

Subject: Music (Using Kapow)

National Curriculum links		
<p>Aims The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 		
Early Years Foundation Stage (EYFS)	Key Stage One (KS1)	Key Stage Two (KS2)
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.

Year group: EYFS (Nursery/Reception)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Exploring Sound	Celebration music	Music and Movement	Musical stories	Transport	Big band
Skills	Explore how to use voice and bodies to make sounds Experiment with tempo and dynamic when playing instruments Identify sounds in the environment	Learn about music from other cultures Respond to music with movement Take part in a group song Play instruments	Create simple actions to songs Move to a beat Express feelings and emotions through movement to music.	Use music and instruments to convey moods and represent characters	Use voices, bodies and instruments to explore different types of transport Identify and mimic transport sounds Interpret and perform a simple score	Learn about the four different groups of musical instruments Follow a beat Perform a practised song to an audience
ELG: Expressive Arts and Design	*Sing a range of well know nursery rhymes and songs. *Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.					
Key knowledge	Know that musical sounds can be made in different ways Know some of the ways these sounds can be made	Know that music is used in different cultures as part of celebration (Diwali, Hanukkah, Kwanzaa, Christmas) Know the names of some instruments	Know that music has a beat Know that music can make us feel different things	Know that music can be used in different ways Know that different types of music produce different moods	Know that voices, bodies and instruments can be used to mimic transport sounds Know what a 'score' is in music	Know there are different groups of instruments Know how to practise and perform
Key vocab	voice sound whisper speaking high low	Celebration Music Dance Traditional Harp Drum	Actions Action songs Sign language Makaton Deaf Communication	Classical music Dynamic Loud Quiet Musical story Lyrics	car boat train fast slow speed	Music Musical instrument Band Sound Shake Tap

	<p>higher lower body sounds sound rhythm beat stomp instrumental sounds tempo fast slow drum triangle shaker tambourine fast slow creaking whoosh whistling rustling nature sounds pitch loud quiet soft silence</p>	<p>Cymbals Tambourine African music Culture Instrument Call Response Drum Rhythm Beat Actions Voice sounds Body percussion</p>	<p>Communicating Understand Lyrics Verse Beat Music Heartbeat Pulse Steady Repeat Constant Drum Piece Composer Tempo Fast Moderate Medium Slow Scarf dance Pitch High Low Triangle Siren Cello Whistle Sound Perform Performance Audience</p>	<p>Melody Character Song Tempo Fast Slow Dynamic High Low Tempo Dynamic Percussion Compose Instrument Pitch</p>	<p>cruise rowing water beat symbols slower stopping journey score</p>	<p>Bang Strum Jingle Pitch Orchestra Tempo Dynamic Beat Conductor Percussion Rhythm Strings Brass Wind</p>
Assessment of progress	Ongoing assessment on Tapestry. End of year EYFS assessment.					

Subject: Music

Year group: Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Pulse and Rhythm (All about me)	Tempo (Snail and mouse)	Musical vocabulary (Under the sea)	Timbre and rhythmic patterns (Fairytale)	Pitch and tempo (Superheroes)	Vocal and body sounds (By the sea)
Skills	Recognising and understanding the difference between pulse and rhythm. Describing the character, mood, or 'story' of the music they listen to (verbally or through movement). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Combining instrumental and vocal sounds within a given structure. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and	Recognising basic tempo changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Combining instrumental and vocal sounds within a given structure. Beginning to make improvements to their work as suggested by the teacher.	Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or instruments to	Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Selecting	Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Creating simple	Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike) Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or instruments to

	<p>keeping in time. Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. Copying back short rhythmic and melodic phrases on percussion instruments.</p>	<p>Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Responding to simple musical instructions such as tempo changes.</p>	<p>represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Using their voices expressively to speak and chant. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Using their voices expressively to speak and chant. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.</p>
Key knowledge	<p>To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower.</p>	<p>To know: That sound can help tell a story. That an instrument or voice can be played at different speeds. That pulse can be fast and slow.</p>	<p>To understand that pitch means how high or low a note sounds. To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.</p>	<p>To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote</p>	<p>To understand that tempo can be used to represent mood or help tell a story. To understand that 'tuned' instruments play more than one pitch of notes. To know that following a leader when we perform helps everyone play</p>	<p>To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with</p>

	To know that a piece of music can have more than one section, e.g. a verse and a chorus.		To know that music has layers called 'texture'.	'Peter and the Wolf' for children in 1936.	together accurately.	your body not your voice, eg clapping or slapping knees. To understand that music can be represented by pictures or symbols.
Key vocabulary	rhythm pulse	beat contrast expressive fast singing voice slow speaking voice warm up	pulse dynamics tempo celeste timbre pitch rhythm structure texture graphic score	timbre pulse rhythm syllables strings timpani oboe clarinet bassoon french horn flute	accelerando high pitched low pitch perform performance pitch pitch pattern tempo	body percussion dynamics graphic score instruments pitch seaside sounds tempo timbre
Assessment of progress	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser End of year assessment

Subject: Music

Year group: Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	West African call and response song (Animals)	Orchestral instruments (Traditional Western stories)	Musical Me	Dynamics, timbre, tempo and motifs (Space)	On this island: British songs and sounds	Myths and legends
Skills	Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Choosing appropriate dynamics, tempo and timbre for a piece of music. Choosing	Recognising timbre changes and structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Choosing appropriate dynamics, tempo and timbre for a piece of music. Performing expressively using	Recognising timbre changes and structural features in music they listen to. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns	Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns	Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using their voices expressively when singing, including	Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns

	<p>appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	<p>dynamics and timbre to alter sounds as appropriate.</p>	<p>within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing</p>	<p>within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work. Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	<p>the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	<p>within a given structure. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>
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			short melodic patterns from letter notation.			
Key knowledge	<p>To know that dynamics can change the effect a sound has on the audience.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To understand that an instrument can be matched to an animal noise based on its timbre.</p>	<p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</p> <p>To know that stringed instruments, like violins, make a sound when their strings vibrate.</p> <p>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p>	<p>To understand that 'melody' means a tune.</p> <p>To know that 'notation' means writing music down so that someone else can play it.</p> <p>To understand that 'accompaniment' can mean playing instruments along with a song.</p> <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>	<p>To know that a 'soundscape' is a landscape created using only sounds.</p> <p>To know that a composer is someone who creates music and writes it down.</p> <p>To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.</p>	<p>To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.</p> <p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.</p>	<p>To know that a graphic score can show a picture of the structure of music.</p> <p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.</p>
Key vocabulary	<p>timbre</p> <p>dynamics</p> <p>tempo</p> <p>call and response</p> <p>rhythm</p> <p>structure</p>	<p>orchestra</p> <p>instruments</p> <p>strings</p> <p>woodwind</p> <p>brass</p> <p>percussion</p> <p>vocals</p> <p>sound effect</p>	<p>rhythm</p> <p>pulse</p> <p>dynamics</p> <p>timbre</p> <p>beat</p> <p>melody</p> <p>notation</p>	<p>soundscape</p> <p>timbre</p> <p>dynamics</p> <p>tempo</p> <p>motif</p>	<p>composition</p> <p>duration</p> <p>dynamics</p> <p>inspiration</p> <p>pitch</p> <p>structure</p> <p>tempo</p> <p>texture</p>	<p>beat</p> <p>compose</p> <p>composition</p> <p>dynamics</p> <p>graphic score</p> <p>legend</p> <p>melody</p> <p>myth</p>

		timbre dynamics tempo			timbre	notation pitch rhythm stave notation structure tempo texture timbre
Assessment of progress	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser End of year assessment

Subject: Music

Year group: Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Ballads	Creating compositions in response to an animation (Mountains)	Developing singing technique (Vikings)	Pentatonic melodies and composition (Chinese New Year)	Jazz	Traditional instruments and improvisation (India)
Skills	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related	Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing a piece of music in a given style with voices and instruments. Combining	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to use musical vocabulary (related to the inter-dimensions of music) when

	<p>their own and others' work. Composing a piece of music in a given style with voices and instruments. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>	<p>to the inter-dimensions of music) when discussing improvements to their own and others' work. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>	<p>melodies and rhythms to compose a multi-layered composition in a given style. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</p>	<p>to the inter-dimensions of music) when discussing improvements to their own and others' work. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these</p>	<p>to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from</p>	<p>discussing improvements to their own and others' work. Composing a piece of music in a given style with voices and instruments. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p>
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				symbols using musical terminology.	basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology.	
Key knowledge	<p>To know that a ballad tells a story through song.</p> <p>To know that lyrics are the words of a song.</p> <p>To know that in a ballad, a 'stanza' is a verse.</p>	<p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that an ensemble is a group of musicians who perform together.</p> <p>To know that to perform well, it is important to listen to the other members of your ensemble.</p>	<p>To know:</p> <p>The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>Different notes have different durations and crotchets are worth one whole beat.</p> <p>That 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>That written music tells you how long to play a note for.</p>	<p>To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>To understand that 'syncopation' means a rhythm that is played off the natural beat.</p> <p>To know that Ragtime is piano music that uses syncopation and a fast tempo.</p> <p>To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.</p> <p>To know that 'scat singing' is using made-up words to create the sound of an instrument playing.</p>	<p>To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</p> <p>To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.</p> <p>To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'.</p> <p>To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.</p> <p>To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in</p>

						traditional Indian music.
Key vocabulary	ballad ensemble compose	influence listen dynamics timbre pitch repeated rhythm pattern notation ensemble compose	composition melody notation tempo minim crotchet quaver coordinated disciplined	tempo crescendo dynamics timbre duration pentatonic	call and response jazz motif Ragtime rhythm scat singing straight quaver swung quaver syncopation	Bollywood drone dynamics notation rag sitar tabla tanpura tala tempo
Assessment of progress	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser End of year assessment

Subject: Music

Year group: Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Body and tuned percussion (Rainforests)	Rock and Roll	Changes in pitch, tempo and dynamics (Rivers)	Haiku, music and performance (Hanami festival)	Samba and carnival sounds and instruments (South America)	Adapting and transposing motifs (Romans)
Skills	Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrecendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Composing a	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work.	Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrecendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music.	Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition,	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Beginning to improvise musically within a given style. Creating a piece of music with at least four different layers and a clear	Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrecendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Composing a coherent piece of

	<p>coherent piece of music in a given style with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others work, using musical vocabulary. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style.</p>	<p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>Using musical vocabulary when discussing improvements to their own and others' work. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and</p>	<p>inversion and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>structure. Suggesting improvements to others' work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Suggesting improvements to others work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody</p>
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			awareness of their part in the group performance.			parts on tuned instruments with accuracy and control and developing instrumental technique.
Key knowledge	<p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To know that a 'loop' in music is a repeated melody or rhythm.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.</p> <p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that playing in time means all performers playing together at the same speed.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as</p>	<p>To know:</p> <p>When you sing without accompaniment it is called 'a cappella'. Harmony means playing two notes at the same time that usually sound good together.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>'Performance directions' are words added to musical notation to tell the performers how to play.</p>	<p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that expressive language (like a poem) can be used as inspiration for composing music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p>	<p>To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</p> <p>To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</p> <p>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</p>	<p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p>

		at the correct speed.				
Key vocabulary	<p>pitter patter raindrop clapping clicking body percussion tempo rhythm boom snap structure texture contrast higher lower compose loop melody pitch inspiration keyboard</p>	<p>rock and roll hand jive 1950's tempo dynamic notation style bassline</p>	<p>a cappella breathing dynamics harmony listen texture tempo ostinato percussion layer</p>	<p>Hanami cherry blossom pitch sound glissando pizzicato composer composition col legno haiku syllables melody dynamics tempo</p>	<p>agogo bateria caixa carnival chocalho composition crescendo cowbell dynamics ensemble features ganza influenced metronome off-beat percussion pulse repique rhythm rhythmic break Samba Samba breaks structure surdo syncopated rhythms tamborim texture unison untuned percussion</p>	<p>backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key key signature loop lyrics minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps tempo transpose tuned instrument vocal warm-ups</p>
Assessment of progress	<p>Quizlet Knowledge Capture Knowledge Organiser</p>	<p>Quizlet Knowledge Capture Knowledge Organiser</p>	<p>Quizlet Knowledge Capture Knowledge Organiser</p>	<p>Quizlet Knowledge Capture Knowledge Organiser</p>	<p>Quizlet Knowledge Capture Knowledge Organiser</p>	<p>Quizlet Knowledge Capture Knowledge Organiser End of year assessment</p>

Subject: Music

Year group: Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Composition notation (Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Holi)	Looping and remixing	Musical theatre
Skills	Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Using staff notation to	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Improvising coherently within a given style. Selecting, discussing and refining musical choices both alone and with others,	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered	Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Composing a detailed piece of music from a given stimulus with voices, bodies and	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories,	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix,

	<p>record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>	<p>using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies.</p>	<p>composition using all the inter-related dimensions of music to add musical interest. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Using staff notation to record rhythms and melodies.</p>	<p>instruments (e.g. remix, colours, stories, drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.</p>	<p>Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation.</p>	<p>Colours, Stories, Drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p>
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<p>Key knowledge</p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>	<p>To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. To understand that a chord is the layering of several pitches played at the same time.</p>	<p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.</p>	<p>To know that a vocal composition is a piece of music created only using voices. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that remix is music that has been changed, usually so it is suitable for dancing to.</p>	<p>To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.</p>
<p>Key vocabulary</p>	<p>features notation repeating unison composition structure repetition melody tempo compose ensemble minor key</p>	<p>Blues chord 12-bar Blues bar scale Blues scale bent notes ascending scale descending scale improvisation</p>	<p>a cappella call and response dynamics performance major chord improvisation ostinato break poly-rhythms master drummer syncopation metronome</p>	<p>synesthesia dynamics Holi graphic score vocal composition performance</p>	<p>accuracy backbeat body percussion fragment layers loop looped rhythm melody melody line notation ostinato remix</p>	<p>Action song Backdrop Book musical Character song Choreographer Composer Comic opera Costumes Designer Dialogue Director Duet</p>

					rhythm riff structure	Ensemble Hip-hop musical Jukebox musical Librettist Libretto Lyricist Musical director Musical theatre Opera Operetta Performers Props Rock musical Scene Solo Tempo Timbre Transitions
Assessment of progress	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser End of year assessment

Subject: Music

Year group: Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Dynamics, pitch and texture (Fingal's Cave)	Songs of World War 2	Film Music	Theme and variations (Pop Art)	Composing and performing a Leavers' song	Baroque
Skills	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Using musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue,	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Improvising coherently and creatively within a given style, incorporating given features.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one

	<p>dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology.</p> <p>Constructively critiquing their own and others' work, using musical vocabulary.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and</p>	<p>another to create a coherent overall effect. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.</p>	<p>occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features. Recording own composition using appropriate forms of notation and/or technology. Constructively critique their own and others' work, using musical vocabulary.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff</p>	<p>another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical</p>	<p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating</p>	<p>another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch</p>
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	<p>communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.</p>		<p>notation and from their own notation.</p>	<p>vocabulary. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>	<p>with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions</p>	<p>and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing a solo or taking a leadership role within a performance (some children).</p>
Key knowledge	<p>To know that the conductor beats time to help the performers work well together. To understand that improvisation</p>	<p>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.</p>	<p>To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note</p>	<p>To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed</p>	<p>To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by</p>	<p>To know that music in which very similar parts are introduced one by one to overlap is called a canon. To know that a canon is a musical</p>

	<p>means making up music 'on the spot'. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</p>	<p>To know that the Solfa syllables represent the pitches in an octave. A 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>	<p>pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p>	<p>in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p>	<p>changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals.</p>	<p>structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. To know that ground bass is a repeating melody played on a bass instrument in Baroque music.</p>
Key vocabulary	<p>audio/video depicting texture pitch dynamics conductor improvisation notation graphic score</p>	<p>music morale Britain troops frontline Vera Lynn contrast tempo higher and lower</p>	<p>accelerando body percussion brass characteristics chords chromatics clashing composition convey</p>	<p>3/4 time 4/4 time accidentals body percussion diaphragm legato motif orchestra percussion</p>	<p>allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics</p>	<p>Baroque bass clef canon fugue ground bass opera oratorio polyphonic recitative</p>

	composition practising group work ensemble	diaphragm melody phrase graphic score pitch Do Re Mi Fa So La Ti counter-melody harmony Solfa	crescendo descending dynamics emotion imagery improvise interpret interval major melodic minor modulate orchestral pitch sequence solo soundtrack symbol timpani tension texture tremolo unison	phrases pitch pizzicato pulse quaver rhythm rhythmic elements section semi-quaver staccato tempo theme TIKI-TIKI, TI-TIKI, TIKI-TI translate variations vocal line woodwind	evaluate forte largo lyrics melody mood musical features notation piano poetic structure repetitive rhyme ritardando tempo sequence stave notation upbeat verse	
Assessment of progress	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser	Quizlet Knowledge Capture Knowledge Organiser End of year assessment