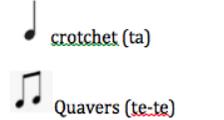
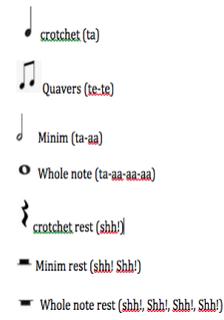
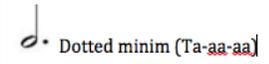
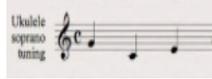
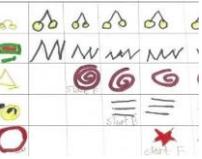
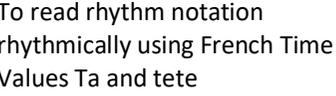
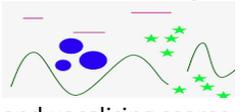


Music - Rhythm/Duration							
<p><b>Skills</b></p>	<p>To clap a rhythm pattern copying the teacher.</p> <p>Tapping on the beat of a song or piece of music in time with the teacher.</p> <p>To make up patterns when exploring the instruments and in imaginative play.</p>	<p>To develop aural awareness</p> <p>To make actions on the pulse of a song.</p> <p>To make long/short sounds</p> <p>To recognise familiar rhythm patterns.</p> <p>To clap rhythm patterns and begin to link sound and symbol using cards with one or two dots.</p> 	<p>To create rhythms to clap.</p> <p>To clap a regular pulse, feeling the strong beat.</p> <p>To add long and short sounds over the pulse (rhythm), extend to a silent beat or 'rest' (one beat-sh!)</p> <p>To develop aural awareness</p> <p>To recognise one dot, two dot links to crotchet and quavers in traditional notation by adding a 'stick'</p> 	<p>To build on rhythmic knowledge and awareness by adding more measured note values.</p>  <p>To begin reading and writing one bar ta, te-te and crotchet rest in traditional notation,</p> <p>To clap patterns to a backing track</p>	<p>To understand these rhythm values; Ta (crotchet) Te-te (quavers), ta-aa (minim) Whole note</p> <p>To recognise the terminology; crotchet rest, minim rest, whole note rest-</p> <p>To build aural awareness and notate short rhythm patterns up to two bars after listening.</p> <p>To improvise one bar rhythm patterns for children to clap back.</p> <p>To create patterns to a backing track.</p>	<p>To identify repeated rhythms and note values in printed music.</p> <p>To recognise further language of rhythm values; Semibreve, Minim, Crotchet, Quavers. Crotchet rest Quaver rest,</p> <p>To improvise longer more complex rhythm patterns</p> <p>To read simple unison rhythms as a class in printed music on the staff.</p> <p>To read the dotted minim note</p>  <p>To compare long vocal sounds to short vocal sounds. E.g. sirening on 'oo' or short constant sounds k-k-k-k.</p>	<p>To identify repeated rhythms and note values in printed music,</p> <p>To more confidently reading rhythms Semibreve, Minim, Crotchet, Quavers. Crotchet rest Quaver rest,</p> <p>To introduce more dotted notes and re-enforce how dots work</p>  <p>To recognise latin rhythms. Clave.</p> <p>To improvise longer more complex rhythm patterns,</p>
<p><b>Key Vocabulary</b></p>	<p>Beat Rhythm</p>	<p>Pulse Beat Rhythm Long Short Listen Repeat</p>	<p>Pulse Beat, Rhythm, strong beat, Long Short Ta te-te rest shh!</p>	<p>Pulse Beat Rhythm Long Short Ta te-te rest shh! Ta-aa minim whole note Crotchet quaver Backing track, keep the pulse</p>	<p>Pulse Beat Rhythm Long Short Ta te-te rest shh! Ta-aa minim whole note Crotchet quaver, , Improvising, backing track, 'keep the pulse'</p>	<p>Pulse Beat Rhythm Long Short Ta te-te rest shh! Ta-aa minim whole note Crotchet quaver siren, consonant</p>	<p>Pulse Beat Rhythm Long Short Ta te-te rest shh! Ta-aa minim whole note, off-beat, Latin rhythm styles, Clave, Crotchet quaver dotted notes</p>
<p><b>EYFS</b></p>							
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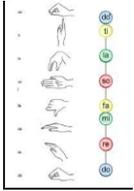
## Music - Pitch

<p><b>Skills</b></p>	<p>To sing simple limited pitch note songs and rhymes with improving pitch.</p> <p>To sing songs with mostly consecutive pitch and limited jumps. E.g. Are you sleeping? Twinkle, Twinkle</p>	<p>To develop aural awareness of pitch.</p> <p>To extend note range and movement.</p> <p>To recognise naturally high sounds (eg mice squeak) and low sounds (lions roar).</p> <p>To hear high, middle, low sounds.</p> <p>To sing in tune in stepwise movement eg penguin song.</p> <p>To follow the shape of a melody with hand levels. E.g. soh, me</p> <p>To begin linking instrument size and pitch.</p> <p>To recognise pitched percussion from unpitched.</p>	<p style="text-align: center;">* * * *</p> <p>Stepwise or jump? To begin linking pitch with symbols e.g. link no pitch changes with dots in level lines and dots at different heights show change.</p> <p>To read pitch changes on a one line stave.</p>  <p style="text-align: center;">One-Line Staff</p> <p>To develop aural awareness and recognise getting higher and getting lower.</p> <p>To recognise and describe high or low pitch voices when listening.</p>	<p>To be singing at different pitch with better tuning.</p> <p>To learn Doh, re, mi sol fa (Tonic sol fa) scale to help focus on pitch tuning.</p> <p>To link different 'dot' heights to the lines on a stave.</p> <p>To extend one line stave to 3 then 5 lines.</p> <p>To read pitches B,A,G high C, possibly ext. to D C and low D. Reading writing pitch notes on the treble stave-as line or space notes?</p> 	<p>To recognise and read the different pitches of the ukulele strings.</p> <p>To understand the use of leger lines- middle C note.</p> <p>To begin to write readable organised pitch notes on the stave.</p> <p>To use manuscript whiteboards and link to composing</p> 	<p>To build further skills in class percussion ensemble reading step-wise pitched notes, between Low C and high C, on the stave with TAB support where needed.</p> <p>To achieve stepwise pitch movement on percussion using horizontal wrist movement.</p> <p>To recognise different vocal pitches as alto soprano, and bass.</p> <p>To know the science behind pitch changes of e.g Boomwhackers</p>	<p>To play various class ensemble music, reading traditional pitch, with TAB support where needed.</p> <p>To begin to read widen stepped notation of pitch notes.</p> <p>To hold a melody with different pitches being sung around you.</p> <p>To understand why we have different pitch voices, soprano, alto, tenor, bass..</p> <p>To understand the reason for different pitch notes on the xylophones and glockenspiels.</p>
<p><b>Key Vocabulary</b></p>	<p>High low step jump</p>	<p>High low step jump</p>	<p>High low middle step jump monotone</p>	<p>High low middle step jump, line note, space note, stave, treble clef, A,B,C,D,E,F,G,</p>	<p>High low, middle step, jump, line note, space note, stave, treble clef, note names, leger line, manuscript</p>	<p>High low middle step, jump, line note, space note, stave, treble clef, note names, leger line, middle C, unison, consecutive,</p>	<p>step, jump, line note, space note, stave, treble clef, note names, leger line, middle C, harmony, 3<sup>rd</sup>, 6<sup>th</sup>, unison, soprano, alto, tenor, bass. Classical, Beethoven, Vivaldi, Baroque, Romantic, Modern, Medieval Tuned Percussion Great Composers</p>
<p><b>EYFS</b></p>							
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<p><b>Year 6</b></p>							

## Music - Notation

Skills	To draw pictures of sound eg Bang	To use dots to represent rhythm notation	To choose and match sounds to best representation	To develop skills reading rhythm notation with flashcards and French Time names	To read from tab, letters, and open string notes from score.	To develop skills using Rhythm Flashcards.	To demonstrate reading skills using word spelling games.
	<p>To select sounds to match pictures or draw pictures to match sounds and use grids to organise sounds. E.g.</p> 	<p>To create picture grids and rhythm grids for notating sounds eg fireworks or a soundscape).</p>  <p>To notate long and short sound patterns</p>  <p>To read rhythm notation rhythmically using French Time Values Ta and tete</p>  <p>To recognise that sound can be recorded on system of lines and spaces</p> 	<p>To extend reading to first finger notation e.g. PAGs 1 exercise,</p>  <p>To understand and follow dynamics e.g. P, mf, f, ff</p> <p>To use rhythm notation cards to create patterns.</p> <p>To notate rhythms dictated aurally using ta, tete, ta-aa and rests.</p> <p>To use traditional stave notation</p> 	<p>To create and read Graphic scores e.g.</p>  <p>and vocalising scores beginning to use symbols e.g. for dynamics, tempo</p> <p>To read from traditional scores</p>  <p>Including e.g. repeats, middle C</p> <p>To notate rhythms dictated aurally using crotchets, quavers, minims, whole notes and crotchet rests.</p>	<p>To notate aural dictation on a stave.</p> <p>To read traditional notation e.g. tunes for different eras of music and 3 part harmony.</p>  <p>To notate for dynamics e.g. <i>f</i>, <i>p</i>, <i>mp</i>, tempo, texture, structure, etc.</p> <p>To use and understand musical symbols.</p> <p>To write own traditional music notes on the stave.</p> <p>To notate rhythms dictated aurally using crotchets, quavers, minims, whole notes, crotchet and minim and whole bar rests.</p>		
Key Vocabulary	Symbol, picture, Crash, Bang, loud quiet, short, long, cold hot smooth jagged etc	Symbol, picture, Crash, Bang, loud quiet, short, long, cold hot smooth jagged Organise, represent, match, symbols, rhythm grid,	One beat, Ta Half beats Quavers, te-te Rest -shh! Symbols, graphic score,	Treble clef, Organise, represent, match, symbols, rhythm grid, stave, Whole note, Ta-aa-aa-aa Crotchet, Ta Quavers, tete Minim, `ta-aa Rest -shh!	Leger lines, treble clef, Whole note, Ta-aa-aa-aa Crotchet, Ta; Quavers, tete; Minim, `ta-aa; Rest -shh!; manuscript, 'Middle C', leger line, Dynamics, louder, quieter	Whole note, Crotchet, Quavers, Minim, Rest Letter TAB Ensemble Score markings, graphic score, layers. Traditional stave, repeat marks,	Symbol, picture, Crash, Bang, loud quiet, short, long, cold hot smooth jagged, scoring, traditional, Graphic, score, consecutive, jumping, etc
EYFS							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							

## Music - Singing/ Dynamics

<p><b>Skills</b></p>	<p>To sing very simple short unison songs.</p> <p>To sing at different volumes</p> <p>To sing songs, chants, and nursery rhymes.</p> <p>To move on the beat Songs to support learning e.g. Phonic Songs Number Songs Body Songs</p>	<p>To sing simple short unison songs.</p> <p>To develop different ways to use the voice through different chants and songs.</p> <p>To move on the beat when singing.</p> <p>To sing louder and quieter.</p> <p>To sing action songs.</p> <p>To distinguish between styles of e.g. a lullaby, and a National Anthem.</p>	<p>To sing stepwise songs</p> <p>To sing 2 part songs rounds and chants with awareness of volume of each part.</p> <p>To recognise call and response song structure.</p> <p>To follow the shape of the melody.</p> <p>To improve tuning when singing.</p> <p>To sing louder and quieter</p> <p>To sing in different languages.</p>	<p>To sing the Sol-fa scale.</p>  <p>To singing alone and in groups.</p> <p>To sing a variety of songs, including 3 part rounds and World songs.</p> <p>To sing with better intonation.</p> <p>To sing in Question and Answer structure, choosing an appropriate volume.</p>	<p>To sing 3 part songs.</p> <p>To understand the importance of pronouncing words clearly.</p> <p>To sing with awareness of dynamics.</p> <p>To show awareness of breathing appropriately.</p>	<p>To maintain intonation in part singing.</p> <p>To sing more songs from memory.</p> <p>To add emotion and dynamics. E.g. <i>p</i>, <i>mf</i>, <i>f</i>.</p> <p>To breathing appropriately for a smooth line.</p> <p>To use different vocal styles and pitches.</p> <p>To understand and demonstrate the importance of diction in a vocal performances.</p>	<p>To sing partner songs.</p> <p>To sing world songs.</p> <p>To sing with an awareness of how the parts fit together.</p> <p>To develop use of dynamics <i>p</i>, <i>mf</i>, <i>f</i>, <i>cresc</i>, <i>decresc</i>. etc to create emotion.</p> <p>To use breath control.</p> <p>To sing songs from different times e.g. Plain chant, madrigal, air, secular, Scat, Pop songs, Musicals.</p> <p>To sing with harmony parts and maintain your own part.</p> <p>To understand how song lyrics can reflect a cultural context and often have social meaning.</p>
<p><b>Key Vocabulary</b></p>	<p>Listen Watch Speak, say, clearly, Tuning Together Ending, Loud, Quiet Learning content words</p>	<p>Listen, Watch Speak clearly, Tuning, Together Ending, unison, pulse, rhythm, chant, whisper, first last separate, 'repeat after me',</p>	<p>Listen, Watch Pronounce Tuning Together step jump parts, Ending, unison, pulse, rhythm, diction, chant, Harmony, perform, posture, Tune, melody, call and response, echo, question and answer, round, canon,</p>	<p>Listen, Watch Pronounce, Tuning, pitch, Together, solo, question and answer, step. Jump, parts Ending, unison, pulse, rhythm, diction, chant, Harmony, middle, chord, clash, perform, posture, character, loud, quiet, emotion, tune, melody, phonetically,</p>	<p>Listen, Watch Tuning pitch Together step jump parts, higher lower, Ending, unison, pulse, rhythm, diction, chant, Harmony, middle, chord, clash, volume, perform, posture, character, emotion, Tune, melody, soprano, alto,</p>	<p>Listen, Watch Pronounce Tuning pitch parts, higher lower Ending, unison, pulse, rhythm, diction, chant, Harmony, middle, chord, clash, genre, perform, posture, character, style, emotion, breath, quiet, loud, Tune, melody, intonation, soprano, alto, bass, tenor,</p>	<p>Listen, Watch Pronounce, unison, Tuning pitch Ending, unison, pulse, rhythm, diction, plainchant, madrigal, Harmony, middle, chord, clash, perform, posture, style, genre, character, style, scat emotion, social meaning, breath, quiet, loud, accelerando, rit, rall, get louder, get quieter Tune, melody, drama, intonation, cultural context</p>
<p><b>EYFS</b></p>							
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<p><b>Year 6</b></p>							

## Music - Texture

<b>Skills</b>	To sing unison songs.	To make unison sounds.  To clap in time with me and other games.  To recognising the effect of one unison sound from many clapped hands and the silence that surrounds it.	To hear layers in 2 part songs in songs, or in patterns e.g. crotchets versus quavers and the switch game.  To begin to hear and feel how sounds fit together.  To listen to music- and recognise how many different instruments /voices you hear? One? =thin texture, Lots? =thick texture.	To aim for a unison sound on the recorder in class using good listening skills.  To build up layers of sound in 2 or 3 groups.  To hear different layers of sounds in music we listen to.  To identify different instruments heard in the layers by careful listening.	To build texture using vocals and ukuleles in parts and in practical work.  To clap different 2 or 3 lines of notated rhythm in groups simultaneously.  To listen to music and identifying the different layers of music being played.  To use words to describe accurately unison or thin/ thick texture.	To build up layers of sound vocally.  To create scores to illustrate texture by showing the different layers.  To link Polyrythms (layers of different rhythms sounding at once) - to world music.  To play different melody patterns at once on Boom-whackers.	To build texture vocally and with percussion rhythms in 4 parts, or in accompaniments and chord patterns.  To describe thick sounds and thin sounds using appropriate vocabulary when listening to music.
<b>Key Vocabulary</b>	together, same time, one sound,	together, same time, one sound, anticipate, good looking and listening,	together, same time, different times, one layer, two layers, anticipate, good looking and good listening, How many...	together, same time, different times, one layer, two layers, three layers, duet, trio, How many sounds can you hear? Bass, middle, upper, harmony	together, same time, different times, one layer, two layers, three layers, duet, trio, How many instruments can you hear? Bass, middle, upper, harmony, chords, simultaneous	together, same time, different times, one layer, two layers, three layers, duet, trio, How many layers / voices can you hear? Thick, thin, Bass, middle, upper, harmony, chords, polyrythms, simultaneous	together, same time, different times, one layer, two layers, three layers, duet, trio, accompany, How many layers can you hear? Thick, thin, Bass, middle, upper, harmony, chords, polyrythms, simultaneous,
<b>EYFS</b>							
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<b>Year 5</b>							
<b>Year 6</b>							

## Music - Structure

<b>Skills</b>	<p>To recognise the beginning or ending of music by how it sounds.</p>	<p>To understand 4 beat pulse patterns.</p> <p>To recognise different styles of songs, e.g. call and response.</p> <p>To know verse from chorus (because the chorus comes back the same whereas the verse words change).</p>	<p>To recognise phrase shape.</p> <p>To singing with good phrasing, breathing properly.</p> <p>To create ostinato (short repeated patterns) to compose.</p> <p>To hear echo patterns and Call &amp; Response.</p> <p>To organise a sequence of sounds for an intended purpose.</p>	<p>To recognise beginning, middle and end.</p> <p>To create a beginning, middle or ending in group work.</p> <p>To re-write lyrics to fit the structure of the phrase.</p> <p>To recognise ostinato and longer repeated patterns.</p>	<p>To recognise an Instrumental section (no singing in a long section of a song), and short joining sections such as a bridge passage.</p> <p>To create and perform and ostinato on their ukulele.</p> <p>To recognise and create military cadence (rhythmic call and response on a limited group of notes).</p>	<p>To recognise the use of musical sections in a longer musical composition such as an Introduction, mid section or coda (finishing section).</p> <p>To recognise and create music in Ternary form (ABA), and Binary form (AB).</p> <p>To use Da Capo e.g. AABBAB and repeat marks.</p> <p>To read and write music using repeat marks.</p>	<p>To recognise musical symbols which affect musical structure and shape e.g. Time signatures, bar-lines, Phrase marks, and rests.</p> <p>To recognise and play 12 bar blues e.g. In C major CCCCFFCCGFCC</p> <p>To recognise classical ternary form, ABA and Rondo form as used by e.g. Mozart-, ABACA.</p> <p>To learn to create theme and variations using Rondo form with a simple familiar tune. E.g. Twinkle Twinkle (1806- Jane Taylor set to a French melody- used as a bases for variations by Mozart)</p>
<b>Key Vocabulary</b>	<p>Beginning and ending Start Stop</p>	<p>Strong beat, shape, singing beginning, middle, end, Chorus/ verse, Tune, melody</p>	<p>Strong beat, phrase shape, beginning, ending, Chorus, verse, Call, response, Tune, melody</p>	<p>Strong beat, rhythm patterns phrase shape, beginning, middle, end, Chorus, verse, Call, response, Ostinato, Repeat, Tune, melody</p>	<p>Strong beat, rhythm pattern, phrase shape, beginning, middle, end, Chorus, verse, Call, response, Instrumental section, Ostinato, Repeat, Tune, melody</p>	<p>Strong beat, rhythm pattern, phrase shape, sections, Chorus, verse, Call, response, Instrumental section, Ostinato, Repeat, Ternary, Binary, Da Capo. Repeats, Tune, melody</p>	<p>Strong beat, rhythm pattern, phrase shape, sections, Chorus, verse, Call, response, Instrumental section, Ostinato, Repeat, Ternary, Binary, Da Capo. Repeats, 12 bar blues, bar-lines, Theme and Variations, Rondo, drone, cyclical, Tune, melody</p>
<b>EYFS</b>							
<b>Year 1</b>							
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<b>Year 4</b>							
<b>Year 5</b>							
<b>Year 6</b>							

## Music - Improvising

<b>Skills</b>	<p>To make up stories with sounds or add sounds into creative play.</p>	<p>To make up songs using voices or music using instrument sounds 'on the spot'.</p> <p>To make up clapping patterns.</p> <p>To learn to instantly clap a simple pattern ('on the spot') for the class to repeat.</p>	<p>To improvise clapping patterns.</p> <p>Improvising games directing long/short stop, start, silence.</p> <p>Improvising accompaniments on percussion instruments.</p>	<p>To create one bar rhythmic improvisation in clapping games.</p> <p>To improvise accompaniments on percussion instruments.</p>	<p>To create more interesting one bar clapping improvisation /ostinato game circling around the class.</p> <p>To improve at improvising accompaniments on percussion instruments.</p>	<p>To improve at improvising vocal sounds and rhythms in exploring compositions.</p> <p>To create one, and then two bars rhythmic improvisation clapping, extending to body percussion.</p> <p>To improvise short 3 note melodies in a style e.g. waltz, marching, sad, and happy.</p>	<p>To improve at improvising short 3 note melodies in different styles.</p> <p>To use the pentatonic scale (see below) to improvise sections in group compositions.</p> 
<b>Key Vocabulary</b>	<p>Let's make up a Let's pretend... What about... Can you.... What happens when...?</p>	<p>Pretend, make up, listen, What about... Can you.... What happens when...?</p>	<p>Pretend, make up, can you..., listen, What about... Can you.... What happens when...?</p>	<p>Make up, can you create, ostinato, repeat, listen, What about... Can you.... What happens when...?</p>	<p>Make up, can you create, ostinato, repeat, listen, What about... Can you.... What happens when...? Jazz,</p>	<p>Make up, can you create, ostinato, repeat, listen, What about... Can you.... What happens when...? Jazz,</p>	<p>Make up, can you create, ostinato, repeat, listen, structure, What about... Can you.... What happens when...? Jazz, Pentatonic scale, genre, mood, tempo, concord, discord, drone, cyclic</p>
<b>EYFS</b>							
<b>Year 1</b>							
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<b>Year 4</b>							
<b>Year 5</b>							
<b>Year 6</b>							

## Music - Tempo

Skills	To clap a steady pulse or tapping a pulse on the knees.	To jeep a steady pulse on an instrument.	<p>To maintain a steady pulse.</p> <p>To recognise faster, and slower tempo's.</p> <p>To maintain good tempo to a backing track.</p>	<p>To keep a steady pulse.</p> <p>To control getting faster.</p> <p>To control getting slower.</p> <p>To better maintain tempo to a backing track.</p>	<p>To use tempo of choice in practical work and maintain tempo consistently through the performance.</p> <p>To maintain tempo to a backing track which has different tempi within.</p>	<p>To play and read music together in a group at chosen steady, or varying tempo from the outset, including to a backing track.</p> <p>To begin to recognise musical vocabulary for tempo e.g. allegro, largo.</p> <p>To describe tempo of music when appraising.</p> <p>To choose an appropriate tempo for performance and maintain it.</p>	<p>To play together with a steady pulse.</p> <p>To maintain tempo to a backing track.</p> <p>To understand how a composer can use tempo to enhance a composition by adding character through tempo.</p> <p>To develop further knowledge of musical vocabulary describing tempo. E.g. Vivace, lento, adagio, presto.</p>
Key Vocabulary	Steady, tick tock, heartbeat, faster, slower,	Steady, tick tock, heartbeat, faster, slower,	Steady, tick tock, heartbeat, faster, slower,	Steady, tick tock, heartbeat, faster, slower	Steady, tick tock, heartbeat, faster, slower, accelerate, rit. choice	Steady, heart beat, listening for faster, slower, accelerate, rit. Choice, maintain, allegro, largo.	Steady, heart beat, listening for faster, slower, accelerate, rit. Choice, maintain, use, describe, vivace, lento, adagio, presto
EYFS							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							

## Music - Timbre

<b>Skills</b>	<p>To explore sound quality of different instruments. To create sounds for a story. E.g. Going on a bear hunt,</p> <p>To explore sounds for Fireworks.</p> <p>To explore vocal sounds.</p>	<p>To explore and describing qualities of sound.</p> <p>To choose percussion sounds for a story and explain choice.</p> <p>To select percussion Sounds for an intended effect. E.g. the sound of different weather</p>	<p>To explore things affecting timbre e.g. How many instruments are playing, how are the instruments being played (by hand, by beater) describe how this changes the sound.</p> <p>To blend voice, body sounds or percussion sounds for purpose e.g. Connect it, or Firework music.</p> <p>To recognise male from female voice.</p>	<p>To begin to recognise main orchestral instrument groups from timbre e.g. woodwind.</p> <p>To understand how the way these instruments are played can affect their timbre.</p> <p>To recognise good recorder tone from bad (mellow/squeaky)</p>	<p>To recognise different singing voices (soprano, bass).</p> <p>To improve recognition of more specific instruments e.g. violin, 'cello or trumpet, trombone, rather than strings or brass</p>	<p>To recognise different singing voices (soprano, alto, tenor, bass), and more specific instruments such as tuned percussion (xylophones, metallophones and glockenspiels), as well as orchestral e.g. violin, viola, cello bass, trumpet, trombone, French horn, Tuba rather than strings or brass</p>	<p>To recognise sounds of instruments from 1600's compared to modern instruments, e.g. medieval harp, sackbut, lyre.</p> <p>To recognise metallophone from xylophone or glockenspiel.</p> <p>To develop compositions on an Ipad- choosing different electronic (synthesised) instrumental timbre and selecting DJ 'scratching' effects.</p>
<b>Key Vocabulary</b>	<p>Tap, scrape jingle, bang, whisper, shout, sing, chant.</p>	<p>Tap, scrape jingle, whisper, shout, sing, chant, unique, individual.</p>	<p>Tap, scrape jingle, whisper, shout, sing, chant, unique, varying, individual, many, together, patterns,</p>	<p>Tap, scrape jingle, whisper, shout, sing, chant, speaking, unique, varying, individual, tone, breath, resonant, light, flat, mellow, dark, warm, breath control, posture, Orchestra, brass, strings, woodwind, percussion, conductor, timbre, crotchet quaver, rest,</p>	<p>Soprano, alto, tenor, bass, whisper, shout, sing, chant, speaking, unique, varying, individual, tone, breath, pluck, strum, resonate, light, flat, mellow, dark, warm, wave length,</p>	<p>Tap, scrape jingle, whisper, shout, sing, chant, alto, soprano, tenor, bass, speaking, unique, varying, individual, tone, breath control, resonance, light, flat, mellow, dark, warm, silky,</p>	<p>Unique, varying, individual, tone, breath, resonant, light, flat, mellow, dark, warm, hard, bright, piercing, electronic, sampled, FX, genre,</p>
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## Music - Listening

<p><b>Skills</b></p>	<p>To listen to stories, including songs and poems</p> <p>To listen to the teachers for instructions.</p> <p>To hear lyrics, and listen carefully for sounds of something in particular e.g. the loud sound, (Haydn's Surprise Symphony extract), the squeaky sound, ('Persons with long ears'- Saint-Sean)</p>	<p>To develop aural awareness of rhythm.</p> <p>To learn to listen to music from different times and places and describe how it makes you feel sad or happy</p> <p>To understand that music is different according to different times and place created, by listening and exploring e.g. Purcell's Rondeau (strong pulse and rhythm)</p> <p>To listen to the teacher.</p> <p>To listen to each other e.g. London's Burning round in 2 part song.</p> <p>To listen to types of sounds e.g. timbre of different instruments and voices.</p>	<p>To develop aural awareness of rhythm and dictation skills.</p> <p>To develop aural awareness of stepwise pitch.</p> <p>To learn to listen to music from different times and places and describe how it makes you feel.</p> <p>Listen to the teacher.</p> <p>To listen and describe what you can hear.</p> <p>To listen to the timbre of the different families of orchestral instruments.</p> <p>To listen to different kinds of voices.</p> <p>To listen to different languages.</p>	<p>To develop aural awareness of wider pitch.</p> <p>To listen to music from different times and places and explain how it makes you feel different emotions</p> <p>To listen to the teacher.</p> <p>To listen to the rhythm pattern and write it down.</p> <p>To listen to the backing track beat.</p> <p>To listen to your tone.</p> <p>To listen to the timbre of the various families of orchestral instruments.</p> <p>To briefly introduce the different kinds of voices.</p>	<p>To develop aural awareness of pitch and dictation skills.</p> <p>To listen to music from different times and places and explain how it makes you feel.</p> <p>To listen to instructions.</p> <p>To listen to each other.</p> <p>To listen the tuning and the difference between plucked and strummed sounds.</p> <p>To listen to your string tone/resonance.</p> <p>To listen to the pulse of the backing track and then improvise rhythms in time.</p> <p>To listen to the individual instruments from the orchestral instruments.</p>	<p>To develop aural awareness of wider pitch and dictation skills.</p> <p>To listen to music from different times and places with attention for detail. E.g. How do we know if this music is modern or old/ How can we tell if there are few or lots of musicians, Do the sounds clash or harmonise, etc</p> <p>To listen to each other in whole class performances and small group work.</p>	<p>To listen to music from different times and places with attention to detail and understand how this can reflect a cultural context.</p> <p>To continue to listen to each other in whole class ensemble performances and small group work.</p> <p>To listen to each other and identify how you fit your solo part or line as part of a whole class or year performance.</p>
<p><b>Key Vocabulary</b></p>	<p>Listen carefully, character, words, story, happy sad, angry, reflect, What happens next,</p>	<p>Listen, notice, hear, familiar, sounds, loud, quiet, timbre, feel, happy, sad, scared, angry, joyful, busy, calm,</p>	<p>Orchestra, brass, strings, woodwind, percussion, conductor, timbre, rattle, tinging, ringing, hollow, shakey, tinkling, banging, and other descriptive language, etc., rhythm, chant, crotchet quaver, rest, Ladies voice, mans voice, choir, classical, modern,</p>	<p>Orchestra, brass, trumpet, tuba, French horn, trombone, euphonium, strings, violin, viola, cello, double bass, woodwind, flute, oboe, clarinet, bassoon, piccolo, percussion, harp, piano, kettle drums, conductor, timbre, rhythm, chant, crotchet quaver, rest, soprano, alto, tenor, bass</p>	<p>Backing track, tempo, each other, short plucked, long vibrations, Orchestra, brass, trumpet, tuba, French horn, trombone, euphonium, strings, violin, viola, cello, double bass, woodwind, flute, oboe, clarinet, bassoon, piccolo, percussion, harp, piano, kettle drums, conductor, timbre, genre, old, classical, modern,</p>	<p>timbre, genre, old, classical, modern, Backing track, tempo, each other, short, long, soprano, alto, tenor, bass, unison, harmony, melody, presentation, articulate, emphasis, metallo-phone, xylophone, resonance, short,</p>	<p>timbre, genre, old, classical, modern, Backing track, tempo, each other, short, long, soprano, alto, tenor, bass, unison, harmony, melody, presentation, articulate, emphasis, metallo-phone, xylophone, resonance, short,</p>
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<p><b>Year 6</b></p>							

## Music - Composing

Skills	<p>To create musical sounds or vocal sounds for a story. E.g. Going on a bear hunt, swishy swashy,</p> <p>To explore sounds for Fireworks. E.g., Boom Boom on the drum, crash on the cymbals</p>	<p>To choose percussion sounds to tell a story and explain choice, as inspired by Peer Gynt's Hall of the Mountain King, or Benjamin Britten's Storm</p> <p>To lead and organise percussion sounds for an intended effect. E.g., the sound of different weathers as inspired by V Williams, Antarctica</p>	<p>To compose body percussion sequences and share with our class as inspired by Anna Meredith's 'Connect it'. To blend voice, body sounds or percussion instrument sounds to compose e.g. Firework music.</p> <p>To compose music to reflect structure, e.g., beginnings inspired by Beethoven's 5<sup>th</sup>, or Mozart's, Eine kleine Nachtmusik.</p> <p>To compose music to demonstrate understanding of tempo change as inspired by hall of the Mountain King or Havah Nagila</p>	<p>To compose a short pattern of sounds in palindrome structure, as inspired by the music A bao a qu</p> <p>To compose BAG pattern recorder music and notate down</p>	<p>To compose our own ukulele music using plucking, strumming and chords if confident, and notate it on a TAB score</p>	<p>To compose a vocal piece based on the development of a three-syllable word and create a corresponding Graphic Score as inspired by Anna Clyne and Night Ferry.</p> <p>To develop compositions on an iPad- demonstrating texture, choosing different electronic (synthesised) sounds and change texture by dropping in and out e.g., using GarageBand</p>	<p>To compose an aria of 8 lines</p> <p>To compose recitative of 4 lines- inspired by the life of Joseph Bologna</p> <p>To learn a theme and then create variations as inspired by Mozart and Samuel Coleridge-Taylor</p> <p>To develop compositions on an iPad- choosing different electronic (synthesised) sounds, changing texture by dropping in and out and adding FX sounds using the DJ option</p>
Key Vocabulary	<p>Stop, start, duration, long and short, clear, lead, point, think decide,</p>	<p>Patterns, repeat, duration, structure, tempo, accelerando, decelerando,</p>	<p>Palindrome, pattern, plan, organise, take turns, duration,</p>	<p>TAB, pluck, strum, chord box, duet,</p>	<p>Drop in, drop out, vocalising, graphic score, transferable, texture, staccato, legato, unison,</p>	<p>Opera, aria, recitative, vocals, emotion, drama, accompaniment, resolution, Theme, Variation, rhythmic, harmonic, texture, drop in, drop out,</p>	<p>Stop, start, duration, long and short, clear, lead, point, think decide,</p>
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