

Reception

VOCABULARY	PERFORMING	DESCRIBING	TRANSCRIBING	COMPOSING
<ul style="list-style-type: none">• Beat• Pitch	<ul style="list-style-type: none">• Learn poems, chants & songs.• Follow the movements of a song with increasing fluency.• Maintain a steady beat using both instruments and body percussion.• Mimic changes of pitch with increasing accuracy.	<ul style="list-style-type: none">• Identify and respond to changes in music.• Express likes and dislikes.• Create pictures to represent the feeling of a song.	<ul style="list-style-type: none">• Draw circles and dashes to identify the number of beats and rests I hear.	<ul style="list-style-type: none">• Express ideas and feelings through movement and sound.• Improvise a short vocal melody.

Year 1

VOCABULARY	PERFORMING	DESCRIBING	TRANSCRIBING	COMPOSING
<ul style="list-style-type: none">● Volume● Rhythm● Scales● Genre	<ul style="list-style-type: none">● Follow instructions on how and when to perform.● Take part in singing with increasing accuracy, clarity and timing.● Use instruments and body percussion with different actions on specific counts.● Clap & chant back rhythmic patterns using words.● Mimic changes of pitch with increasing accuracy (specifically mi & so).● Play part of a tune on chime bars (mi and so).	<ul style="list-style-type: none">● Identify and respond to changes in pitch & rhythm.● Express likes and dislikes for different genres.● Identify the genre of a piece of music I hear: CLASSICAL, ROCK, JAZZ, HIP-HOP, ELECTRONIC DANCE & BHANGRA.	<ul style="list-style-type: none">● Match non-standard symbols to patterns of high and low notes I hear.	<ul style="list-style-type: none">● Create short, rhythmic phrases using non-standard symbols.● Choose sounds to create an effect.● Compose a simple tune using non-standard symbols on mi and so.● Create and perform a pattern of body percussion to match the beat of a chant.

Year 2

VOCABULARY	PERFORMING	DESCRIBING	TRANSCRIBING	COMPOSING
<ul style="list-style-type: none"> • Tempo • Articulation • Instrument families: percussion, strings, woodwind, brass • Note symbols: ♪ ♪ ♫ ♮ • Bars • Improvisation • Structure 	<ul style="list-style-type: none"> • Follow instructions on how and when to move, sing or play an instrument. • Take part in singing, following the melody with increasing accuracy, clarity and timing. • Clap and chant back patterns of rhythm using ta, titi, toe & shh. • Mimic changes of pitch with increasing accuracy (specifically patterns of mi, so & la). • Play part of a tune on a glockenspiel using mi, so, la & ti. 	<ul style="list-style-type: none"> • Identify and respond to changes in pitch, rhythm, tempo, volume, articulation & timbre. • Identify the genre of a piece of music I hear. • Explore the features of a musical genre: AFRICAN TRADITIONAL. 	<ul style="list-style-type: none"> • Match rhythmic and melodic phrases (mi & so) I hear to their transcribed symbols. 	<ul style="list-style-type: none"> • Create short, rhythmic phrases using standard symbols. • Choose sounds to create an effect and indicate how they should be played. • Compose a simple tune using standard symbols rising or falling on a full scale. • Create and perform a pattern of body percussion to match the rhythm of a chant. • Improvise in time to a backing track using do, re & mi.

Year 3

VOCABULARY	PERFORMING	DESCRIBING	TRANSCRIBING	COMPOSING
<ul style="list-style-type: none">• Walking fingers• Chords• Singing in a round	<ul style="list-style-type: none">• Play different chords on a string instrument with correct finger positioning.• Play individual notes by “walking” my fingers on certain strings.• Play specific rhythmic patterns by following transcribed note symbols.• Sing and play my instrument at the same time.• Play with attentive awareness of others.	<ul style="list-style-type: none">• Identify techniques being used to play a ukulele/guitar.• Describe the effect of a piece of music.	<ul style="list-style-type: none">• Follow along with a score of transcribed notes.	<ul style="list-style-type: none">• Suggest ideas & lyrics for group composition projects.

Year 4

VOCABULARY	PERFORMING	DESCRIBING	TRANSCRIBING	COMPOSING
<ul style="list-style-type: none"> • Note symbols: crotchets, quavers, minims, crotchet rests, semibreves • Duration • Stave, treble & bass clefs, 4/4 time signature • Sharp notes • Digital music production • Kick & snare drums • Drones & ostinatos • Root notes & bassline • Pentatonic scales • Texture 	<ul style="list-style-type: none"> • Sing from memory with confidence, expression and in tune. • Play a recognisable tune with developing skill. • Play with the correct rhythm some of the time. • Sustain a drone or melodic ostinato while my partner plays. • Sustain a root note progression, which changes one each line, while my partner plays. • Improvise a short melody on a pentatonic scale on the keyboard. 	<ul style="list-style-type: none"> • Describe changes in pitch, rhythm, tempo, volume, articulation & timbre and their effect on the listener. • Describe the features of a musical genre (CHINESE TRADITIONAL). • Explore the cultural context of a song (O, FORTUNA by Carl Orff). 	<ul style="list-style-type: none"> • Match rhythmic and melodic phrases (do, mi, so) I hear to their transcribed symbols. • Transcribe rhythmic and melodic phrases (do, mi, so) onto a simplified stave. • Identify and transcribe specific notes onto a proper stave. 	<ul style="list-style-type: none"> • Create a beat to accompany a melody by programming in kick & snare drums. • Create a simple backing layer to accompany a melody. • Compose a verse for a song both on keyboards and a iPad app using: <ul style="list-style-type: none"> • 3 note scale • 1 bar per line • AAAB repetition & variation • SINISTER TUNE • Demonstrate some variation in pitch, rhythm or texture.

Year 5

VOCABULARY	PERFORMING	DESCRIBING	TRANSCRIBING	COMPOSING
<ul style="list-style-type: none"> Note symbols: dotted crotchets, semiquavers Chord progression Major & minor chords Hi-hat, cymbal and tom drums Crescendo 3/4 time signature 	<ul style="list-style-type: none"> Sing from memory with confidence, expression and in tune. Play a recognisable tune with skill. Play with the correct rhythm most of the time. Sustain a root note progression, which changes on every bar, while my partner plays. Improvise a short melody on a hexatonic scale on the keyboard. Maintain a part within a round. 	<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music and particular compositional choices. Describe the features & cultural context of a musical genre (POP MUSIC/ THE BLUES). Identify my own compositional choices and explain their effect. 	<ul style="list-style-type: none"> Match rhythmic and melodic phrases (do, re, mi, fa, so) I hear to their transcribed symbols. Transcribe rhythmic and melodic phrases (do, re, mi, fa, so) onto a simplified stave. Identify and transcribe a full melody onto a proper stave in 3/4 time with sharp notes. 	<ul style="list-style-type: none"> Create a beat to accompany a melody by programming in kick, snare, hi-hat & tom drums. Create a chord progression & rhythmic bassline to accompany a melody. Compose a verse & chorus for a song both on keyboards and a iPad app using: <ul style="list-style-type: none"> 5 note scale 2 bars per line ABAB repetition & variation POP SONG Build to a crescendo in the final chorus of a song.

Year 6

VOCABULARY	PERFORMING	DESCRIBING	TRANSCRIBING	COMPOSING
<ul style="list-style-type: none"> • Arpeggio • Cymbals • Bridge • Byzantine scale 	<ul style="list-style-type: none"> • Sing from memory with confidence, expression and in tune. • Play a recognisable tune with skill & precision. • Play a tune with the correct rhythm. • Sustain a root note progression, which changes on every bar, with my left hand while playing a melodic ostinato with right. • Improvise a short melody on a heptatonic scale on the keyboard. • Maintain a part within a round/polyphonic part with confidence. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music and particular compositional choices. • Compare and contrast the features & cultural context of different musical genres (songs using the BYZANTINE SCALE/ SUPERHERO THEMES). • Identify my own compositional choices and explain their effect using appropriate musical vocabulary. 	<ul style="list-style-type: none"> • Transcribe the melody I have composed onto a proper stave. • Make sure the notes I transcribe stick to the count within the bar lines. 	<ul style="list-style-type: none"> • Create a beat to accompany a melody by programming in kick, snare, hi-hat, cymbal & tom drums. • Create a chord progression, bassline and arpeggio to accompany a melody. • Compose a verse, chorus & bridge for a song both on keyboards and a iPad app using: <ul style="list-style-type: none"> • 6 note scale • 4 bars per line • ABAC repetition & variation • SUPERHERO THEME • Vary the texture to create moments of tension and release throughout my piece.