Subject: Music (Using Kapow)

	National Curriculum links	
 the great composers and musicians learn to sing and to use their voices, to musical instrument, use technology ap understand and explore how music is a 		ith others, have the opportunity to learn a s to the next level of musical excellence ng through the inter-related dimensions: pitch,
Expressive Arts and Design Sing a range of well know	Pupils should be taught to: Use their voices expressively and creatively	Pupils should be taught to sing and play musically with increasing confidence and control. They
 any drange of weil know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. 	 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. 	 with increasing confidence and confidence in they should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: 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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	Exploring Sound	Celebration music	Music and Movement	Musical stories	Transport	Big band
Skills 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.	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
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 <mark>Traditional</mark> 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

Year group: EYFS (Nursery/Reception)

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	Pulse and Rhythm (All about me)	Tempo (Snail and mouse)	Musical vocabulary (Under the sea)	Timbre and rhythmic patterns (Fairytales)	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

	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.	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.	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.	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.	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.	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.
Key knowledge	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.	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.	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.	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	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	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

	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	<mark>rhythm</mark> 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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	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	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

appropriate	dynamics and	within a given	within a given	the use of basic	within a given
dynamics, tempo	timbre to alter	structure.	structure.	dynamics (loud and	structure. Choosing
and timbre for a	sounds as	Creating simple	Creating simple	quiet).	appropriate
piece of music.	appropriate.	melodies from five	melodies from five	Singing short songs	dynamics, tempo
Using letter name		or more notes.	or more notes.	from memory, with	and timbre for a
and graphic		Choosing	Choosing	melodic and	piece of music.
notation to		appropriate	appropriate	rhythmic accuracy.	Using letter name
represent the details		dynamics, tempo	dynamics, tempo	Performing	and graphic
of their composition.		and timbre for a	and timbre for a	expressively using	notation to
Using their voices		piece of music.	piece of music.	dynamics and	represent the details
expressively when		Using letter name	Using letter name	timbre to alter	of their composition.
singing, including		and graphic	and graphic	sounds as	Copying longer
the use of basic		notation to	notation to	appropriate.	rhythmic patterns
dynamics (loud and		represent the details	represent the details		on untuned
quiet).		of their composition.	of their composition.		percussion
Singing short songs		Using their voices	Beginning to		instruments, keeping
from memory, with		expressively when	suggest		a steady pulse.
melodic and		singing, including	improvements to		Performing
rhythmic accuracy.		the use of basic	their own work.		expressively using
Copying longer		dynamics (loud and	Using their voices		dynamics and
rhythmic patterns		quiet).	expressively when		timbre to alter
on untuned		Singing short songs	singing, including		sounds as
percussion		from memory, with	the use of basic		appropriate.
instruments, keeping		melodic and	dynamics (loud and		
a steady pulse.		rhythmic accuracy.	quiet).		
Performing		Copying longer	Performing		
expressively using		rhythmic patterns	expressively using		
dynamics and		on untuned	dynamics and		
timbre to alter		percussion	timbre to alter		
sounds as		instruments, keeping	sounds as		
appropriate.		a steady pulse.	appropriate.		
		Performing			
		expressively using			
		dynamics and			
		timbre to alter			
		sounds as			
		appropriate.			
		Singing back short			
		melodic patterns by			
		ear and playing			

Key knowledge	To know that dynamics can change the effect a sound has on the audience. To know that the long and short sounds of a spoken phrase can be represented by a rhythm. To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that an instrument can be matched to an animal noise based on its timbre.	To know that musical instruments can be used to create 'real life' sound effects. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.	short melodic patterns from letter notation. To understand that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it. To understand that 'accompaniment' can mean playing instruments along with a song. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	To know that a 'soundscape' is a landscape created using only sounds. To know that a composer is someone who creates music and writes it down. To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.	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. To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.	To know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.
Key vocabulary	timbre dynamics tempo call and response rhythm structure	orchestra instruments strings woodwind brass percussion vocals sound effect	rhythm pulse dynamics timbre beat <mark>melody</mark> notation	soundscape timbre dynamics tempo motif	composition duration dynamics inspiration pitch structure tempo texture	beat compose composition dynamics graphic score legend melody myth

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	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

++	heir own and	to the inter-	melodies and	to the inter-	to the inter-	discussing
	others' work.	dimensions of	rhythms to compose	dimensions of	dimensions of	improvements to
	Composing a piece	music) when	a multi-layered	music) when	music) when	their own and
	of music in a given	discussing	composition in a	discussing	discussing	others' work.
	tyle with voices	improvements to	given style. Using	improvements to	improvements to	Composing a piece
	and instruments.	their own and	letter name and	their own and	their own and	of music in a given
	linging songs in a	others' work.	rhythmic notation	others' work.	others' work.	style with voices
	ariety of musical	Combining	(graphic or staff),	Combining	Composing a piece	and instruments.
	tyles with accuracy	melodies and	and key musical	melodies and	of music in a given	Using letter name
	and control,	rhythms to compose	vocabulary to label	rhythms to compose	style with voices	and rhythmic
		a multi-layered	and record their	a multi-layered	and instruments.	notation (graphic or
	demonstrating developing vocal	composition in a	compositions.	composition in a	Combining	staff), and key
		•			melodies and	musical vocabulary
	echnique.	given style	Singing songs in a	given style		
	inging and playing n time with peers,	(pentatonic). Using letter name and	variety of musical styles with accuracy	(pentatonic).	rhythms to compose a multi-layered	to label and record their compositions.
				Using letter name		
	vith some degree of accuracy and	rhythmic notation (graphic or staff),	and control, demonstrating	and rhythmic notation (graphic or	composition in a given style	Singing and playing in time with peers,
	awareness of their		0		o ,	
	part in the group	and key musical	developing vocal	staff) and key musical vocabulary	(pentatonic).	with some degree of accuracy and
	berformance.	vocabulary to label and record their	technique. Singing and playing in time	to label and record	Using letter name and rhythmic	awareness of their
р р	benomance.	compositions.	with peers, with	their compositions.	notation (graphic or	part in the group
		Suggesting and	some degree of	Suggesting and	staff), and key	performance.
		implementing	accuracy and	implementing	musical vocabulary	Performing from
			awareness of their		to label and record	basic staff notation,
		improvements to		improvements to		
		their own work,	part in the group	their own work,	their compositions.	incorporating
		using musical	performance.	using musical	Singing songs in a	rhythm and pitch
		vocabulary. Singing	Performing from	vocabulary.	variety of musical	and able to identify
		and playing in time	basic staff notation,	Singing and playing	styles with accuracy	these symbols using
		with peers, with	incorporating	in time with peers,	and control,	musical
		some degree of	rhythm and pitch	with some degree	demonstrating	terminology.
		accuracy and	and identifying	of accuracy and	developing vocal	
		awareness of their	these symbols using	awareness of their	technique.	
		part in the group	musical	part in the group	Singing and playing	
		performance.	terminology.	performance.	in time with peers,	
				Performing from	with some degree	
				basic staff notation,	of accuracy and	
				incorporating	awareness of their	
				rhythm and pitch	part in the group	
				and being able to	performance.	
				identify these	Performing from	

				symbols using musical terminology.	basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology.	
Key knowledge	To know that a ballad tells a story through song. To know that lyrics are the words of a song. To know that in a ballad, a 'stanza' is a verse.	To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble.	To know: The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. Different notes have different durations and crotchets are worth one whole beat. That 'reading' music means using how the written note symbols look and their position to know what notes to play. That written music tells you how long to play a note for.	To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	To understand that 'syncopation' means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that 'scat singing' is using made-up words to create the sound of an instrument playing.	To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'. 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. 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

						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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	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/decres cendo) 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/decres cendo) 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/decres cendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music.

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coherent piece of	Singing longer songs	Using musical	inversion and	structure.	music in a given
music in a given	in a variety of	vocabulary when	looping. Creating a	Suggesting	style with voices,
style with voices,	musical styles from	discussing	piece of music with	improvements to	bodies and
bodies and	memory, with	improvements to	at least four	others' work, using	instruments.
instruments.	accuracy, control,	their own and	different layers and	musical vocabulary.	Beginning to
Developing	fluency and a	others' work.	a clear structure.	Singing and playing	improvise musically
melodies using	developing sense of	Composing a	Using letter name,	in time with peers	within a given style.
rhythmic variation,	expression including	coherent piece of	graphic and	with accuracy and	Developing
transposition,	control of subtle	music in a given	rhythmic notation	awareness of their	melodies using
inversion, and	dynamic changes.	style with voices,	and musical	part in the group	rhythmic variation,
looping. Creating a	Singing and playing	bodies and	vocabulary to label	performance.	transposition,
piece of music with	in time with peers	instruments.	and record their	Playing syncopated	inversion, and
at least four	with accuracy and	Beginning to	compositions.	rhythms with	looping. Using letter
different layers and	awareness of their	improvise musically	Singing and playing	accuracy, control	name, graphic and
a clear structure.	part in the group	within a given style.	in time with peers	and fluency.	rhythmic notation
Suggesting	performance.	Developing	with accuracy and		and musical
improvements to	Playing melody	melodies using	awareness of their		vocabulary to label
others work, using	parts on tuned	rhythmic variation,	part in the group		and record their
musical vocabulary.	instruments with	transposition,	performance.		compositions.
Composing a	accuracy and	inversion and	Playing melody		Suggesting
coherent piece of	control and	looping. Using letter	parts on tuned		improvements to
music in a given	developing	name, graphic and	instruments with		others work, using
style with voices,	instrumental	rhythmic notation	accuracy and		musical vocabulary.
bodies and	technique.	and musical	control and		Singing and playing
instruments.		vocabulary to label	developing		in time with peers
Beginning to		and record their	instrumental		with accuracy and
improvise musically		compositions.	technique.		awareness of their
within a given style.		Singing longer songs			part in the group
		in a variety of			performance.
		musical styles from			Singing longer songs
		memory, with			in a variety of
		accuracy, control,			musical styles from
		fluency and a			memory, with
		developing sense of			accuracy, control,
		expression including			fluency and a
		control of subtle			developing sense of
		dynamic changes.			expression including
		Singing and playing			control of subtle
		in time with peers			dynamic changes.
		with accuracy and			Playing melody

			awareness of their part in the group performance.			parts on tuned instruments with accuracy and control and developing instrumental technique.
Key knowledge	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	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. 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. To know that playing in time means all performers playing together at the same speed. To know that playing 'in time' requires playing the notes for the correct duration as well as	To know: When you sing without accompaniment it is called 'a cappella'. Harmony means playing two notes at the same time that usually sound good together. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. 'Performance directions' are words added to musical notation to tell the performers how to play.	To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that expressive language (like a poem) can be used as inspiration for composing music. To understand that both instruments and voices can create audio effects that describe something you can see. To know that grouping instruments according to their timbre can create contrasting 'textures' in music.	To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. 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. 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.	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!). To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.

		at the correct speed.				
Key vocabulary	pitter patter raindrop clapping clicking body percussion tempo rhythm boom snap structure texture contrast higher lower compose loop melody pitch inspiration keyboard	rock and roll hand jive 1950's tempo dynamic notation style bassline	a cappella breathing dynamics harmony listen texture tempo ostinato percussion layer	Hanami cherry blossom pitch sound glissando pizzicato composer composition col legno haiku syllables melody dynamics tempo	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	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
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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	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 interrelated 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,

ro	cord rhythms and	using musical	composition using	instruments (e.g.	Drama). Improvising	Colours, Stories,
	elodies. Selecting,	vocabulary with	all the inter-related	remix, colours,	coherently within a	Drama).
	scussing and	confidence.	dimensions of music	stories, drama).	given style.	Selecting, discussing
	fining musical	Suggesting and	to add musical	Selecting, discussing	Combining rhythmic	and refining musical
	noices both alone	demonstrating	interest.	and refining musical	patterns (ostinato)	choices both alone
		improvements to	Singing songs in two	choices both alone	into a multi-layered	and with others,
	ing musical	own and others'	or more parts, in a	and with others,	composition using	using musical
	cabulary with	work. Singing songs	variety of musical	using musical	all the inter-related	vocabulary with
	onfidence.	in two or more parts,	styles from memory,	vocabulary with	dimensions of music	confidence.
		in a variety of	with accuracy,	confidence.	to add musical	Suggesting and
	emonstrating	musical styles from	fluency, control and	Working as a group	interest. Selecting,	demonstrating
	provements to	memory, with	expression.	to perform a piece	discussing and	improvements to
	wn and others'	accuracy, fluency,	Working as a group	of music, adjusting	refining musical	own and others'
	ork. Singing songs	control and	to perform a piece	dynamics and pitch	choices both alone	work.
	two or more parts,	expression. Working	of music, adjusting	according to a	and with others,	Singing songs in two
	a variety of	as a group to	dynamics and pitch	graphic score,	using musical	or more parts, in a
	usical styles from	perform a piece of	according to a	keeping in time with	vocabulary with	variety of musical
	emory, with	music, adjusting	graphic score,	others and	confidence.	styles from memory,
	ccuracy, fluency,	dynamics and pitch	keeping in time with	communicating	Working as a group	with accuracy,
	ontrol and	according to a	others and	with the group.	to perform a piece	fluency, control and
	pression. Working	graphic score,	communicating	Combining rhythmic	of music, adjusting	expression.
	a group to	keeping in time with	with the group.	patterns (ostinato)	dynamics and pitch	Working as a group
	erform a piece of	others and	Using staff notation	into a multi-layered	according to a	to perform a piece
	usic, adjusting	communicating	to record rhythms	composition using	graphic score,	of music, adjusting
dy	namics and pitch	with the group.	and melodies.	all the interrelated	keeping in time with	dynamics and pitch
ac	ccording to a	Combining rhythmic		dimensions of music	others and	according to a
gro	aphic score,	patterns (ostinato)		to add musical	communicating	graphic score,
ke	eping in time with	into a multi-layered		interest.	with the group.	keeping in time with
	hers and	composition using			Performing with	others and
со	ommunicating	all the inter-related			accuracy and	communicating
	ith the group.	dimensions of music			fluency from	with the group.
	ombining rhythmic	to add musical			graphic and simple	
		interest. Using staff			staff notation.	
	,	notation to record				
		rhythms and				
	I the inter-related	melodies.				
	mensions of music					
	add musical					
int	terest.					

Key knowledge	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.	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.	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.	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.	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.	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.
Key vocabulary	features notation repeating unison composition structure repetition melody tempo compose ensemble minor key	Blues chord 12-bar Blues bar scale Blues scale bent notes ascending scale descending scale improvisation	a cappella call and response dynamics performance major chord improvisation ostinato break poly-rhythms master drummer syncopation metronome	synesthesia dynamics Holi graphic score vocal composition performance	accuracy backbeat body percussion fragment layers loop looped rhythm melody melody line notation ostinato remix	Action song Backdrop Book musical Character song Choreographer Composer Comic opera Costumes Designer Dialogue Director Duet

					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 End of year assessment				

	erm 1	Term 2	Term 3	Term 4	Term 5	Term 6
c	Dynamics, piłch 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 E	Discussing musical pras in context, dentifying how they have influenced each other, and discussing the mpact of different composers on the development of musical styles. Representing changes in pitch, dynamics and exture using graphic notation, ustifying their choices with eference to musical vocabulary. Jsing musical vocabulary correctly when describing and evaluating the eatures of a piece of music. Confidently using detailed musical vocabulary (related o 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

dimensions of	another to create a	occasion and	another to create a	Composing a multi-	another to create a
music) to discuss	coherent overall	purpose affects the	coherent overall	layered piece of	coherent overall
and evaluate the		way a piece of	effect. Use musical	music from a given	effect. Use musical
own and others	how the venue,	music sounds.	vocabulary	stimulus with voices,	vocabulary
work. Improvising		Confidently using	correctly when	bodies and	correctly when
coherently and	purpose affects the	detailed musical	describing and	instruments.	describing and
creatively within	· · ·	vocabulary (related	evaluating the	Composing an	evaluating the
given style,	music sounds.	to the inter-related	features of a piece	original song,	features of a piece
incorporating giv		dimensions of	of music.	incorporating lyric	of music. Evaluating
features.	melodies using	music) to discuss	Confidently using	writing, melody	how the venue,
Composing a mu	Ilti- rhythmic variation,	and evaluate their	detailed musical	writing and the	occasion and
layered piece of	transposition and	own and others	vocabulary (related	composition of	purpose affects the
music from a give	en changes in	work. Improvising	to the inter-related	accompanying	way a piece of
stimulus with voic	, , , , , , , , , , , , , , , , , , , ,	coherently and	dimensions of	features, within a	music sounds.
bodies and	and texture. Singing	creatively within a	music) to discuss	given structure.	Confidently using
instruments.	songs in two or	given style,	and evaluate their	Recording own	detailed musical
Developing	more secure parts	incorporating given	own and others'	composition using	vocabulary (related
melodies using	from memory, with	features. Recording	work. Improvising	appropriate forms	to the inter-related
rhythmic variatio	n, accuracy, fluency,	own composition	coherently and	of notation and/or	dimensions of
transposition and	l control and	using appropriate	creatively within a	technology and	music) to discuss
changes in	expression. Working	forms of notation	given style,	incorporating.	and evaluate their
dynamics, pitch	as a group to	and/or technology.	incorporating given	Constructively	own and others
and texture.	perform a piece of	Constructively	features.	critique their own	work. Improvising
Recording own	music, adjusting the	critique their own	Composing a multi-	and others' work,	coherently and
composition usin	g interrelated	and others' work,	layered piece of	using musical	creatively within a
appropriate form		using musical	music from a given	vocabulary. Singing	given style,
of notation and/	or as required,	vocabulary.	stimulus with voices,	songs in two or	incorporating given
technology.	keeping in time and	Working as a group	bodies and	more secure parts	features.
Constructively	communicating	to perform a piece	Instruments.	from memory, with	Composing a multi-
critiquing their ov	vn with the group.	of music, adjusting	Developing	accuracy, fluency,	layered piece of
and others' work		the interrelated	melodies using	control and	music from a given
using musical	accuracy and	dimensions of music	rhythmic variation,	expression. Working	stimulus with voices,
vocabulary.	fluency from	as required,	transposition and	as a group to	bodies and
Working as a gro		keeping in time and	changes in	perform a piece of	instruments.
to perform a pie		communicating	dynamics, pitch	music, adjusting the	Developing
		-	and texture.	interrelated	melodies using
the interrelated				dimensions of music	
dimensions of mu		Ū.			
as required,	conductor's cues	fluency from	and others' work,		changes in
keeping in time of	and and directions.	graphic and staff	using musical	communicating	dynamics, pitch
vocabulary. Working as a gro to perform a pier of music, adjustir the interrelated dimensions of mu as required,	fluency from graphic and staff notation and from their own notation. Performing by sic following a conductor's cues	keeping in time and communicating with the group. Performing with accuracy and fluency from	transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work,	as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and	bodies and instruments. Developing melodies using rhythmic variation, transposition and changes in

	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.		notation and from their own notation.	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.	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	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).
Key knowledge	To know that the conductor beats time to help the performers work well together. To understand that improvisation	To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.	To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note	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	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	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

	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.	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.	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'.	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.	changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals.	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.
Key vocabulary	audio/video	music	accelerando	3/4 time	allegro	Baroque
	depicting	morale	body percussion	4/4 time	arrangement	bass clef
	texture	Britain	brass	accidentals	backing track	canon
	pitch	troops	characteristics	body percussion	chorus	fugue
	dynamics	frontline	chords	diaphragm	chord progression	ground bass
	conductor	Vera Lynn	chromatics	legato	compose	opera
	improvisation	contrast	clashing	motif	crescendo	oratorio
	notation	tempo	composition	orchestra	diminuendo	polyphonic
	graphic score	higher and lower	convey	percussion	dynamics	recitative

	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