



Thurlaston CE (Aided) Primary School
Teaching and Living the Christian Way of Life
Building Our Lives on Jesus

Music Policy

Date	September 2022
Review date	September 2025

Thurlaston CE (Aided) Primary School Music Policy

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Intent

Music is a unique way to worship God.

Music is also one of the highest forms of creativity. At Thurlaston CE (Aided) Primary School, we are dedicated to creating an enjoyable and engaging experience of music for all children. By encouraging the children to participate in a variety of musical experiences, we are actively increasing their creativity, self-confidence and sense of achievement, whilst at the same time, allowing all pupils to develop their love of music.

Through the use of the Kapow Primary music scheme, our aim is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners.

Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school. Kapow Primary's Music scheme of work enables pupils to meet the end of key stage attainment targets outlined in the national curriculum and the aims of the scheme align with those in the national curriculum.

We are also aware of the Model Music Curriculum and the National Plan for Music and are developing how we integrate these into our delivery of music.

Implementation

At Thurlaston C.E. Primary School, we follow a broad and balanced Music curriculum that builds on previous learning and provides both support and challenge for learners. We follow a Music scheme that ensures progression of skills and covers all aspects of the Music curriculum. All classes will be taught Music lesson each week on average. At some points in the year, this may be done as a block or possibly two lessons fortnightly. We want to ensure that Music is embedded in our whole school curriculum and that opportunities for enhancing learning by using music are always taken.

Kapow Primary's Music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The instrumental scheme lessons complement the Kapow Primary scheme of work and allow lower key stage pupils to develop their expertise in using a tuned instrument for a minimum of one term as recommended in the Model music curriculum.

Kapow's National Curriculum mapping document shows which of our units cover each of the national curriculum attainment targets as well as each of these strands within it. Kapow's Progression of skills and knowledge shows the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage. (How we teach the skills and knowledge documented by Kapow is found in the appendix.)

The Kapow Primary scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge. Further CPD opportunities can also be found via webinars with our music subject specialists. Kapow has been created with the understanding that many teachers do not feel confident delivering the music curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

In addition to timetabled music lessons, children experience music through:

Whole School Music

- Celebration assemblies provide an opportunity for children to perform a favourite song through music or dance and also play instruments.
- Regular collective worship within school, where singing is used as worship;
- Events such as Christmas productions, key religious services held at the church, e.g. Harvest and Easter; as well as end of year productions provide opportunities for whole school shared music making with particular songs being prepared for these.

Tuition and Extra-Curricular Music

Children have the opportunity to learn instruments, either as an individual or in a small group. Instrumental lessons on offer are:

- Guitar tuition
- Piano tuition
- Violin
- Other instruments can be added if there is sufficient demand and we have had brass, drums, saxophone and flute in the past.

As part of the music delivered in Class 3, children are able to learn a musical instrument. This will either be recorder or ukulele.

There is also a school choir that prepare for key religious events and perform in church. They also perform in the local summer festival to a wider community.

Impact

Our children enjoy and value Music. They will understand and appreciate the value of music in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

Progress in Music is demonstrated through reviewing and scrutinising children's learning, to ensure that progression of skills is taking place. This will be done by looking at pupils' work (mainly videos), especially over time as they gain skills and knowledge; observing how they perform in lessons and by talking to them about what they know, both in lessons and during pupil interviews.

The Music curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. Progress will be shown through outcomes and through parts of the process leading to them.

After the implementation of Kapow Primary Music, pupils should leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

The expected impact of following the Kapow Primary Music scheme of work is that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the national curriculum for Music.

Subject Overview Music

Unit Key Skills and Knowledge



†Key Skills and Knowledge Progression from Kapow Primary Music scheme.

* Also linked to 'Inter-related dimensions of music' strand. ** Possibly replaced by instrumental units or end of year 'Leavers' unit. *** Taught yearly.

Class	Unit/Strand	Key Skills and Knowledge†	Key Vocabulary (by Unit)
1	Listening *Also linked to 'Inter-related dimensions of music' strand.	<p>*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>*Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p> <p>*Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>	<p><u>Celebration Music</u> music, dance, tempo, move, Diwali, celebration, traditional, Hanukkah, Hora, kinnor, harp, flute, Jewish, trumpet, cymbals, tambourine, shofar, Kwanzaa, Africa, culture, call, response, drum, rhythm, beat, instrument, Christmas, Christian, sleigh bells, actions, action songs, voice sounds, body percussion</p> <p><u>Exploring Sound</u> voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds</p> <p><u>Music and Movement</u> actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform, performance, audience</p> <p><u>Musical Stories</u> classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance</p>
	Composing	<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p>	
	Performing	<p>Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience. Stopping and starting playing at the right time.</p>	
	History of Music	N/A	
	Inter-Related Dimensions Pitch Duration Dynamics	<p>To understand that what 'high' and 'low' notes are.</p> <p>To recognise that different sounds can be long or short.</p> <p>To understand that instruments can be played loudly or softly.</p>	

	<p>Tempo Timbre Texture Structure Notation</p>	<p>To recognise music that is ‘fast’ or ‘slow’. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To know that different instruments can sound like a particular character. To know that music often has more than one instrument being played at a time. To recognise the chorus in a familiar song. To know that signals can tell us when to start or stop playing.</p>	<p><u>Big Band</u> music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass</p>
2	<p>Listening *Also linked to ‘Inter-related dimensions of music’ strand.</p>	<p>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 (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or ‘story’ of music they listen to, both verbally and through movement. Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. *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. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others’ work.</p>	<p><u>Y1 - Pulse and Rhythm</u> body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables <u>Y1 - Classical Music, Dynamics and Tempo</u> accuracy, actions, choir, composing, composition, confidence, dynamics, fast, instruments, in time, loud, melody percussion, performance, perform, quiet, repeat, represent, rhythm, sections, silence, sing, slow <u>Y1 - Musical Vocabulary</u> actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse <u>Y1 - Timbre and Rhythmic Patterns</u> bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice <u>Y1 - Pitch and Tempo</u> accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune <u>Vocal and Body Y1 – Y1 - Sounds</u> body percussion, brass, conductor, dynamics, fast, inspire, instruments, layer,</p>
	<p>Composing *Also linked to ‘Inter-related dimensions of music’ strand.</p>	<p>Selecting 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. Creating simple melodies using a few notes. *Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition Beginning to make improvements to their work as suggested by the teacher. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. *Successfully combining and layering several</p>	

	<p>instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. *Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.</p>	<p>loud, mood, percussion, performance, pitch, quiet, represent, slow, sounds, speed, strings, vocal sounds, volume, woodwind</p> <p><u>Y2 – African Call and Response Song</u> actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume</p> <p><u>Y2 – Orchestral Instruments</u> actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind</p> <p><u>Y2 – Musical Me</u> beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume</p>
<p>Performing</p> <p>*Also linked to 'Inter-related dimensions of music' strand.</p>	<p>Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. 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. Performing from graphic notation. *Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. *Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p><u>Y2 – Dynamics, Timbre, Tempo and Motifs</u> Accuracy, arrange, atmosphere, brass, compare, composer, contrast, dynamics, effect, emotion, improvise, inspiration, interpretation, mood, motif, notate, orchestra, percussion, rhythm, sequence, soundscape, strings, symbols, timbre, visual interpretation, woodwind</p> <p><u>Y2 – On This Island: British Songs and Sounds</u> accurately, body percussion, compose, composition, duration, dynamics, folk song, inspired, inspiration, inter-related dimensions of music, layered effect, lyrics, performing, pitch,</p>
History of Music	N/A	
<p>Inter-Related Dimensions</p> <p>Pitch Duration Dynamics Tempo Timbre Texture Structure Notation</p>	<p>To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. 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 rhythm means a pattern of long and short notes. To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm. To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics. To know that dynamics can change the effect a</p>	

		<p>sound has on the audience. To know that the ‘pulse’ is the steady beat that goes through music. To know that tempo is the speed of the music. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story. To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre. To know that music has layers called 'texture'. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that a piece of music can have more than one section, eg a versed and a chorus. To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. To understand that music can be represented by pictures or symbols. To know that 'notation' means writing music down so that someone else can play it. I know that a graphic score can show a picture of the structure and / or texture of music.</p>	<p>representing, soundscape, structure, tempo, texture, timbre, voice percussion <u>Y2 – Myths and Legends</u> beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental, layers, melody, notation, performance, pluck, pitch, represent, rhythm, stave notation, structure, tempo, texture, thick, thin, timbre, verse, violin, viola</p>
3	<p>Listening *Also linked to ‘Inter-related dimensions of music’ strand.</p>	<p>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world 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 to the inter-related dimensions of music) 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 (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music.</p>	<p><u>Y3 – Ballads</u> ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume <u>Y3 – Creating Compositions in Response to an Animation</u> atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, melodic pattern, melody, opinion, notation, pitch, repeated rhythm, represent, sound effect, soundscape, story, tempo, timbre, tuned percussion, untuned percussion <u>Y3 – Developing Singing Technique</u></p>

		<p>*Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>*Identifying scaled dynamics (crescendo/decelcendo) within a piece of music.</p> <p>*Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>*Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline, duration, dynamics, in-time, in-tune, layer, lyrics, key change, major key, minor key, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, tension, tune, vocal warm-up,</p> <p><u>Y3 – Pentatonic Melodies and Composition**</u></p> <p>accuracy, crescendo, control, composition, duration, dynamics, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, timbre, tempo, untuned percussion</p> <p><u>Y3 – Jazz</u></p> <p>call and response, Dixieland, improvisation, jazz, off-beat, motif, pitch, ragtime, rhythm, scat singing, straight quaver, strung quaver, swung rhythm, swing music, syncopated rhythm, syncopation, tune,</p> <p><u>Y3 – Traditional Instruments and Improvisation**</u></p> <p>Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, repeated rhythm, rhythm, rag, sarangi, sitar, tabla, tala, tempo</p> <p><u>Y4 – Body and Tuned Percussion</u></p> <p>body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion</p> <p><u>Y4 – Rock and Roll</u></p> <p>bass line, beat, chorus,</p>
Composing	<p>*Also linked to 'Inter-related dimensions of music' strand.</p>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting and implementing improvements to their own work, using musical vocabulary.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>*Creating a piece of music with at least four different layers and a clear structure.</p> <p>*Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting improvements to others' work, using musical vocabulary.</p>	
Performing	<p>*Also linked to 'Inter-related dimensions of music' strand.</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p> <p>*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	
History of Music		Understanding that music from different times	

		<p>has different features. (Also part of the ‘Listening’ strand.)</p> <p>*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the ‘Listening’ strand.)</p>	<p>dynamics, flat notes, hand jive, in-time, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections, sequence, sharp notes, style, tempo, untuned percussion, verse, vocals, walking bass line</p>
	<p>Inter-Related Dimensions</p> <p>Pitch Duration Dynamics Tempo Timbre Texture Structure Notation</p>	<p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p> <p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p> <p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p> <p>To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p> <p>To know that playing in time means all performers playing together at the same speed.</p> <p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p> <p>To know that 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.</p>	<p>Y4 – Changes in Pitch, Tempo and Dynamics</p> <p>a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato</p> <p>Y4 – Haiku, Music and Performance</p> <p>composing, col legno, descriptive, dynamics, duration, effect, forte, glissando, haiku, inspiration, inter-related dimensions of music, melody, piano, pitch, pizzicato, represent, silent, sliding pitch, sound, sound effects, staccato, structure, syllable, tempo, texture, timbre, verse, vocabulary</p> <p>Y4 – Samba and Carnival Sounds and Instruments</p> <p>agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion</p> <p>Y4 – Adapting and Transposing Motifs</p> <p>backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument,</p>

		<p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p> <p>To know that in a ballad, a 'stanza' means a verse.</p> <p>To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.</p> <p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.</p> <p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p>	vocal warm-ups
4	<p>Listening</p> <p>*Also linked to 'Inter-related dimensions of music' strand.</p>	<p>*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>*Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>*Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>*Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>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.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>*Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>*Use musical vocabulary correctly when describing and evaluating the features of a piece</p>	<p><u>Y5 – Composition Notation</u> accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups</p> <p><u>Y5 – Blues</u> 12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation</p> <p><u>Y5 – South and West Africa</u> a capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome,</p>

		<p>of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. *Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>	<p>performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals <u>Y5 – Composition to Represent a Festival of Colour</u> dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds <u>Y5 – Looping and Remixing</u> accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure <u>Y5 – Musical Theatre</u> action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions <u>Y6 – Advanced Rhythms**</u> bar, beats, chant, crotchet, crotchet rest, inter-related dimensions of music, Kodaly, minim, music critic, note, pulse, quaver, rhythm, rhythmic canon, rhythmic elements, rhythmic notation, rhythmic patterns, SH, syllable, Ta, TiTi, unison <u>Y6 – Dynamics, Pitch and Texture</u> classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture <u>Y6 – Songs of World War 2</u> accuracy, backing track,</p>
Composing	*Also linked to ‘Inter-related dimensions of music’ strand.	<p>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. *Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. *Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others’ work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. *Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch 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.</p>	
Performing	*Also linked to ‘Inter-related dimensions of music’ strand.	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency. 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 with others</p>	

	<p>and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.</p>	<p>compare, contrast, complement, control, counter-melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, morale, notate, octave, parts, performance techniques, phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo <u>Y6 – Film Music</u> accelerando, Body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval, major, melodic, melody, military, minor, modulate, musical, orchestral, pitch, polished, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, urgency <u>Y6 – Theme and Variations</u> 3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, 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 <u>Y6 – Composing and Performing a Leavers' Song***</u> allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse</p>
History of Music	<p>*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the 'Listening' strand.) *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. (Also part of the 'Listening' strand.)</p>	
Inter-Related Dimensions Pitch Duration Dynamics Tempo Timbre Texture Structure Notation	<p>To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch. To know that 'poly-rhythms' means many different rhythms played at once. 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 understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. To know that a melody can be adapted by changing its dynamics. To understand that a slow tempo can be used to make music sound sad.</p>	

		<p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p> <p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that poly-rhythms means many rhythms played at once.</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p> <p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</p> <p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p> <p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p>	
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