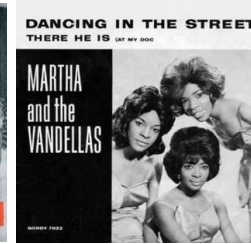
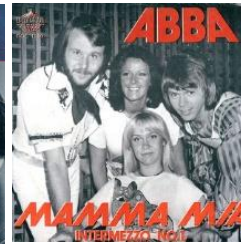
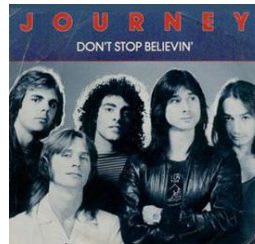


Beaconhill Primary School Music

In music the children will perform, listen to, review and evaluate music from different periods of history and countries. They will use their voices and instruments to compose music of their own and perform in front of others. The children will explore how music is created, including having an understanding of pitch, duration, dynamics, tempo, timbre, texture, structure and notation.

A musician at Beaconhill Primary School should have:

- A widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by aural perception, internalisation and knowledge of music, including high or developing levels of technical expertise.
- Good awareness and appreciation of different musical traditions and genres.
- An understanding of how musical provenance- the historical, social and cultural origins of music – contributes to the diversity of musical styles.





Music Overview

This curriculum map ensures that skills, knowledge and understanding are developed systematically across a subject.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Hey You <i>Hiphop</i>	Rhythm in the way we walk and banana rap <i>Singing</i>	In the Groove <i>Variety</i>	Round and Round <i>Variety</i>	Singing <i>Sea Shanties</i>	
Year 2	Hands, Feet, Heart <i>South African</i>	I Wanna Play In A Band <i>Rock</i>	Glockenspiel 1			
Year 3	Let Your Spirit Fly <i>R&B</i>	Three Little Birds <i>Reggae</i>	Glockenspiel 2	The Dragon Song <i>Pop</i>	Bringing Us Together <i>Pop</i>	Glockenspiel 3
Year 4	Lean on me – <i>Soul, Gospel</i>		A New Year Carol – Benjamin Britten <i>Traditional</i>	Cuckoo - Benjamin Britten <i>Traditional</i>	You've got a Friend in Me - <i>Pop</i>	Don't Stop Believin' <i>Rock</i>
Year 5	Livin' on a prayer - <i>Rock</i>	Stop! <i>Hiphop</i>	History of Music Baroque	Jazz Level 1 Wade in the Water <i>Singing</i>	Benjamin Britten <i>Traditional</i>	Mamma Mia <i>Pop</i>
Year 6	Dancing in the street <i>Mowtown</i>	History of Music Baroque (covid catch up) Classical and Romantic	The Fresh Prince of Belair <i>Hiphop</i>	Happy <i>Pop</i>	Recorders First Access	



	Autumn term	Spring term	Summer term
Year 1	<p>Hey You! (Hip hop) Rhythm in the way we move and banana rap (Singing)</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically, <i>simple rhythmic patterns with reliance on copying (echoing), mainly untuned percussion with some chime bars,</i> • listen with concentration and understanding to a range of high-quality live and recorded music, <i>comment on the music giving their opinions, be introduced to individual instrument sounds,</i> 	<p>In the Groove and Round and Round (Variety)</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically, <i>simple rhythmic patterns with reliance on copying (echoing) and an introduction to basic notation, mainly untuned percussion with some chime bars and glockenspiel (limited use of notes),</i> • listen with concentration and understanding to a range of high-quality live and recorded music, <i>comment on the music giving their opinions, begin to recognise some common instruments independently,</i> 	<p>Sea Shanties (Singing)</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically, <i>simple rhythmic patterns with less reliance on copying (echoing) and beginning to understand basic notation, mainly untuned percussion with some chime bars and glockenspiel (limited use of notes),</i> • listen with concentration and understanding to a range of high-quality live and recorded music, <i>comment on the music giving their opinions, begin to recognise some common instruments independently, begin to comment on the pitch of voices/instruments,</i>
Year 2	<p>Hands, Heart, Feet (South African music) I Wanna Play in a Band (Rock)</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>Playing the glockenspiel (stage 1)</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically, 	<p>Sea Shanties (Singing)</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically, <i>rhythmic patterns with less reliance on</i>

	<ul style="list-style-type: none"> • play tuned and untuned instruments musically, <i>simple rhythmic patterns with less reliance on copying (echoing) and beginning to understand basic notation (tea and coffee), mainly untuned percussion with some chime bars and glockenspiel (limited use of notes),</i> • listen with concentration and understanding to a range of high-quality live and recorded music, <i>comment on the music giving their opinions, begin to recognise some common instruments independently, begin to comment on the pitch of voices/instruments, begin to comment on the tempo,</i> • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p><i>experiencing notation on the treble clef stave but mostly internalising to play the glockenspiel,</i></p>	<p><i>copying (echoing) and beginning to understand basic notation (tea and coffee), introduction of minims, mainly untuned percussion with some chime bars and glockenspiel (limited use of notes),</i></p> <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music, <i>comment on the music giving their opinions, begin to recognise some common instruments independently, comment on the pitch of voices/instruments, comment on the tempo, begin to identify the structure,</i> • experiment with, create, select and combine sounds using the inter-related dimensions of music.
<p>Year 3</p>	<p>Three Little Birds (Reggae) Let Your Spirit Fly (R&B)</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <i>voice, glockenspiels</i> 	<p>Playing the glockenspiel (stage 2) The Dragon Song - Pop</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <i>voice, glockenspiels</i> 	<p>Bringing us together – Pop Glockenspiel (stage 3)</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <i>voice, glockenspiels</i>



	<p><i>and untuned percussion</i></p> <ul style="list-style-type: none"> • <i>Improvise and compose music for a range of purposes using inter related dimensions of music.</i> • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, <i>a new piece of music introduced each lesson to be listened to and commented on using musical terminology,</i> 	<p><i>and untuned percussion</i></p> <ul style="list-style-type: none"> • <i>Improvise and compose music for a range of purposes using inter related dimensions of music.</i> • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, <i>a new piece of music introduced each lesson to be listened to and commented on using musical terminology,</i> 	<p><i>and untuned percussion</i></p> <ul style="list-style-type: none"> • <i>Improvise and compose music for a range of purposes using inter related dimensions of music.</i> • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, <i>a new piece of music introduced each lesson to be listened to and commented on using musical terminology,</i>
<p>Year 4</p>	<p>Lean on me (Gospel)</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, <i>recorder</i> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations, <i>beginning to read a selection of notes on the treble clef staff from memory</i> • appreciate and understand a 	<p>A New Year Carol Cuckoo – Benjamin Britten - Traditional</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, <i>recorder</i> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations, <i>beginning to read a selection of notes on the treble clef</i> 	<p>You've got a Friend in me – Pop Don't Stop Believin' – Rock</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, <i>recorder</i> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations, <i>beginning to read a selection of notes on the treble clef staff from memory, understanding</i>



	<p>wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, <i>a new piece of music introduced each lesson to be listened to and commented on using musical terminology,</i></p>	<p><i>staff from memory, understanding the term # and identifying it within music,</i></p> <ul style="list-style-type: none">• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, <i>a new piece of music introduced each lesson to be listened to and commented on using musical terminology,</i>	<p><i>the term # and identifying it within music,</i></p> <ul style="list-style-type: none">• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, <i>a new piece of music introduced each lesson to be listened to and commented on using musical terminology</i>• develop an understanding of the history of music.
Year 5	<p>Stop – (Hip Hop) Livin’ on a prayer (Rock)</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from	<p>History of Music – Baroque Period Jazz Wade in the water</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from	<p>Benjamin Britten – Traditional Mamma Mia - Pop</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from



	<p>great composers and musicians</p> <ul style="list-style-type: none">• develop an understanding of the history of music.	<p>different traditions and from great composers and musicians</p> <ul style="list-style-type: none">• develop an understanding of the history of music.	<p>great composers and musicians</p> <ul style="list-style-type: none">• develop an understanding of the history of music.
Year 6	<p>Dancing in the street – Mowtown History of Music – Classical and Romantic Period</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music.	<p>The Fresh Prince of Belair – Hip-hop Happy – Pop</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music.	<p>Recorders – First Access</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music.



Skills Progression: Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and appraising	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turns to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together.</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to others thoughts about the music.</p> <p>When you talk try to use musical words.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>Talk about the music and how it makes you feel.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>



Inter-related dimensions of music through games.	Year 1	Year 2	Year 3 and 4	Year 5 and 6
	<p>Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse</p> <p>Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p>Rhythm Copy Back, Your Turn Create rhythms for others to copy</p> <p>Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat</p> <p>Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p>	<p>Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse.</p> <p>Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</p> <p>Rhythm Copy Back, Your Turn Create rhythms for others to copy.</p> <p>Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.</p> <p>Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p>	<p>Find the Pulse Rhythm Copy Back:</p> <p>a. Bronze: Clap and say back rhythms</p> <p>b. Silver: Create your own simple rhythm patterns</p> <p>c. Gold: Perhaps lead the class using their simple rhythms</p> <p>Pitch Copy Back Using 2 Notes</p> <p>a. Bronze: Copy back – 'Listen and sing back' (no notation)</p> <p>b. Silver: Copy back with instruments, without then with notation</p> <p>c. Gold: Copy back with instruments, without and then with notation</p> <p>Pitch Copy Back and Vocal Warm-ups</p>	<p>Bronze Challenge</p> <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns <p>Silver Challenge</p> <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes <p>Gold Challenge</p> <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To re-join the song if lost.</p> <p>To listen to the group when singing.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo.</p> <p>To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Improvisation	Listen and clap back, then listen and clap your own answer (rhythms of words). Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes.	Listen and clap back, then listen and clap your own answer (rhythms of words). Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes.	Improvise using instruments in the context of the song they are learning to perform complete challenges:			
			<p>Bronze Challenge: Copy Back – Listen and sing back</p> <p>Play and Improvise – Using instruments, listen and play your own answer using one note.</p> <p>Improvise! – Take it in turns to improvise using one note.</p> <p>Silver Challenge: Sing, Play and Copy Back – Listen and copy back using Instruments, using two notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>Improvise! – Take it in turns to improvise using one or two notes.</p> <p>Gold Challenge: Sing, Play and Copy Back – Listen and copy back using Instruments, two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</p> <p>Improvise! – Take it in turns to improvise using three different notes.</p>	<p>Bronze Challenge: Copy Back – Listen and sing back melodic patterns</p> <p>Play and Improvise – Using instruments, listen and play your own answer using one note.</p> <p>Improvise! – Take it in turns to improvise using one note.</p> <p>Silver Challenge: Sing, Play and Copy Back – Listen and copy back using Instruments, using two notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>Improvise! – Take it in turns to improvise using one or two notes.</p> <p>Gold Challenge: Sing, Play and Copy Back – Listen and copy back using Instruments, two different notes.</p> <p>Play and Improvise – Using instruments, listen and play your own answer using two different notes.</p> <p>Improvise! – Take it in turns to improvise using three different notes.</p>	<p>Play and Copy Back</p> <p>Bronze – Copy back using instruments. Use one note.</p> <p>Silver – Copy back using instruments. Use the two notes.</p> <p>Gold – Copy back using instruments. Use the three notes.</p> <p>Play and Improvise</p> <p>Bronze – Question and Answer using instruments. Use one note in your answer.</p> <p>Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>Improvisation!</p> <p>Bronze – Improvise using one note.</p> <p>Silver – Improvise using two notes.</p> <p>Gold – Improvise using three notes.</p> <p>Classroom Jazz Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<p>Play and Copy Back</p> <p>Bronze – Copy back using instruments. Use one note.</p> <p>Silver – Copy back using instruments. Use the two notes.</p> <p>Gold – Copy back using instruments. Use the three notes.</p> <p>Play and Improvise You will be using up to three notes:</p> <p>Bronze – Question and Answer using instruments. Use one note in your answer.</p> <p>Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <p>Bronze – Improvise using one note.</p> <p>Silver – Improvise using two notes.</p> <p>Gold – Improvise using three notes. make musical decisions about how the melody connects with the song.</p>



	Year 1 and 2	Year 3 and 4	Year 5 and 6
Composition	<p>Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Perform to an audience.</p> <p>Record a performance and watch it back, comment on their performance.</p>	<p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Perform to an audience.</p> <p>Record a performance and watch it back, comment on their performance.</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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	Year 3 and 4	Year 5	Year 6
History of Music	Begin to create a timeline of the music they listen to discussing which pieces of music come before/after.	Talk about the baroque period of music identifying key instruments and composers with links to significant historical events.	Talk about the classical and romantic periods of music identifying key instruments and composers with links to significant historical events.

Vocabulary

Year 1	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination, sea shanty.
Year 2	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel, sea shanty.
Year 3	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, pop.
Year 4	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo, unison, rhythm patterns, musical style, rapping, lyrics, notation, backing vocal, piano, organ, acoustic guitar, percussion, traditional.
Year 5	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, Bossa Nova, Jazz, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, verse, strings, piano, guitar, bass, drums, melody, cover, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, baroque, harpsichord, woodwind, flute, clarinet, oboe, bassoon.
Year 6	style indicators, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Motown, hook, riff, solo, improvise/improvisation, melody, solo, ostinato, unison, harmony, romantic, classical, strings.

The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
 - Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.



- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.