

Pennine Way Primary School



Music Curriculum Knowledge, Skills and Vocabulary Progression

Music at Pennine Way Primary School

Our music curriculum enhances and deepens the positive connections that inspire our children to harmonise and bond together. Our creative and inclusive musical skills demonstrate confidence, collaboration, exploration and resilience. Enhancement of social and cultural values through expression, performance, improvisation, composition and comparison; encourage everyone to find their voice, rhythm and dynamic; as they discover their individual pitch. The curriculum map outlines which Charanga units we are teaching each term, and which instruments are taught in different year groups. We are following the Model Music Curriculum which offers the children in depth knowledge and learning of a range of music.

Intent, Implementation and Impact

Music Curriculum Intent

Pennine Way Primary School aims to use music to inspire and motivate children, and play an important role in their personal development. Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through music.

We aim to deliver a broad and balanced music curriculum which enables pupils to perform, listen to, review and evaluate music across a range of historical periods, genres and gaining knowledge of different traditions, including the works of the great composers and musicians. Our children will learn to sing and use their voices. They will create and compose music on their own and alongside their peers and have the opportunity to learn a musical instrument and progress to the next level of musical excellence. They will 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.

Music Curriculum Implementation

In order to ensure a good level of implementation, staff are supported through verbal discussions to help them use the appropriate schemes of work; this helps guarantee a good music curriculum is being taught throughout the school. The music coverage is routinely reviewed within school to develop staff understanding and knowledge. Our staff teach lessons using the national curriculum and Charanga music scheme to make sure children progress and learn musical knowledge which is then shown within the work they produce. Music is taught as a discrete subject and is also incorporated into other subject areas to aid learning.

The Charanga Music Scheme ensures that skills are taught in order, developing throughout the year groups, and are revisited and embedded throughout every year; each term's lessons work through each of the key musical concepts. In addition to this, children have access to learn different musical instruments including xylophone, glockenspiel, recorder and guitar. The music curriculum is accessible for all children across the school. Many children with SEND, notably those with learning or behavioural difficulties, may be very responsive to music and it allows them a language through which to make sense of their emotions. Skills are built upon each lesson so children have the opportunity to experience the key concepts. We liaise with other schools in the cluster to share and receive ideas that would benefit the teaching and learning in the school. Children are given the opportunity to perform music in a range of contexts, including Christmas productions, choirs and musical festivals co-ordinated by the cluster.

Music Curriculum Impact

Children at our school understand the relevance of what they are learning within music and enjoy their musical experiences within school. They experience performances from others as well as performing themselves. We strive to give our children the opportunity to foster their musical flare and use this as a form of expression whilst developing a lifelong love of music that will enrich their lives.

Music Curriculum Map

Our curriculum map for music shows what will be covered in each year group throughout the year. This includes Charanga units and instruments. Music is taught every other half term throughout the school, however in years 4 and 5 it is taught biweekly by a peripatetic guitar tutor.

	Autumn	Spring	Summer
Nursery	Me Learn to sing or sing along with nursery rhymes and action songs.	My Stories Learn to sing a range of nursery rhymes and action songs.	Everyone Sing nursery rhymes and begin to play instruments with a song.
Reception	Our World Use nursery rhymes and songs to improvise and play instruments.	Big bear funk Listen and appraise funk music and improvise using voices and instruments.	Hey You! Learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.
Year 1	Adding rhythm and pitch How does music tell stories about the past? Main instrument: Xylophone and glockenspiel	Introducing tempo and dynamics How does music make the world a better place? Main instrument: Xylophone and glockenspiel	Explore sound and create a story How does music teach us about looking after our planet? Main instrument: Xylophone and glockenspiel
Year 2	Focus on dynamics and tempo How does music teach us about the past? Main instrument: Recorder	Exploring feelings through music How does music make the world a better place? Main instrument: Recorder	Exploring improvisation How does music teach us about looking after our planet? Main instrument: Recorder
Year 3	Developing notation skills How does music bring us closer together? Main instrument: Recorder	Composing using your imagination How does music make the world a better place? Main instrument: Recorder	Recognising different sounds How does music connect us with our planet? Main instrument: Recorder
Year 4	Guitar Tuition Singing, composing, listening and performing.		
Year 5	Guitar tuition Singing, composing, listening and performing.		
Year 6	Developing melodic phrases How does music bring us together? Main instruments: Xylophone, glockenspiel, recorder, guitar	Gaining confidence through performance How does music improve our world? Main instruments: Xylophone, glockenspiel, recorder, guitar	Respecting each other through composition How does music connect us with the environment? Main instruments: Xylophone, glockenspiel, recorder, guitar

Music Knowledge, Skills and Vocabulary

The knowledge and skills are divided into categories which classify the type of skills or knowledge. Here is a description of each one:

Musicianship

Children learn the basic fundamentals of music and playing a musical instrument.

Listening

Listening to music is fundamental to music understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity including composing and performing.

Singing

Aspects of singing are warm-ups, breathing, posture, dynamics, phrasing, context and vocal health.

Composing and improvising

The creative process, with its wide horizons of possibility, gives pupils an opportunity to contribute to musical culture in unique and valuable ways. As pupils travel through the Key Stages, they will develop the craft of creating melodies and fashioning them into short pieces.

Performing

Creating opportunities to celebrate, share and experience music of all kinds will consolidate the learning within the MMC. This will include developing stagecraft, the encouragement of peer feedback and seeking out opportunities for collaboration.

Music (Expressive arts and design) Knowledge, Skills and Vocabulary Expectations - Nursery

<p>Me + My Stories + Everyone</p> <p>Sing nursery rhymes and begin to play instruments with a song.</p>	Knowledge	Remember and sing entire songs including nursery rhymes.
	Skills	Listen with increased attention to sounds.
		Respond to what they have heard, expressing their thoughts and feelings.
		Sing the pitch of a tone sung by another person ('pitch match').
		Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
		Create their own songs or improvise a song around one they know.
		Play instruments with increasing control to express their feelings and ideas.
	Key vocabulary	Music, song, sing, nursery rhyme, beat, instrument, clap, tap, shake
Prior learning		
Future learning	Reception - Singing nursery rhymes.	

Music (Expressive arts and design) Knowledge, Skills and Vocabulary Expectations - Reception

<p>Our World + Big Bear Funk + Hey You!</p> <p>Sing nursery rhymes, improvise, and learn the differences between pulse, rhythm and pitch.</p>	Knowledge	Remember and sing more complex songs including nursery rhymes.
	Skills	Listen attentively, move to and talk about music, expressing their feelings and responses.
		Sing in a group or on their own, increasingly matching the pitch and following the melody.
		Sing a range of well-known nursery rhymes and songs.
		Explore and engage in music making and dance, performing solo or in groups.
	Key vocabulary	Music, song, sing, nursery rhyme, beat, musical instrument, clap, tap, shake, body percussion, tambourine, shaker, loud, quite, fast, slow
	Prior learning	Nursery – pulse, pitch and melody work. Learning to remember and sing nursery rhymes.
Future learning	Year 1 - Adding rhythm and pitch.	

Music Knowledge, Skills and Vocabulary Expectations - Year 1

Adding rhythm and pitch	Knowledge	Musicianship: Understand the difference between creating a rhythm pattern (short short long long long, repeat), a pitch pattern (low low high high high, repeat) and a melodic pattern (playing a melody on an instrument).
		Singing: Sing songs, chants and rhymes with the teacher and class.
		Listening: Begin to recognise some band and orchestral instruments (2 instruments).
		Listening: Listen to recorded and live (when possible) performances.
		Composing and improvising: Begin to recognise how graphic notation can represent created sounds.
	Skills	Musicianship: Begin to use body percussion, instruments and voices to create sound.
		Musicianship: Begin to find and keep a steady beat.
		Musicianship: Begin to copy back simple rhythmic patterns by clapping.
		Musicianship: Begin to copy back one simple melodic pattern on the glockenspiel or xylophone.
		Musicianship: Begin to hold a beater between thumb and index finger.
		Singing: Begin to sing, rap, rhyme, chant and use spoken word in unison with a group.
		Singing: Copy back a low or high pitch.
		Listening: Begin to move and dance with the music whilst finding the steady beat, by copying others actions/modelling.
		Listening: Begin to talk about feelings created by the music.
		Composing and improvising: Begin to improvise simple vocal patterns using 'question and answer' phrases i.e. by clapping names or food, led by the teacher.
Composing and improvising: Explore different symbols representing graphic notation.		
Key vocabulary	Pulse/beat - The regular heartbeat of the music, the steady beat. Rhythm - Long and short sounds that happen over the pulse. Xylophone – Keys are made from wood. Glockenspiel – Keys are made from metal. Beater - To play a xylophone or glockenspiel. Instruments - An object that can be used to produce music.	
Prior learning	Reception: Remembering and singing more complex songs in a group. Listening attentively and expressing feelings and responses. Explore making music.	
Future learning	Introducing tempo and dynamics into our music understanding.	

Introducing tempo and dynamics	Knowledge	Singing: Begin to sing songs, chants and rhymes from memory.
		Listening: Recognise more band and orchestral instruments (3-4 instruments).
		Listening: Begin to understand where the music fits in the world.
		Listening: Begin to describe tempo as fast or slow, and dynamics as loud and quiet.
		Composing and improvising: Explain how graphic notation can represent created sounds.
	Skills	Musicianship: Begin to use body percussion, instruments and voices to create music, in line to the song etc.
		Musicianship: Find and keep a steady beat together.
		Musicianship: Copy back simple rhythmic patterns by clapping.
		Musicianship: Copy back one simple melodic pattern on the glockenspiel or xylophone (up to 4 notes).
		Musicianship: Hold a beater between thumb and index finger.
		Musicianship: Play the glockenspiel or xylophone key in the middle.
		Singing: Sing, rap, rhyme, chant and use spoken word, in time, with a group.
		Singing: Begin to copy back pitch patterns (i.e. singing response “low, low, high high) including intervals of an octave (low to high 8 notes) and fifth (low to high 5 notes).
		Singing: Sing in unison in a group, along with the music.
		Listening: Move and dance with the music whilst finding the steady beat, by copying others actions/modelling.
		Listening: Talk about feelings created by the music.
		Composing and improvising: Improvise simple vocal patterns using ‘question and answer’ phrases i.e. by clapping names or food, led by the teacher.
		Composing and improvising: Begin to explore and invent own symbols.
		Key vocabulary

	Prior learning	Adding rhythm and pitch.
	Future learning	Explore sound and create a story.
Explore sound and create a story	Knowledge	Singing: Confidently sing songs chants and rhymes from memory.
		Listening: Recognise some band and orchestral instruments (5+ instruments).
		Listening: Begin to understand about different styles of music.
		Listening: Describe tempo as fast or slow, and dynamics as loud and quiet.
		Composing and improvising: Explore and invent own symbols representing graphic notation.
	Skills	Musicianship: Use body percussion, instruments and voices to create music in line with the song etc.
		Musicianship: Find and keep a steady beat individually by tapping or clapping.
		Musicianship: Copy back simple rhythmic patterns in a variety of body percussion ways i.e. clapping, stamping.
		Musicianship: Copy back different simple melodic patterns on the glockenspiel or xylophone.
		Musicianship: Hold a beater between thumb and index finger whilst playing the middle of the key.
		Listening: Create a dance movement in response to listening to and finding the steady beat.
		Listening: Listen and respond to others opinions about feelings created by the music.
		Singing: Sing, rap, rhyme, chant and use spoken word, individually.
		Singing: Copy back pitch patterns (i.e. singing response “low, low, high high) including intervals of an octave (low to high 8 notes) and fifth (low to high 5 notes).
		Singing: Sing a chorus in unison in a group, with and without music.
		Composing and improvising: Improvise simple vocal patterns using ‘question and answer’ phrases, suggest different patterns to do.
		Composing and improvising: Create musical sound effects and short sequences of sounds in response to music and video stimulus.
		Composing and improvising: Create a story, choosing and playing classroom instruments and/or soundmakers.
	Key vocabulary	Pulse/beat - The regular heartbeat of the music, the steady beat. Rhythm - Long and short sounds that happen over the pulse. Rhythmic patterns – A repeatable rhythm section. Pitch - High and low sounds. Tempo - Speed of the music. Dynamics - Variations in loudness. Xylophone – Keys are made from wood. Glockenspiel – Keys are made from metal.

		Beater - To play a xylophone or glockenspiel. Key - Metal or wooden strip that you hit with the beater. Instruments - An object that can be used to produce music.
	Prior learning	Introducing tempo and dynamics.
	Future learning	Year 2 - Focus on dynamics and tempo.

Music Knowledge, Skills and Vocabulary Expectations - Year 2		
Focus on dynamics and tempo	Knowledge	Musicianship: Describe key vocabulary.
		Musicianship: Demonstrate finger positions for A, B, C and G notes on the recorder.
		Listening: Describe the pulse from different pieces of music.
		Listening: Recognise different tempos and describe them using 'fast', 'steady' and 'slow'.
		Listening: Recognise different dynamics and describe them using 'loud' and 'quiet'.
		Listening: Recognise and describe the link between tempo and beat i.e. a slower tempo has a slower beat.
		Singing: Recognise the difference between a verse and chorus in a song.
		Composing and improvising: Begin to recognise some music notation and that they represent different amounts.
	Skills	Musicianship: Sing short phrases independently.
		Musicianship: Keep a steady beat in a variety of ways using body percussion and instruments.
		Musicianship: Begin to create rhythm patterns by clapping four to five long and short claps.
		Musicianship: Begin to describe musical preferences.
		Musicianship: Begin to hold a recorder using the correct grip (left hand at the top and right hand at the bottom).
		Listening: Move and dance in response to the music.
		Listening: Find different steady beats along with the class and teacher.
Listening: Mark the beat of a listening piece by tapping or clapping along with the class and teacher.		
Key	Singing: Begin to sing a verse and the chorus as part of a choir, with and without a backing track or vocals.	
	Singing: Begin to demonstrate dynamics (loud/quiet) and tempo (fast/slow) when singing.	
	Pulse - The regular heartbeat of the music, the steady beat.	

	vocabulary	<p>Rhythm - Long and short sounds that happen over the pulse.</p> <p>Tempo - Speed of the music.</p> <p>Fast, steady, slow - Words to describe tempo.</p> <p>Dynamics - Variations in loudness.</p> <p>Loud, quiet - Words to describe dynamics.</p> <p>Texture - The overall sound of a piece of music, i.e. described as thick or thin.</p> <p>Recorder - Woodwind musical instrument.</p> <p>Chorus - Repeated part of the lyrics.</p> <p>Verse - Lyrics that are usually not repeated, surrounding the chorus.</p> <p>Notation - Written music representing a note.</p> <p>Beats - Number of beats a music note is worth.</p> <p>Body percussion - Using your body to create sound.</p> <p>Crotchet - A note with a time value of one beat.</p>
	Prior learning	Year 1: How does music tell us stories about the past? Introducing tempo and dynamics.
	Future learning	Exploring feelings through music.
Exploring feelings through music	Knowledge	Musicianship: Describe key vocabulary.
		Musicianship: Begin to play A, B, C and G notes on the recorder, in time to slowed tempo music.
		Musicianship: Describe the changes in pitch in short melodic phrases.
		Listening: Begin to talk about the genre of a piece of music.
		Listening: Start to talk about where music might fit into their life.
	Skills	Musicianship: Sing several short phrases independently.
		Musicianship: Copy back a friend's rhythm patterns by clapping four to five long and short claps.
		Musicianship: Begin to respond to pitch changes in short melodic phrases.
		Listening: Move and dance with the music confidently.
		Listening: Find different steady beats in a group.
		Listening: Begin to identify pitch on the recorder.
		Singing: Begin to sing multiple verses and the chorus as part of a choir.
		Singing: Sing to communicate the meaning of the words.
Singing: Demonstrate, with more accuracy, dynamics (loud/quiet) and tempo (fast/slow) when singing in a group.		
Composing and improvising: Create music in response to a range of different stimuli.		

	Key vocabulary	<p>Pitch - Describes how high or low notes sound.</p> <p>Rhythm pattern - A repeatable rhythm section.</p> <p>Dynamics - Variations in loudness.</p> <p>Loud, quiet - Words to describe dynamics.</p> <p>Texture - The overall sound of a piece of music, i.e. described as thick or thin.</p> <p>Genre - Type of music.</p> <p>Recorder - Woodwind musical instrument.</p> <p>Chorus - Repeated part of the lyrics.</p> <p>Verse - Lyrics that are usually not repeated, surrounding the chorus.</p> <p>Notation - Written music representing a note.</p> <p>Beats - Number of beats a music note is worth.</p>
	Prior learning	Focus on dynamics and tempo.
	Future learning	Exploring improvisation.
Exploring improvisation	Knowledge	Musicianship: Describe key vocabulary.
		Musicianship: Play A, B, C and G notes on the recorder, in time to regular tempo music.
		Listening: Begin to share ideas about the style of a piece of music.
		Listening: Start to talk about where music might fit into the world.
		Singing: Sing to communicate the meaning of the words and discuss the meaning of these words.
	Skills	Musicianship: Sing a range of short phrases independently.
		Musicianship: In pairs, create and copy back rhythm patterns in different ways, i.e. clapping, stomping.
		Musicianship: Respond to pitch changes in short melodic phrases.
		Listening: Move and dance with the music, considering the beat/rhythm.
		Listening: Find different steady beats independently.
		Singing: Sing multiple verses and the chorus as part of a choir, with increasing pitch accuracy.
		Singing: Sing in unison and sometimes in parts, and with more pitching accuracy.
		Singing: Demonstrate, with more accuracy, dynamics (loud/quiet) and tempo (fast/slow) when singing in smaller groups.
Composing and improvising: Improvise simple 'question and answer' phrases, to be sung and played on instruments to create a musical conversation.		
Composing and improvising: Use graphic symbols, i.e. dot notation and stick notation, to record and represent music.		
Key	Pitch - Describes how high or low notes sound.	

	vocabulary	<p>Rhythm pattern - A repeatable rhythm section.</p> <p>Dynamics - Variations in loudness.</p> <p>Loud, quiet - Words to describe dynamics.</p> <p>Texture - The overall sound of a piece of music, i.e. described as thick or thin.</p> <p>Timbre - The particular tone that distinguishes a sound or combination of sounds.</p> <p>Structure - The order that different parts of the song are played in.</p> <p>Syllabic music - One syllable of text per musical note.</p> <p>Genre - Type of music.</p> <p>Recorder - Woodwind musical instrument.</p> <p>Chorus - Repeated part of the lyrics.</p> <p>Verse - Lyrics that are usually not repeated, surrounding the chorus.</p> <p>Notation - Written music representing a note.</p> <p>Beats - Number of beats a music note is worth.~</p> <p>Stave - Set of five horizontal lines and four spaces that musical notes are written upon to represent different musical pitches.</p> <p>Time signature - A set of two numbers, one on top of the other, written at the beginning of a piece of music on the stave.</p>
	Prior learning	Exploring feelings through music.
	Future learning	Year 3: Developing notation skills.

Music Knowledge, Skills and Vocabulary Expectations - Year 3		
Developing notation skills	Knowledge	Musicianship: Describe key vocabulary.
		Musicianship: Play A, B, C, E, F and G notes on the recorder, along to music.
		Listening: Begin to talk about the style and what the song or piece of music means.
		Listening: Identify some instruments you can hear playing, including pedal steel guitar, acoustic guitar, bass guitar, piano, fiddle, drum, glockenspiel.
		Listening: Identify if it's a male or female voice singing the song.
	Skills	Singing: Begin to sing a widening range of unison songs (together at the same time), of varying styles and structures.
		Singing: Begin to sing with awareness of following the beat.
Singing: Begin to sing with attention to clear diction (sing each word so it can be clearly heard).		

		Singing: Begin to sing expressively, with attention to the meaning of the words.
		Composing and improvising: Begin to structure musical ideas to create music that has a beginning, middle and end.
		Composing and improvising: Begin to compose song accompaniments on a recorder using known rhythms and note values.
		Listening: Begin to move or clap a steady beat with others, changing the speed of the beat as the tempo changes.
		Listening: Begin to invent different actions to move in time with the music.
		Performing: Practise, rehearse and share a song that has been learnt in the lesson, from memory or with notation, and with confidence.
		Performing: Confidently perform a song from memory with a recorder.
	Key vocabulary	<p>Strong beat - The first beat of each measure (the downbeat).</p> <p>Quaver - An eighth note which is half of a beat. It takes eight of them to complete a measure.</p> <p>Crotchet - A note with a time value of one beat.</p> <p>Minim - A note having the same time value of two crotchets.</p> <p>Rhythmic pattern - Pattern of sound, silence and emphasis in a song.</p> <p>Notation - Series of symbols used to represent notes played by an instrument.</p> <p>Melody - Sequence of notes that is musically satisfying (a tune).</p>
	Prior learning	<p>Year 1 – Developing notation skills, composing using your imagination, recognising different sounds: recognise how graphic notation can represent created sounds.</p> <p>Year 2 – Focus on dynamics and tempo and exploring feelings through music: when composing use notation to keep a record of composed pieces.</p>
	Future learning	Year 6 - How does music bring us together?
Composing using your imagination	Knowledge	Musicianship: Describe key vocabulary.
		Musicianship: Play A, B, C, E, E, F#, G and G# notes on the recorder, along to music.
		Listening: Talk about the style and what the song or piece of music means.
		Listening: Identify some instruments you can hear playing, including piano, strings, drums, bass, electric guitar, and synthesizer.
		Listening: Identify if it's a male or female voice singing the song. How do you know?
	Skills	Listening: Move or clap a steady beat with others, changing the speed of the beat as the tempo changes.
		Listening: Invent different actions to move in time with the music.
Singing: Sing a widening range of unison songs (together at the same time), of varying styles and structures.		
Singing: Sing with awareness of following the beat.		

		Singing: Sing with attention to clear diction (sing each word so it can be clearly heard).
		Singing: Sing expressively, with attention to the meaning of the words.
		Composing and improvising: Become more skilled in improvising (using voices and instruments), inventing short 'on-the-spot' responses using a limited note-range.
		Composing and improvising: Structure musical ideas to create music that has a beginning, middle and end.
		Composing and improvising: Compose song accompaniments on instruments using known rhythms and note values.
		Performing: With a recorder, practise, rehearse and share a song that has been learnt in the lesson, from memory or with notation, and with confidence.
		Performing: Play and perform melodies on a recorder following staff notation as a whole class.
		Performing: Reflect on feelings about sharing and performing with a recorder, eg excitement, nerves, enjoyment.
	Key vocabulary	<p>Strong beat - The first beat of each measure (the downbeat).</p> <p>Quaver - An eighth note which is half of a beat. It takes eight of them to complete a measure.</p> <p>Crotchet - A note with a time value of one beat.</p> <p>Minim - A note having the same time value of two crotchets.</p> <p>Rhythmic pattern - Pattern of sound, silence and emphasis in a song.</p> <p>Notation - Series of symbols used to represent notes played by an instrument.</p> <p>Melody - Sequence of notes that is musically satisfying (a tune).</p> <p>Rehearse - Practise playing for a later performance.</p>
	Prior learning	<p>Year 1 – Introducing tempo and dynamics: How does music make the world a better place? Explore sound and create a story.</p> <p>Year 2 – Exploring feelings through music: How does music make the world a better place? Exploring improvisation.</p>
	Future learning	<p>Year 6 - How does music improve our world?</p> <p>Year 6 - Respecting each other through composition.</p>
Recognising different sounds	Knowledge	Musicianship: Describe key vocabulary.
		Musicianship: Play A, B, C, D, E, E, F#, G and G# notes on the recorder, along to music.
		Listening: Talk proficiently about the style and what the song or piece of music means.
		Listening: Identify some instruments you can hear playing, including flutes, strings, French horn, drum machine, synthesizer, electric guitar, bass, keyboard.
	Skills	Listening: Proficiently move or clap a steady beat with others, changing the speed of the beat as the tempo changes.
		Listening: Invent a large range of actions to move in time with the music.
Singing: Confidently sing a widening range of unison songs, of varying styles and structures.		
Singing: Confidently sing with awareness of following the beat.		

		Singing: Sing with attention to clear diction so words are clearly sung.
		Singing: Confidently sing expressively, with attention to the meaning of the words.
		Composing and improvising: Demonstrate a good ability to improvise (using voices and instruments), inventing short 'on-the-spot' responses using a limited note-range.
		Performing: Proficiently practise, rehearse and share a song that has been learnt in the lesson, from memory or with notation, and with confidence.
		Performing: Confidently play and perform melodies on a recorder following staff notation as a whole class.
		Performing: Use a widening range of vocabulary to reflect on feelings about sharing and performing with a recorder.
	Key vocabulary	<p>Strong beat - The first beat of each measure (the downbeat).</p> <p>Quaver - An eighth note which is half of a beat. It takes eight of them to complete a measure.</p> <p>Crotchet - A note with a time value of one beat.</p> <p>Minim - A note having the same time value of two crotchets.</p> <p>Rhythmic pattern - Pattern of sound, silence and emphasis in a song.</p> <p>Notation - Series of symbols used to represent notes played by an instrument.</p> <p>Melody - Sequence of notes that is musically satisfying (a tune).</p> <p>Rehearse - Practise playing for a later performance.</p> <p>Major scale - Seven note scale that consists of a series of whole steps and half steps (sounds happy).</p> <p>Minor scale - Scale that consists of a series of whole steps and half steps (sounds sad).</p> <p>Pentatonic scale - A fixed five note pattern. For example, the five black keys on a piano.</p> <p>Forte - A loud section in music and the way the music is played loudly.</p> <p>Solo - An Italian word used to describe playing, singing and performing on your own.</p>
	Prior learning	<p>Year 1 – Explore sound and create a story.</p> <p>Year 2 – How does music teach us about looking after our planet?</p>
	Future learning	Year 6 - How does music connect us with the environment?

Music Knowledge, Skills and Vocabulary Expectations - Year 4

Guitar Tutor	Knowledge	Musicianship: Describe key vocabulary.
		Listening: Understand the stories, origins, traditions, history and social context of the music.

	<p>Listening: Explore gradual dynamic changes and describe if the music is smooth or spiky (legato or staccato).</p> <p>Listening: Describe how music can sound happy or sad (major or minor).</p> <p>Listening: Describe contrasting sections of pieces and songs and demonstrate if the notes stay the same or move up and down.</p>
Skills	<p>Singing: Sing with an accuracy of pitch within the range of an octave with larger leaps in pitch.</p> <p>Singing: Sing a wide range of songs from different cultures and traditions to reflect their community.</p> <p>Singing: Sing with an awareness of the shape of melody and phrasing, character and style.</p> <p>Singing: Control the voice through dynamics, following direction from a leader/conductor.</p> <p>Composing and improvising: Improvise a 1 bar rhythm using 2-3 different rhythms.</p> <p>Composing and improvising: Use musical features such as dynamics and articulation when improvising.</p> <p>Composing and improvising: Explore different sound effects using instruments and/or voice and discuss how they can be used in a composition to describe a stimulus.</p> <p>Composing and improvising: Create rhythmic sequences of 2, 3 or 4 beat phrases and arrange into bars.</p> <p>Performing: Play melodies using the first 4 or 5 notes (or 3 chords).</p> <p>Performing: Control the guitar to produce contrasting dynamics.</p> <p>Performing: Perform a range of pieces; singing and playing with an awareness of others.</p> <p>Performing: Play pieces with contrasting tempos.</p>
Key vocabulary	<p>Guitar - A six stringed instrument with a flat body, a long neck with frets.</p> <p>Turning peg - Allow tuning of a guitar by tightening or loosening the strings.</p> <p>Neck - The middle, narrow section of the guitar.</p> <p>Fretboard - The front side of the neck.</p> <p>Frets - The metal wires on the fretboard which help the guitarist to play different notes.</p> <p>Body - The biggest part of the guitar which has a sound hole in it.</p> <p>Accelerando - Gradual tempo increase.</p> <p>Rallentando - Progressive tempo decrease.</p> <p>Ostinato - Short melodic phrase repeated throughout a composition.</p> <p>Legato - A section of music to be played without breaks between the notes (indicated by a curved line above or below the notes).</p> <p>Staccato - A note of shortened duration that is separated from the note that may follow it by silence.</p> <p>Crescendo - Gradual increase in force or loudness.</p> <p>Diminuendo - A decrease in loudness of a piece of music.</p> <p>Metre - Regularly occurring patterns such as bars and beats.</p> <p>Harmony - The sound of two or more notes heard simultaneously.</p>

		Major scale - Seven note scale that consists of a series of whole steps and half steps (sounds happy). Minor scale - Scale that consists of a series of whole steps and half steps (sounds sad).
	Prior learning	Year 3 - Proficiently perform melodies with a musical instrument.
	Future learning	Year 5 - Second year of guitar tuition.

Music Knowledge, Skills and Vocabulary Expectations - Year 5		
Guitar Tutor	Knowledge	Musicianship: Describe key vocabulary.
		Listening: Recognise the difference between simple and compound time.
		Listening: Describe gradual dynamic changes.
		Listening: Explore different layers of music, how different instruments create harmony (triads, high and low notes) and texture.
	Skills	Listening: Listen, sing and play pieces from different historical periods, genres, styles and traditions.
		Singing: Sing partner songs, 3 part rounds and songs with a verse and chorus.
		Singing: Explore how songs fit into the culture of the country, or region of origin.
		Singing: Control the voice through breathing to show phrases and contrasting dynamics.
		Singing: Recognise and act on a change in tempo in the music.
		Composing and improvising: Recognise patterns and repetition in pieces or songs and how they are structured.
		Composing and improvising: Improvise freely over a drone or simple groove using a small range of notes and rhythms for up to 8 beats, keeping in time with the pulse.
		Composing and improvising: Compose an 8 beat melodic phrase using 4-5 given notes using a major or minor key. Use two short phrases to create a longer piece.
		Composing and improvising: Use a wider range of dynamics such as very loud or quiet, and moderately loud or quiet.
		Performing: Play pieces with 3 and 4 beats in a bar and recognise the difference.
Performing: Explore different playing techniques to create effects. For example, pizzicato and tremolo for a mysterious and expectant atmosphere.		
Performing: Follow symbols or notation for rhythm and pitch.		
Performing: Perform to others and receive audience appreciation.		
Key vocabulary	Time signature 4/4 - Musical notation used to specify how many beats are contained in each measure. 4 beats in the measure of	

		<p>4.</p> <p>Chord - More than one note played at the same time.</p> <p>Stave - A set of 5 parallel lines used for music notation.</p> <p>Clef - One of several symbols placed at the left hand end of a stave, including the pitch of the notes written on it.</p> <p>Treble clef - A clef placing G above middle C on the second-lowest line of the stave.</p> <p>Pizzicato - Plucking the strings of the guitar with fingers.</p> <p>Tremolo - A wavering effect in a musical tone produced by sounding two notes of slightly different pitches.</p> <p>Semibreve - A musical note 4 beats long in 4/4 time.</p> <p>Semiquaver - A musical note played for half the duration of a quaver.</p> <p>Drone - A harmonic effect where a note or chord is played throughout most or all of a piece.</p> <p>Ternary piece - A 3 part musical form consisting of an opening section, a following section, and then a repetition of the first section.</p> <p>Simple time - When the beats of a piece of music can be divided into twos.</p> <p>Compound time - When the beats of a piece of music are divided into threes.</p> <p>Diatonic scale - A scale that includes 5 whole steps and two half steps in each octave, in which the two half steps are separated from each other by either two or three whole steps.</p> <p>Fortissimo - Very loud.</p> <p>Pianissimo - A passage performed very softly.</p> <p>Mezzo forte - Moderately loud.</p> <p>Mezzo piano - Moderately quiet.</p>
	Future learning	Year 6 - Respecting each other through composition.
	Prior learning	Year 4 - First year of guitar tuition.

Music Knowledge, Skills and Vocabulary Expectations - Year 6		
Developing melodic phrases	Knowledge	Musicianship: Describe key vocabulary.
		Musicianship: Play A, B, B flat, C, D, E, F, F sharp, G notes on a xylophone/glockenspiel accurately.
		Listening: Identify some different genres i.e. soul, pop, orchestral.
		Listening: Begin to describe the genre of a song by identifying key characteristics of the genre i.e. brass instruments for Jazz, up beat and fast pulse for Disco.
		Listening: Identify the following instruments by ear: bass guitar, electric guitar, percussion, sections of the orchestra (brass,

		woodwind, strings), electric organ, pianos and synthesizers.
		Listening: Discuss the structure of the song with reference to verse and chorus.
Skills		Musicianship: Play A, B, B flat, C, D, E, F, F sharp, G notes on a xylophone/glockenspiel along to a short piece of music.
		Musicianship: Identify 2 musical note names on the staff.
		Listening: Recall (clap or tap) a rhythm or rhythm pattern from a listened to piece of music.
		Listening: Identify the melody from a listened to song.
		Singing: Sing a broad range of songs as part of a choir with a good sense of ensemble and performance.
		Singing: Begin to demonstrate the importance of maintaining good posture and breath control whilst singing.
		Composing and improvising: Improvise responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.
		Composing and improvising: Use the staff to write a piece of music using at least two different musical notes i.e. A and G.
Key vocabulary		Composing and improvising: Play own composed piece of music on a xylophone/glockenspiel.
		Rest - An interval of time that a player is not sounding a note during. Rest amounts equate to musical notes.
		Semibreve - A musical note 4 beats long in 4/4 time.
		Minim - A note having the same time value of two crotchets.
		Crotchet - A note with a time value of one beat.
		Quaver - An eighth note which is half of a beat. It takes eight of them to complete a measure.
		Semi quaver - A musical note played for half the duration of a quaver.
		Time signature 4/4 - Musical notation used to specify how many beats are contained in each measure. 4 beats in the measure of 4.
	Staff - A set of 5 parallel lines used for music notation.	
	Synthesizer - A synthesizer is an electronic musical instrument that generates audio signals.	
Future learning		Gaining confidence through performance.
Prior learning		Guitar tutor.
Gaining confidence through performance	Knowledge	Musicianship: Describe key vocabulary.
		Musicianship: Play A, A flat, B, B flat, C, D, E, F, G notes on the recorder accurately.
		Musicianship: Describe how to play the recorder.
		Listening: Identify the sound of a rock band and symphony orchestra.
		Listening: When identifying different instruments when listening to music, explain how you can tell what instrument it is.
		Listening: Identify 4-5 different types of genres.

		Listening: Describe the genre of a song by identifying genre characteristics i.e. brass instruments for Jazz, up beat and fast pulse for Disco.
Skills		Musicianship: Identify 3-4 musical note names on the staff.
		Musicianship: Play A, A flat, B, B flat, C, D, E, F, G notes on the recorder along to a short piece of music.
		Listening: Discuss the structure of the music.
		Singing: Sing with different time signatures.
		Singing: Demonstrate and maintain good posture and breath control whilst singing.
		Singing: Sing with an awareness of rhythm, phrasing, accurate pitching and appropriate style.
		Composing and improvising: Use the staff to write a piece of music using at least three different musical notes i.e. A, C and G.
		Composing and improvising: Play own composed piece of music on the recorder.
		Composing and improvising: Clap or tap a rhythm, composed by someone else, by reading it from the staff.
		Performing: Discuss different emotions of pre, during and post performing i.e. nervous, excited.
		Performing: Perform a range of songs as a choir in school performances.
		Performing: Reflect on your own performance.
		Performing: Record the performance and compare it to a previous performance.
	Performing: Collect feedback from the audience and reflect how the audience believed in the performance.	
Key vocabulary	Instrumental break - A solo instrument section during a song. Rest - An interval of time that a player is not sounding a note during. Rest amounts equate to musical notes. Whole rest - Semibreve equivalent rest. Semibreve - A musical note 4 beats long in 4/4 time. Half rest - Minim equivalent rest. Minim - A note having the same time value of two crotchets. Quarter rest - Crotchet equivalent rest. Crotchet - A note with a time value of one beat. Eighth rest - Quaver equivalent rest. Quaver - An eighth note which is half of a beat. It takes eight of them to complete a measure. Sixteenth rest - Semiquaver equivalent rest. Semi quaver - A musical note played for half the duration of a quaver.	
Future learning	Respecting each other through composition.	
Prior learning	Developing melodic phrases.	
Respectin	Knowledge	Musicianship: Describe key vocabulary.

g each other through compositi on		Musicianship: Describe difference between flats and sharps.
		Musicianship: Describe the difference between different time signatures.
		Musicianship: Name some artists in different genres.
		Listening: Identify a range of different types of genres (6+).
		Listening: Know and understand what a musical outro is and its purpose.
	Skills	Musicianship: Identify 4-5 musical note names on the stave.
		Musicianship: Demonstrate responding to rest notation on the stave.
		Musicianship: Play notes on the xylophone/glockenspiel and recorder accurately using correct technique.
		Musicianship: Play A, A flat, B, B flat, C, D, E, F, G notes on the recorder along to a short piece of music.
		Composing and improvising: Use the stave to write a piece of music using at least four different musical notes i.e. A, B, C, D.
		Composing and improvising: Play own composed piece of music on the glockenspiel.
		Performing: Rehearse as part of a 'orchestra' with vocals, recorders, percussion and glockenspiels.
	Key vocabulary	Outro - A short, distinct closing section at the end of a piece of music. Rehearse – To practise a play a piece of music in order to prepare it for public performance. Orchestra – A group of musicians who perform instrumental music. Compose – To formulate and write a piece of music.
	Future learning	Secondary school.
	Prior learning	Gaining confidence through performance.