRUCTURE):</u></p> <p>Show the different sections of a song structure or piece of music through actions.</p>
Year 4	<p><u>PULSE/BEAT/METRE</u></p> <p>Recognise and move in time with a steady beat.  Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.  Respond to the 'offbeat' or 'backbeat'.</p> <p><u>RHYTHM</u></p> <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> <li>• Semibreves, minims, crotchets, quavers and semiquavers</li> <li>• Dotted minims and dotted crotchets</li> </ul> <p>Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.  Create rhythm patterns by ear and using simple notation, that use semibreves, minims,</p>

crotchets and quavers.

Understand and explain the difference between beat and rhythm. Recall the most memorable rhythms in a song or piece of music.

### PITCH - MELODY:

Identify and explain what a melody is.

Learn to sing and follow a melody by ear and from notation.

Understand melodic movement up and down as pitch.

Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.

Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D

Identify the following scales by ear or from notation: C major F major G major A minor

Copy simple melodies by ear or from reading notation.

Create melodies by ear and notate them.

Identify and talk about the way vocals are used in a song.

Identify and explain:

- Harmony: two or more notes heard at the same time
- Second part: a second musical part, usually a melodic line, that creates harmony

Explore chords I, IV and V in instrumental accompaniments.

Explore intervals of 3rd, 5th and octaves.

Identify the following tonal centres by ear or from notation: C major F major G major A minor

Identify and demonstrate a major and minor scale.

### TEMPO:

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.

Change the speed of a steady beat moving from fast to slow, slow to fast.

Control the speed of a steady beat, getting faster and getting slower.

Direct the class in controlling the speed of a steady beat in a class performance.

### DYNAMICS:

Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.

### TIMBRE:

Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.

Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.

Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar.

Recognise the difference between the sound of male and female voices.

Understand the importance of the vocal warm-up and its impact on the tone of the voice.

### TEXTURE:

Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.

Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music.

Understand and demonstrate the effect that repeated rhythmic or melodic patterns (such as riffs/ostinati) have on the texture of a piece of music.

	<p>Explain the term 'unison' and the difference between unison and solo.</p> <p><u>FORM (STRUCTURE):</u></p> <p>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.</p> <p>Identify the instrumental break and its purpose in a song.</p> <p>Recognise phrases and repeated sections.</p> <p>Discuss the purpose of a bridge section.</p>
Year 5	<p><u>PULSE/BEAT/METRE</u></p> <p>Recognise and move in time with the changing speed of a steady beat.</p> <p>Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>Respond to the 'offbeat' or 'backbeat'.</p> <p><u>RHYTHM</u></p> <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> <li>• Minims, dotted crotchets, crotchets, quavers and their rests</li> </ul> <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> <li>• 6/8 rhythm patterns</li> <li>• Dotted crotchets, triplet quavers, dotted quavers, quavers and their rests.</li> </ul> <p>Recognise dotted rhythm in melodies.</p> <p>Copy simple rhythm patterns using the above rhythms.</p> <p>Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns.</p> <p>Recall the most memorable rhythms in a song or piece of music.</p> <p><u>PITCH - MELODY:</u></p> <p>Identify and explain steps, jumps and leaps in the pitch of a melody.</p> <p>Learn to sing and follow a melody by ear and from notation.</p> <p>Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation.</p> <p>Identify the names of the pitched notes on a staff: C, D, E, F, G, A, B, C, D, E, F, G, A, B, C, D</p> <p>Identify the following scales by ear or from notation: C major, F major, D minor, G major, E minor, C minor.</p> <p>Copy simple melodies by ear or from reading notation.</p> <p>Create melodies by ear and notate them.</p> <p>Add new chords II and VI from a given tonality.</p> <p>Identify tone by ear or from notation.</p> <p>Identify intervals of a 3rd, 5th and 7th.</p> <p>Identify the tonal centres of: C major and C minor, F major, D minor and D major, E minor major</p> <p>Identify and demonstrate the following scales by ear and from notation: Major scale, Minor scale, Pentatonic scale</p> <p><u>TEMPO:</u></p> <p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p> <p>Direct the class in controlling the speed of a steady beat in a class performance.</p> <p>Recognise the connection between tempi and musical styles.</p>

	<p><u>DYNAMICS:</u></p> <p>Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.</p> <p><u>TIMBRE:</u></p> <p>Recognise the following ensembles:</p> <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> <p>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, synthesizer, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute. Recognise the difference between the sound of male and female voices. Recognise tone colour and rapping.</p> <p><u>TEXTURE:</u></p> <p>Identify solos and instrumental breaks in songs and music. Talk about solo voices, backing vocals and different vocal textures. Identify changes in texture. Talk about the different textures created by intervals and chord.</p> <p><u>FORM (STRUCTURE):</u></p> <p>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. Identify the instrumental break and its purpose in a song. Recognise phrases and repeated sections. Discuss the purpose of a bridge section.</p>
Year 6	<p><u>PULSE/BEAT/METRE:</u></p> <p>Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4. Identify syncopation and swing.</p> <p><u>RHYTHM:</u></p> <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> <li>• Minims, crotchets, quavers, semiquavers and their rests</li> </ul> <p>Recognise by ear and notation:</p> <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> <p>Recognise by ear and notation:</p> <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> <p>Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music.</p>

### PITCH - MELODY:

Identify major and minor tonality by ear and from notation.

Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.

Identify the names of the pitched notes on a staff: C, D, E, E $\flat$ , F $\sharp$ , G, A, B, B $\flat$ , C, C $\sharp$ , D

Identify the following scales by ear or from notation: A minor, G major, D major, D minor, F major

Identify an interval of a major triad: 3rd, 5th.

Identify an octave by ear or notation.

Copy simple melodies by ear or from reading notation.

Create melodies by ear and notate them.

Use chords C, F, G and A minor by ear or from notation.

Identify the tonal centres of: A minor, G major, D major, D minor, F major

Identify and demonstrate the following scales by ear and from notation:

- Major scale
- Minor scale
- Pentatonic scale
- Blues scale

### TEMPO:

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.

Change the speed of a steady beat, moving from fast to slow, slow to fast.

Control the speed of a steady beat, getting faster and getting slower.

Direct the class in controlling the speed of a steady beat in a class performance.

Recognise the connection between tempi and musical styles.

Recognise an effective use of tempo at the end of a song.

### DYNAMICS:

Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.

Identify how dynamics can support the structure of a song or piece of music, e.g. diminuendo leading into a new section and change of mood.

Identify the connection between dynamics and texture, e.g. adding more players and/or singers makes the music louder.

### TIMBRE:

Recognise the following ensembles:

- Pop group
- A Cappella group
- Gospel choir

Identify instruments that add particular colour to a song or piece of music.

Identify the following instruments by ear and through a range of media:

- Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer.
- Instruments of the orchestra from the strings, woodwind, brass, 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.
- Other instruments such as steel pans, harmonica, banjo and accordion.



	<p><u>TEXTURE:</u></p> <p>Sing and play instruments in different-sized groups.  Identify solos and instrumental breaks in songs and music.  Talk about solo voices, backing vocals and different vocal textures.  Refer to repeated rhythmic or melodic patterns as riffs/ostinati.  Talk about the different textures created by intervals and chords.  Understand how texture builds throughout a piece as voices are layered.</p> <p><u>FORM (STRUCTURE):</u></p> <p>Talk about how musical styles often have the same musical structure, e.g. Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.  Talk about the purpose of musical structures.  Identify where changes in texture and tonality help emphasize the contrasting sections in a song.  Recognise that changing the tonality at different points within the song creates different sections to the structure.</p>
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## **Spirituality**

*'Spirituality is like a bird. If you hold it too closely, it chokes. And if you hold it too loosely, it escapes.'* Israel Salanter  
Lipkin

We have defined spirituality as:

Something that we cannot see and we cannot easily explain. It helps us to reflect on the awe and wonder inspired by life and the world around us. Through spirituality, we can investigate meaning and connect with ourselves, each other and the wider world. We also have the opportunity to consider and explore a connection with God.

Spirituality is like a friend who comes alongside us when we say wow, ask why and wonder... where next?

By providing opportunities to investigate spirituality, we are nurturing the child as a whole.

At St Mary's C of E (Aided) Primary School, we believe that we need to give all our children the chance to allow them to blossom into the people God is calling them to be with 'their God-given potential'. We believe that spirituality is a core thread that runs through our school and we attach great importance to it for both children's development and for the growth and well-being of all within our school community.

The attached spirituality progression grid captures how pupils develop spiritually across the year groups and our curriculum overview identifies where there are opportunities to be spiritual within lessons and wider opportunities.

At St. Mary's CE Aided Primary School, we believe that it is very important to provide all children with a range of opportunities to help them develop spiritually. We believe that spiritual development may not be synonymous with RE and Collective Worship and can be explored through many different curriculum areas.

As a school we focus on the idea of 4 concepts of spirituality: self, others, world and beauty and beyond. We start with 'big questions' about life and we plan a series of encounters (windows) that open up the possibility of reflection (mirrors). Finally, the children are given the opportunity to put into action what they believe and value (doors).

## Our model for Spiritual Development

At St. Mary's CofE (Aided) Primary School, we use the Windows, Mirrors and Doors model to support spiritual development.

### Windows – Learning about life

We give children opportunities to become aware of the world in new ways; to **wonder** about life's '**Wows**' (things that are amazing and unexplainable as to why they evoke such a response) and '**Ows**' (things that upset us and cause us to be uncertain). In this, our children are learning about life in all its fullness.

### Mirrors – Learning from life

We give children opportunities to **reflect** on their experiences; to **meditate** and **reflect** on life's big questions and to consider some possible answers. In this, they are learning from life by exploring their own insights and perspectives and those of others.

### Doors – Learning to live life

We give children opportunity to respond to all of this; to **do** something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to **live** by putting into action what they are coming to believe and value.

What are the indicators of developing spiritually?

The following are seen as the indicators of effective spiritual development in our school. Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- an awareness and understanding of their own and others' beliefs
- an ability to understand the notion of community and to see themselves in relation to a variety of communities
- a respect for themselves and for others
- a sense of empathy with others, concern and compassion
- an increasing ability to reflect and learn from this reflection
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- an appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity
- a respect for insight as well as for knowledge and reason
- an expressive and/or creative impulse
- resilience in the face of challenges or when things don't go the way we expect or want
- an ability to think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale, perspective
- an understanding of feelings and emotions, and their likely impact, and an ability to talk about feelings

## Opportunities to develop spiritually at St Mary's

We provide rich opportunity for our children to develop spiritually within our curriculum.

### **Music**

- By allowing pupils to show their delight and curiosity in creating their own sounds.
- By considering how music makes one feel and can 'move us' deeply.
- By understanding the way artists communicate their feelings through their music

## SEND Provision in Music: Strategies to Scaffold Learning

We support learners by planning units which build on prior learning, from both from the lesson before, and from previous years. Our curriculum is designed as a spiral to ensure that the key musical concepts are systematically revisited and developed over time.

### We support learners to access literacy within lessons by:

- Providing topical word banks and picture cards that the learner can point or refer to when explaining religious education terms and concepts.
- Collating word/picture banks on a mini whiteboard/paper with the learner during the teaching input to support their independent learning activity.
- Scaffolding learning to make it accessible for all, e.g., in writing tasks, a learner could verbally explain for you or a teaching assistant to scribe, note-take or film explaining their ideas.

### We support learners to retain vocabulary by:

- Beginning each lesson with a review of the vocabulary learnt in the previous lesson.
- Providing word banks that are accessible throughout the music unit. Encourage learners to tick the words they feel confident with to help target language that still needs support, e.g., when learners can independently use a word in a sentence. This could also encourage the learner to use language they have yet to use.
- Referring to language regularly during lessons and, where applicable, throughout the school day, as this will embed the vocabulary and build stronger links and associations.

### We support learners who need additional time to develop conceptual understanding by:

- Providing pre-teaching opportunities for learners to hear vocabulary prior to the lesson, to support their access and engagement in whole-class teaching.
- Planning small group teaching opportunities, for example whilst learners who have already met an objective are doing enrichment activities independently, dedicate time to conference with and/or provide additional learning opportunities for learners working towards the learning objective.
- Providing learners with worked examples to use as a model whilst completing independent work.
- Thinking about the individual learner – some learners may be highly motivated if they know something in advance of a lesson. Show them an object, or picture about the lesson, as detailed in the case study.
- Creating links in learning in different areas. Also, make links to what learners have previously learnt using subject specific strands and big ideas.

### In our Pupil Premium strategy, the key principles relevant to RE are:

- We aim to provide a **broad and engaging curriculum** with a half termly unit approach that is progressive with skills and knowledge.
- Promote an ethos of **attainment for all** – rather than stereotyping.

- **High quality teaching** – rather than bolt on strategies with a focus on how we teach and ensure long term working memory.
- We will facilitate pupils accessing a **wide range of enrichment experiences both in and out of school**, which positively impact on the children’s academic achievements and well-being. This includes visitors and visits to allow the children to deepen their learning.
- We aim to **increase attendance** by reviewing the **curriculum offer** and the support needed for our disadvantaged pupils by using **pupil voice in our decision making**.

Year Group	Playing Tuned and Untuned Instruments
Early Years	Wooden claves
Year 1	Wooden claves/xylophone
Year 2	Xylophone/Recorders
Year 3	Recorders
Year 4	Recorders
Year 5	Ukulele
Year 6	Ukulele

Year Group	Music History
Early Years	
Year 1	Charanga Unit 2: Playing in an Orchestra- How does music teach us about the past?
Year 2	Charanga Unit 2: Playing in an Orchestra- How does music teach us about the past?
Year 3	Charanga Unit 4: More Musical Styles- How does music help us get to know our community?
Year 4	Charanga Unit 4: More Musical Styles- How does music help us get to know our community?
Year 5	Gustav Holst- ‘The Planets’ Suite
Year 6	The World at War- Exploring wartime music and its impact

Year Group	Music Theory
Early Years	
Year 1	Charanga Unit 1: My Musical Heartbeat- compose and create a graphic score using C, D, E, F, G
Year 2	Charanga Unit 1: My Musical Heartbeat- compose and create a graphic score using C, D, E, F, G
Year 3	Rumble in the Jungle- Recognising and understanding notation using crotchets, quavers and minims.
Year 4	Rumble in the Jungle- Recognising and understanding notation using crotchets, quavers and minims.
Year 5	Ukulele- Recognising and playing chords C, Am, F and G
Year 6	Ukulele- Playing and recording basic notation using chords C, Am, F and G

Year Group	Performance
Early Years	Begin to learn how to perform in a group situation musically.
Year 1	Begin to learn how to perform as a whole class musically.
Year 2	Perform as a whole class and in small group contexts musically.
Year 3	Begin to perform in solo and ensemble contexts with some musical accuracy.
Year 4	Perform in solo and ensemble contexts with some musical accuracy.
Year 5	Begin to perform in solo and ensemble contexts with increasing confidence and control.
Year 6	Perform in solo and ensemble contexts confidently with musical accuracy and control.

## Progression of Knowledge and Skills

Musicianship: Understanding Music		
Year 1	Year 2	Year 3
<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>Find and keep a steady beat.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups.</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major and A minor.</p> <p>Find and keep a steady beat together.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups.</p> <p>Sing short phrases independently.</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>In the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Find and keep a steady beat.</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>Copy back and improvise simple melodic patterns using the notes:</p> <p>C, D, E</p> <p>G, A, B</p> <p>F, G, A</p> <p>A, B, C</p>
Year 4	Year 5	Year 6
<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>In the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes:</p> <p>C, D, E</p> <p>C, D, E, G, A</p> <p>G, A, B</p> <p>G, A, B, D, E</p> <p>F, G, A</p> <p>A, B, C, D, E, F, G</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major, D major, F major and A minor.</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes:</p> <p>C, D, E</p> <p>C, D, E, F, G, A, B</p> <p>D, E, F#, G, A</p> <p>A, B, C, D, E, F#, G</p> <p>F, G, A, Bb, C, D, E</p> <p>G, A, B, C, D, E, F#</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major, D major, A minor and D minor.</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes:</p> <p>D, E, F, G, A</p> <p>C, D, E, F, G, A, B</p> <p>G, A, B, C, D, E, F#</p> <p>D, E, F#, G, A, B, C#</p> <p>A, B, C, D, E, F, G</p>

Listening		
Year 1	Year 2	Year 3
<p>Move and dance with the music.</p> <p>Find the steady beat.</p> <p>Talk about feelings created by the music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p> <p>Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand about different styles of music.</p>	<p>Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music.</p> <p>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</p> <p>Move and dance with the music confidently.</p> <p>Talk about how the music makes you feel.</p> <p>Find different steady beats.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud or quiet.</p> <p>Join in sections of the song, eg call and response.</p> <p>Start to talk about the style of a piece of music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Start to talk about where music might fit into the world.</p>	<p>Share your thoughts and feelings about the music together.</p> <p>Find the beat or groove of the music.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Invent different actions to move in time with the music.</p> <p>Talk about what the song or piece of music means.</p> <p>Identify some instruments you can hear playing.</p> <p>Identify if it's a male or female voice singing the song.</p> <p>Talk about the style of the music.</p>
Year 4	Year 5	Year 6
<p>Talk about the words of a song.</p> <p>Think about why the song or piece of music was written.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, and 4/4 metre.</p> <p>Identify the tempo as fast, slow or steady.</p> <p>Recognise the style of music you are listening to.</p> <p>Discuss the structures of songs.</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Call and response</li> <li>• A solo vocal or instrumental line and the rest of the ensemble</li> <li>• A change in texture</li> <li>• Articulation on certain words</li> <li>• Programme music</li> </ul> <p>Explain what a main theme is and identify when it is repeated.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Describe legato and staccato.</p> <p>Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Explain rapping.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p>	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Identify 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction and outro is, and its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>

Singing		
Year 1	Year 2	Year 3
<p>Sing, rap, rhyme, chant and use spoken word.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Copy back intervals of an octave and fifth (high, low).</p> <p>Sing in unison.</p>	<p>Sing as part of a choir.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing to communicate the meaning of the words.</p> <p>Sing in unison and sometimes in parts, and with more pitching accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Add actions to a song.</p> <p>Move confidently to a steady beat.</p> <p>Talk about feelings created by the music or song.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to talk about and understand the style of the music.</p> <p>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 (eg crescendo, decrescendo, pause).</p>	<p>Sing as part of a choir.</p> <p>Sing a widening range of unison songs, of varying styles and structures.</p> <p>Demonstrate good singing posture.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing with awareness of following the beat.</p> <p>Sing with attention to clear diction.</p> <p>Sing expressively, with attention to the meaning of the words.</p> <p>Sing in unison.</p> <p>Understand and follow the leader or conductor.</p> <p>Copy back simple melodic phrases using the voice.</p>
Year 4	Year 5	Year 6
<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Demonstrate good singing posture.</p> <p>Demonstrate vowel sounds, blended sounds and consonants.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to staccato and legato.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk about how the songs and their styles connect to the world.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4 and 6/8 time.</p> <p>Sing in unison and parts, and as part of a smaller group.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing a second part in a song.</p> <p>Self-correct if lost or out of time.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk confidently about how connected you feel to the music and how it connects in the world.</p> <p>Respond to a leader or conductor.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing in parts where appropriate.</p> <p>Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>Sing with and without an accompaniment.</p> <p>Sing syncopated melodic patterns.</p> <p>Demonstrate and maintain good posture and breath control whilst singing.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Lead a singing rehearsal.</p> <p>Talk about the different styles of singing used for the different styles of songs sung in this year.</p> <p>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p>

Notation		
Year 1	Year 2	Year 3
<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of:</p> <p>C, D, E, F, G F, G, A G, B, D D, E, F<math>\sharp</math>, G, A D, A, C.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of:</p> <p>C, D, E, F, G, A, B G, A, B, C, D, E, F<math>\sharp</math> F, G, A, B<math>\flat</math>, C, D, E A, B, C, D, E</p> <p>Identify hand signals as notation, and recognise music notation on a staff of five lines.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B F, G, A, B<math>\flat</math>, C G, A, B, C, D, E E, F<math>\sharp</math>, G<math>\sharp</math>, A, B</p> <p>Read and respond to semibreves, minims, crotchets and paired quavers.</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Stave</li> <li>• Treble clef</li> <li>• Time signature</li> </ul> <p>Identify and understand the differences between crotchets and paired quavers.</p> <p>Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p>
Year 4	Year 5	Year 6
<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B F, G, A, B<math>\flat</math>, C G, A, B, C, D, E, F<math>\sharp</math> D, E, F<math>\sharp</math>, G, A, B, C</p> <p>Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Stave</li> <li>• Treble clef</li> <li>• Time signature</li> </ul> <p>Identify and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a range.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B F, G, A, B<math>\flat</math>, C, D, E G, A, B<math>\flat</math>, C, D, E, F<math>\sharp</math> D, E, F, G, A E<math>\flat</math>, F, G, A<math>\flat</math>, B<math>\flat</math>, C, D<math>\flat</math></p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Stave</li> <li>• Treble clef</li> <li>• Time signature</li> </ul> <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Recognise how notes are grouped when notated.</p> <p>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave (eg C–C'/do–do).</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B F, G, A, B<math>\flat</math>, C, D, E F, G, A<math>\flat</math>, B<math>\flat</math>, C, D, E<math>\flat</math> G, A, B<math>\flat</math>, C, D, E, F<math>\sharp</math> D, E, F, G, A D, E, F<math>\sharp</math>, A, B, C<math>\sharp</math> E, F<math>\sharp</math>, G, G<math>\sharp</math>, A, B, C, C<math>\sharp</math> E<math>\flat</math>, F, G, A<math>\flat</math>, B<math>\flat</math>, C, D</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Stave</li> <li>• Treble clef</li> <li>• Time signature</li> </ul> <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Recognise how notes are grouped when notated.</p> <p>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p>



Playing Instruments		
Year 1	Year 2	Year 3
Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</p> <p><b><u>Recorder</u></b> Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, B<math>\flat</math>, C, E and F.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</p> <p><b><u>Recorder</u></b> Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F, F<math>\sharp</math>, G, G<math>\sharp</math>, A, B and B<math>\flat</math>.</p>
Year 4	Year 5	Year 6
<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.</p> <p><b><u>Recorder</u></b> Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major and D major.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E<math>\flat</math> major, C minor and D minor.</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.</p> <p><b><u>Recorder</u></b> Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major and D major.</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E<math>\flat</math> major, D minor and F minor.</p> <p>Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p><b><u>Recorder</u></b> Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E<math>\flat</math> major, D minor and F minor</p>

Creating: Improvising		
Year 1	Year 2	Year 3
<p>Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Improvise simple vocal patterns using 'Question and Answer' phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch/pattern.</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A</p> <p>Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Compose over a simple groove. Compose over a drone.</p> <p>Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</p>
Year 4	Year 5	Year 6
<p>Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A</p> <p>Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Improvise over a simple chord progression.</p> <p>Improvise over a groove.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D</p> <p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p>

Creating: Composing		
Year 1	Year 2	Year 3
<p>Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or sound makers. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds. Use simple notation if appropriate: Create a simple melody using crotchets and minims.</p>	<p>Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create a story, choosing and playing classroom instruments. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. Use music technology, if available, to capture, change and combine sounds. Use notation if appropriate: Create a simple melody using crotchets and minims.</p>	<p>Create music and/or sound effects in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Compose over a simple chord progression. Compose over a simple groove. Compose over a drone. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a simple melody using crotchets, minims and perhaps paired quavers:.</p>
Year 4	Year 5	Year 6
<p>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Compose over a simple chord progression. Compose over a groove. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale.</p>	<p>Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use chords to compose music to evoke a specific atmosphere, mood or environment. Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality.</p>	<p>Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg 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. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality.</p>

Creating: Composing		
Year 1	Year 2	Year 3
<p>Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or sound makers. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds. Use simple notation if appropriate: Create a simple melody using crotchets and minims.</p>	<p>Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create a story, choosing and playing classroom instruments. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. Use music technology, if available, to capture, change and combine sounds. Use notation if appropriate: Create a simple melody using crotchets and minims.</p>	<p>Create music and/or sound effects in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Compose over a simple chord progression. Compose over a simple groove. Compose over a drone. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a simple melody using crotchets, minims and perhaps paired quavers:.</p>
Year 4	Year 5	Year 6
<p>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Compose over a simple chord progression. Compose over a groove. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale.</p>	<p>Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use chords to compose music to evoke a specific atmosphere, mood or environment. Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality.</p>	<p>Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg 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. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality.</p>

Performing		
Year 1	Year 2	Year 3
<p>Enjoy and have fun performing.</p> <p>Choose a song/songs to perform to a well-known audience.</p> <p>Prepare a song to perform.</p> <p>Communicate the meaning of the song.</p> <p>Add actions to the song.</p> <p>Play some simple instrumental parts.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Talk about the difference between rehearsing a song and performing it.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</p>
Year 4	Year 5	Year 6
<p>Rehearse and enjoy the opportunity to share what has been learned in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Communicate the meaning of the words and articulate them clearly.</p> <p>Use the structure of the song to communicate its mood and meaning in the performance.</p> <p>Talk about what the rehearsal and performance has taught the student.</p> <p>Understand how the individual fits within the larger group ensemble.</p> <p>Reflect on the performance and how well it suited the occasion.</p> <p>Discuss and respond to any feedback; consider how future performances might be different.</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.</p> <p>Perhaps perform in smaller groups, as well as the whole class.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>A student leads part of the rehearsal and part of the performance.</p> <p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect how future performances might be different.</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unknown audience.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.</p> <p>Perform from memory or with notation.</p> <p>Understand the value of choreographing any aspect of a performance.</p> <p>A student or a group of students rehearse and lead parts of the performance.</p> <p>Understand the importance of the performing space and how to use it.</p> <p>Record the performance and compare it to a previous performance.</p> <p>Collect feedback from the audience and reflect how the audience believed in the performance.</p> <p>Discuss how the performance might change if it was repeated in a larger/smaller performance space.</p>

## **Subject Specific Vocabulary**

Pulse – The regular heartbeat of the music; its steady beat.

Rhythm – A combination of notes and rests; long and short sounds/silences or patterns that happen over the pulse.

Pitch – High and low sounds/notes.

Tempo – The speed of the music; fast, slow or somewhere in between.

Dynamics – How loud or quiet the music is.

Timbre – The character or colour of a particular instrument or sound. All instruments, including voices, have a certain sound quality, eg the trumpet has a very different sound quality to the violin.

Texture – Layers of sound in music. Layers of sound working together make music very interesting to listen to.

Structure and Form – The shape of a piece of music and how it's put together. Every piece of music has a structure, eg an introduction, verse, chorus and ending.

Notation – The link between sound and symbol; how we write music down.