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|  | **Skills** | **Knowledge** |
| **Y3** | **Singing and playing**  Sing a widening range of unison songs of varying styles and structures, tunefully and with expression.  Perform actions and movements confidently and in time as a group.  Sing call and response songs with accurate tuning.  Play call and response rhythms and melodies.  Perform rhythms using instruments or body percussion in time with the music, responding to changes in tempo.  Accompany songs with simple rhythmic or melodic ostinato using known rhythms and note values.  Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f,p, <, >)  Explore and select instrumental timbres to suit the mood or style of a piece of music.  Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation).  Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) \*  Show growing awareness of different musical roles (conductor, performer, audience, ensemble).  **Skills - Listening to include knowledge about Genre/History/Musicians**  Listen to music developing an understanding of its background, history and context.  Listen out for specific features of music (e.g. tempo, dynamics, texture, articulation) and explain responses using a growing range of musical vocabulary.  Listen, and describe how the interrelated dimensions are used to create moods and effects.  Use listening skills to correctly order a sequence of notes.  Listen, and identify direction of pitch in a simple melody, copying with voices or instruments.  Listen, and interpret features in recorded or live music using dance, art or drama.  **Skills – Notation**  Play from rhythmic notation and understand the value of semi-breves, minims, crotchets and quavers.  Follow graphic notation to guide singing and playing.  Use graphic notation to represent rhythmic or melodic patterns.  Create graphic notation to represent two or more layers of musical sound.  Apply word chants to rhythms, understanding how to link each syllable to a musical note. | Understand the value of semi-breves, minims, crotchets and quavers.  Name some percussion instruments in school – at least one pitched and three unpitched.  Know and understand the inter-related dimensions of: pitch, dynamic, structure (understand ABA structure and call and response), and tempo  Know that sounds can be represented with symbols.  In dynamics know that p (piano) means soft and f (forte) means loud. > means diminuendo/decrescendo and < means crescendo  To be able to identify at least one piece of music listened to as being from each of: Western Classical Traditional and Film, Popular Music and Musical Traditions.  Know the role of a conductor.   |  |  |  | | --- | --- | --- | | Western Classical Tradition and Film | Popular Music | Musical traditions | | Beethoven(Classical) | Elvis Presley – American Rock and Roll | Balinese Gamelan | | Vivaldi (Baroque) | Bill Haley and His Comets – American Rock and Roll | *Shosholoza*  sung by men working in the South African diamond mines. | | Strauss II (Romantic) |  | Brazilian Samba | | Holst (Post Romantic/Modern) |  | *O Virgo Splendens Plainsong (Medieval)* | | John Williams (Film) |  | A La Claire Fontaine (Traditional) Skye Boat Song (Traditional) | | Mary Poppins – Sherman (Film) |  |  | | There’s No Business Like Show Business’ from Annie Get Your Gun by Irving Berlin (Musical Theatre) |  |  | |
| **Y4** | **Skills – Singing and Playing**  Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.  Internalise pitch and copy melodic phrases accurately.  Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo).  Sing songs in major and minor keys recognising the difference in tonality.  Perform rhythms accurately, recognising and defining note values and rests.  Perform rhythms using instruments or body percussion to music in different time signatures, responding to changes in tempo.  Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble.  Play and perform simple melodies as a whole class or in small groups following appropriate notations.  Control changes in dynamics, tempo and articulation when singing and playing.  Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics).  Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement)  Show understanding of different musical roles (e.g. conductor, performer, audience ensemble).  **Skills - Listening to include knowledge about Genre/History/Musicians**  Listen to music with an understanding of stories, origins and traditions, history and social context of the music they listen to, sing and play.  Recognise and describe timbres of instruments and recall orchestral families (string, woodwind, brass and percussion).  Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener).  Listen and identify structures used to shape songs and music (e.g. call and response).  Listen and describe direction and shape of melodies.  Recognise major and minor chords.  Listen and compare music, discussing similarities and differences and expressing preferences.  **Skills – Composition and Improvisation**  Improvise rhythms or melodies.  Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names).  Arrange individual notation cards of known note values to create a sequence of 2,3 or 4 beat phrases.  Compose layers of rhythm (ostinato phrases).  Make decisions about the overall structure of compositions and improvisations.  Compose music following a given musical structure  (e.g. call and response, rondo).  Compose lyrics following a given rhythmic/rhyming structure  Carefully select instrumental timbres to achieve and effect and explore ways to create musical contrasts (e.g. forte/piano/staccato/legato  /presto/lento, major/minor).  Evaluate performances, making improvements where needed.  **Skills - Notation**  Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers.  Play from pitch notation (e.g. graphic notation, combination of rhythm and note names).  Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.  Use graphic notations to represent layers of rhythm.  Explore a range of notation e.g. graphic symbols, rhythm notation to capture and record creative ideas.  Use a graphic score to represent musical structure. | Know the duration of and name: minim, semibreve, quaver, crotchet.  Name some percussion instruments in school – at least two pitched and four unpitched.  Name some instruments found in an orchestra – at least three from each orchestral section and name the orchestral sections.  Recognise the different timbre of at least two orchestral instruments e.g. flute, violin, trumpet, bassoon, triangle  Know and understand the inter-related dimensions of: pitch, dynamic, structure (understand Rondo form - ABACA and ostinato), texture, timbre and tempo.  In dynamics know that p (piano) means soft, f (forte) means loud and mf (mezzo forte) means moderately loud. > means diminuendo/decrescendo and < means crescendo.  Know what the term ensemble means.  To be able to identify at least one piece of music listened to as being from each of: Western Classical Modern and Romantic, Popular Music and Musical Traditions.   |  |  |  | | --- | --- | --- | | Western Classical Tradition and Film | Popular Music | Musical traditions | | Tchaikovsky (Romantic) | Beatles – English Rock | Brazilian Samba | | Shostakovich and Khachaturian Waltzes (Modern) | Bob Dylan – Contemporary Folk | North Indian Classical | | Grieg (Romantic) | Eva Cassidy – Folk | Japanese Traditional | | George Walker and Hely-Hutchinson (Modern) | Blues and Jazz | Auld Lang Syne – traditional and Rod Stewart Version | | Benjamin Britten (Modern) |  | Traditional English folk song | | Stravinsky (Modern) |  |  | | Slumdog Millionaire Jai Ho (Film) |  |  | |
| **Y5** | **Skills – Singing and Playing**  Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style.  Sing and play with a sense of ensemble, following performance directions and understanding how different parts fit together.  Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately. (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato).  Play rhythmic patterns accurately and expressively using instruments or body percussion.  Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately.  Develop knowledge of scales and intervals through singing and playing.  Understand how triads are formed and play them on tuned percussion.  Play simple chords, drones, or bass lines and use them to accompany a familiar song.  Explore and suggest ways to enhance the communication and performance of songs and music (e.g. varying dynamics).  To evaluate performances, suggesting ways to improve and making necessary adjustments.  **Skills - Listening to include knowledge about Genre/History/Musicians**  Continue to listen to music with an understanding of stories, origins and traditions, history and social context of the music they listen to, sing and play  Listen, compare and evaluate music from a diverse range of genres, styles and musical periods.  Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics.  Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation.  Interpret features of music through visual art or movement.  Listen and identify structures used to shape songs and music (e.g. call and response, rondo form).  Understand how pitches can be combined to create harmony and describe the effect.  **Skills – Composition and Improvisation**  Improvise rhythmic or melodic patterns to a steady pulse or drone, developing a sense of shape and character.  Compose and improvise in response to a range of stimuli (e.g. song lyrics, poetry) and use the interrelated dimensions to capture the intended mood and  atmosphere.  Compose and notate short melodies using: staff and informal notation.  Compose music with contrasting sections.  Use chords to evoke a specific atmosphere or mood.  Compose music using a combination of lyrics and melody.  Evaluate own and others’ work, explaining ideas using musical vocabulary and making necessary adjustments.  **Skills – Notation**  Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver and crotchet rest).  Develop understanding of time signatures (3/4 and 4/4).  Read and perform pitch notation within an octave.  Represent compositions using a combination of graphic and standard notations. | Name a crotchet, quaver, minim, semibreve and rest and use them in my work.  Name an increasing range of percussion instruments in school – at least three pitched (glockenspiels, chime bars and hand bells) and five unpitched.  Name a range of instruments found in an orchestra.  Recognise the different timbre of at least three orchestral instruments e.g. flute, cello, trumpet, bassoon, timpani.  Know and understand all inter-related dimensions– pitch, dynamic, structure (identify structure of a round), texture, timbre and tempo and rest.  In dynamics know that p (piano) means soft, pp (pianissimo) means very soft, f (forte) means loud, ff (fortissimo) means very loud and mf (mezzo forte) means moderately loud. > means diminuendo/decrescendo and < means crescendo  To be able to add musical pieces or Composers to a history of music timeline covering at least four periods.   |  |  |  | | --- | --- | --- | | Western Classical Tradition and Film | Popular Music | Musical traditions | | Thomas Morley (Renaissance) | Ella Fitzgerald, Louis Armstrong and Duke Ellington - Scat | Mexican musical games | | Boccherini, Pachelbel and Handel (Baroque) | Maroon 5 (Based on Pachelbel’s canon) | Polka dance (folk) | | Rachmaninoff and Dvorak (Modern) | Elton John | Traditional Country Dances | | Ravel and Debussy (Modern) | The Byrds – Country style |  | | I’d do anything from Oliver – Lionel Bart (Film) | Ringmasters Barbershop Quartet |  | | Haydn (Classical) |  |  | | Contemporary Graphic Score composers |  |  | | One Day More’ from Les Misérables by Alain Boublil (Musical Theatre) |  |  | | Aaron Copland (Modern) |  |  | |
| **Y6** | **Skills – Singing and Playing**  Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and  appropriate style.  Continue to sing and play with a sense of ensemble, following performance directions with an increased understanding how different parts fit together.  Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances.  Play rhythmic patterns accurately and expressively using instruments or body percussion in a range of time signatures and recognise if they are going out.  of time (e.g. speeding up or slowing down).  Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively.  Identify, recall and describe melodic patterns in songs and music and perform using voice or tuned instruments.  Play chord progressions, drones or bass lines and use them to accompany a song.  Use knowledge of scales to explore intervals, sequences and chromatic scales.  Use range of dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato).  Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience).  **Skills - Listening to include knowledge about Genre/History/Musicians**  Listen to music with an increasing understanding of stories, origins and traditions, history and social context of the music they listen to, sing and play.  Continue to listen, compare and evaluate music from a diverse range of genres, styles and musical periods.  Develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used.  Use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation.  Analyse songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge).  Understand how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) and listen out for these features in the music they play and listen to.  **Skills – Composition and Improvisation**  Improvise vocal and instrumental effects as a class and in small groups.  Use voices and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere.  Understand and explore how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant).  Create extended compositions, organising rhythmic ideas into a structure (e.g. creating 16-beat rhythms).  Use song structures as a basis for a composition (e.g. composing lyrics).  Compose and perform music for a specific occasion, using a combination of lyrics, melody and harmony.  Evaluate own and others’ work, explaining ideas using musical vocabulary and suggesting ways to improve.  **Skills – Notation**  Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver, crotchet rest and quaver rest).  Develop understanding of time signatures (3/4 and 4/4, 6/8).  Read and perform, with greater accuracy, from pitch notation.  Read and perform from graphic notation.  Continue to represent compositions using graphic and standard notations.  Notate melodies and chords using staff or informal notation.  Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions. | Confidently name a range of most percussion instruments in school – pitched and unpitched.  Recognise the different timbres of at least four orchestral instruments e.g. flute, cello, trumpet, bassoon, timpani.  Name a crotchet, quaver, minim, rest (crotchet and quaver) and semibreve and use them in my work.  Know what harmony means.  Know that music is written using a major or minor key.  In dynamics know that p (piano) means soft, f (forte) means loud and mf (mezzo forte) means moderately loud > means diminuendo/decrescendo and < means crescendo. ff (fortissimo) very loud and pp (pianissimo) very soft. mp (mezzo piano) means moderately soft.  To be able to add a selection of musical pieces or Composers to a history of music timeline covering at least four periods.   |  |  |  | | --- | --- | --- | | Western Classical Tradition and Film | Popular Music | Musical traditions | | Faure (Romantic) | The Sugarhill Gang’s *Rapper’s*  *Planet Rock by Afrika Bambaataa & Soulsonic Force. Delight* | Djembe African Drumming | | Rautavaara (Modern) | The Beatles – Hide your love away, Hey Jude | Romany, Gumboot and Saman Dancing – body percussion | | Hans Zimmer (film) | Elvis Presley | God save the Queen | | Cole Porter, Gilbert and Sullivan, Andrew Lloyd Webber (Musical Theatre) | Aretha Franklin - Soul | Gamelan Music | | Mozart (Classical) | Dusty Springfield |  | | Poulenc (Modern) | Funk, Disco, 80s Synth/pop |  | | Copland and Britten (Modern) | WW2 songs/music – Vera Lynn, Glenn Miller and George Formby |  | |