

Music 24/25	R	1	2	3	4	5	6
Term 1 8 weeks 5/9-25/10	Exploring Sound	Keeping the Pulse (My favourite things)	Call and Response: (Animals)	Creating Compositions in response to an animation (Theme Mountains)	Swimming	Composition Notation Ancient Egypt	Dynamics, Pitch and tempo: (Theme: Fingal's Cave)
Term 2 8 Weeks 4/11-20/12 Christmas Instrumental Concert	Celebration Music – Only Christmas and Diwali Nativity	Snail and Mouse: Tempo Winter Showcase (dance, singing and poetry based)	Instruments (Musical Storytelling) Sing @ Fulwell Court	Ballads Carol Festival @ St Andrews Church		Musical Theatre Theatre Workshop	Film Music Winter Film Music Showcase – KS1?
Term 3 6 weeks 6/1-14/2	Music and Movement	Dynamics: (Seaside)	Singing (On this Island)	Pentatonic melodies and composition Theme: Chinese New Year		Adapting and transposing motifs: The Romans	South and West Africa
Term 4 6 weeks 25/2-4/4 VIAM		Sound patterns (Fairytale)	Contrasting Dynamics (Space)	Jazz	Body and Tuned percussion. Theme Rainforests	Composition to represent the festival of colour (Theme Holi Festival)	Theme and Variation Pop Art OU Orchestra Trip/Orchestra Unwrapped TBC
Term 5 5 weeks 22/4-23/5 Summer Fayre Instrumental Celebration	Musical Stories	Pitch (Superheroes)	Structure (Myths and Legends)	Recorders – In School Led by KC	Samba and Carnival sounds. Samba Performance in the Hall.	Looping and Re-mixing	Songs of WW2
Term 6 8 weeks 3/6-22/7 Summer Concert		Musical Symbols (Under the Sea)	Pitch (Musical Me) MK Primary Music Festival	Recorders – In School Led by KC Recorder Recital	Haiku, Music and Performance	Blues	Composing and Performing a Leavers Song Y6 Leavers Musical

KS1 Unit updates and changes in line with the **Ofsted report: Striking the right note due 19.08.24**

EYFS Long Term Plan	Term 1- Knowing me, knowing you	Term 2- Night and day	Term 3- Turrets and Tiaras	Term 4- I need a hero	Term 5 – In the garden	Term 6- Adventurers	Early Learning Goal
Being Imaginative and Expressive Music	KAPOW Music Exploring Sound: <ul style="list-style-type: none"> Vocal sounds BIE2 Body sounds BIE2 Instrumental sounds BIE3 Environmental sounds BIE3 Nature sounds BIE3 BIE1: To use small word to engage in imaginative play.	KAPOW Music Celebration Music: <ul style="list-style-type: none"> Diwali music BIE3 Hanukkah music BIE3 Traditional Christmas music BIE3 BIE1: To take on different roles within storytelling.	KAPOW Music: Music and Movement <ul style="list-style-type: none"> Action songs BIE3 Finding the beat BIE3 BIE1: To use small word to engage in imaginative play.	KAPOW Music: Music and Movement <ul style="list-style-type: none"> Exploring tempo BIE3 Exploring tempo and pitch through dance BIE3 Music and movement performance BIE3 BIE1: To use small word to engage in imaginative play.	KAPOW Music: Musical Stories <ul style="list-style-type: none"> Moving to music BIE3 Using instruments to represent characters BIE1 BIE1: To take on different roles within storytelling.	KAPOW Music: Musical Stories <ul style="list-style-type: none"> Storytelling with actions BIE1 Using instruments to represent actions BIE1 Musical story composition BIE1 Musical story performance BIE1 	Children at the expected level of development will: BIE1: Invent, adapt and recount narratives and stories with peers and their teacher. BIE2: Sing a range of well-known nursery rhymes and songs. BIE3: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. EYFS Development Matters Listen attentively, move to and talk about music, expressing their feelings and responses.

KS1 National Curriculum Statements	R units	Y1 units	Y2 units	Y3 units	Y4 units	Y5 units	Y6 units
Use their voices expressively and creatively by singing songs and speaking chants and rhymes		Keeping the pulse (My favourite things) Tempo (Snail and Mouse) Dynamics (Seaside) Sound Patterns (Fairytale) Pitch (Superheroes)	Call and Response (Animals) Instruments (Musical Storytelling) Contrasting Dynamics (Space) Singing (On this Island) Structure (Myths and Legends) Pitch (Musical Me)				
Play tuned and untuned instruments musically		Keeping the pulse (My favourite things) Tempo (Snail and Mouse) Dynamics (Seaside) Sound Patterns (Fairytale) Pitch (Superheroes) Musical Symbols (Under the Sea)	Call and Response (Animals) Instruments (Musical Storytelling) Contrasting Dynamics (Space) Structure (Myths and Legends) Pitch (Musical Me)				
Listen with concentration and understanding to a range of high-quality live and recorded music		Keeping the pulse (My favourite things) Tempo (Snail and Mouse) Dynamics (Seaside) Sound Patterns (Fairytale) Pitch (Superheroes) Musical Symbols (Under the Sea)	Call and Response (Animals) Instruments (Musical Storytelling) Contrasting Dynamics (Space) Singing (On this Island) Structure (Myths and Legends) Pitch (Musical Me)				

Experiment with, create, select and combine sounds using the inter-related dimensions of music

Keeping the pulse (My favourite things)
Tempo (Snail and Mouse)
Dynamics (Seaside)
Sound Patterns (Fairytale)
Pitch (Superheroes)
Musical Symbols (Under the Sea)

Call and Response (Animals)
Instruments (Musical Storytelling)
Contrasting Dynamics (Space)
Singing (On this Island)
Structure (Myths and Legends)
Pitch (Musical Me)

KS2 National Curriculum Statements	R units	Y1 units	Y2 units	Y3 units	Y4 units	Y5 units	Y6 units
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression				Ballads Jazz Pentatonic Melodies and composition Create composition in response to animation Tooty Flutes/Recorders	Body and tuned percussion Haiku music and performance Samba and carnival sounds and instruments. Adapting and transposing motifs	Composition notation Blues South and West Africa Composition to represent the festival of colour. Looping and remixing Musical Theatre	Baroque Dynamics pitch and texture Songs of WW2 Film Music Theme and Variations Composing and Performing a leavers song.
Improvise and compose music for a range of purposes using the inter-related dimensions of music				Ballads Jazz Pentatonic Melodies and composition Create composition in response to animation Tooty Flutes/Recorders.	Body and tuned percussion Haiku music and performance Samba and carnival sounds and instruments. Adapting and transposing motifs	Composition notation Blues South and West Africa Composition to represent the festival of colour. Looping and remixing Musical Theatre	Baroque Dynamics pitch and texture Film Music Theme and Variations Composing and Performing a leavers song.
Listen with attention to detail and recall sounds with increasing aural memory				Ballads Jazz Pentatonic Melodies and composition Create composition in response to animation Tooty Flutes/Recorders.	Body and tuned percussion Haiku music and performance Samba and carnival sounds and instruments. Adapting and transposing motifs	Composition notation Blues South and West Africa Composition to represent the festival of colour. Looping and remixing Musical Theatre	Baroque Songs of WW2 Film Music Theme and Variations Composing and Performing a leavers song.
Use and understand staff and other musical notations				Jazz Pentatonic Melodies and composition Tooty Flutes/Recorders	Adapting and transposing motifs Haiku music and performance	Composition notation Blues South and West Africa Looping and remixing	Baroque Songs of WW2 Film Music Theme and Variations .
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians				Ballads Jazz Pentatonic Melodies and composition Create composition in response to animation Tooty Flutes/Recorders	Body and tuned percussion Haiku music and performance Samba and carnival sounds and instruments. Adapting and transposing motifs	Composition notation Blues South and West Africa Composition to represent the festival of colour. Looping and remixing Musical Theatre	Baroque Dynamics pitch and texture Songs of WW2 Film Music Theme and Variations Composing and Performing a leavers song.
Develop an understanding of the history of music.				Jazz Create composition in response to animation Tooty Flutes/Rercorders	Samba and carnival of the animals	Blues South and West Africa Musical Theatre	Baroque Songs of WW2 Theme and Variations

Threads (Strands)	R	1	2	3	4	5	6
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Disciplinary knowledge (skills) *also a part of interrelated music dimensions

Listening and Evaluating

Listening appropriately to someone leading a short musical phrase, song or rhyme.
 Exploring spontaneous movement with different parts of their body in response to music.
 Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).
 Using artwork or creative play as a way of expressing feelings and responses to music.
 Identifying and imitating sounds from a variety of music.
 Considering whether background music and sound effects can enhance storytelling.
 Showing preferences for certain music or sounds.
 Listening to music from a wide variety of cultures and historical periods.
 Name two untuned instruments that keep a beat or create an effect.

Listening with concentration to short pieces of music or excerpts from longer pieces of music.
 Engaging with and responding to longer pieces of music.
 Coordinating the speed of their movements to match the speed of the music (not the beat).
 Beginning to move in time with the beat of the music.
 Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)
 Identifying some common instruments when listening to music.
 Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).
 Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).
 Recognising simple patterns and repetition in pitch (e.g. do re mi).
 Talking about the tempo of music using the vocabulary of fast and slow.
 Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.
 Talking about the pitch of music, using the vocabulary of high and low.
 Stating what they enjoyed about their peers' performances.
 Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.
 Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.
 Appreciating music from a wide variety of cultures and historical periods.
 To know that sections of

Listening with concentration to short pieces of music or excerpts from longer pieces of music.
 Engaging with and responding to longer pieces of music.
 Confidently moving in time with the beat of the music when modelled.
 Beginning to keep movements to the beat of different speeds of music.
 Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.
 Identifying some common instruments when listening to music.
 Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).
 Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).
 Recognising simple patterns and repetition in pitch (e.g. do re mi).
 Talking about the tempo of music using the vocabulary of fast and slow.
 Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.
 Talking about the pitch of music, using the vocabulary of high and low.
 Stating what they enjoyed about their peers' performances.
 Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.
 Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.
 Appreciating music from a wide variety of cultures and historical periods.
 To know that sections of

Explaining their preferences for a piece of music using musical vocabulary.
 Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese,, 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.
 Understanding that music from different times has different features.

Explaining their preferences for a piece of music using musical vocabulary.
 Recognising the use and development of motifs in music.
 *Identifying gradual dynamic and tempo changes within a piece of music.
 Identifying common features between different genres, styles and traditions of music.
 *Recognising, naming and explaining the effect of the interrelated dimensions of music.
 *Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
 *Using musical vocabulary to discuss the purpose of a piece of music.
 *Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.
 Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba).

Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary
 *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).
 *Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
 *Comparing, discussing and evaluating music using detailed musical vocabulary.
 *Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
 Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.

Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.
 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.
 Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).
 *Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
 Identifying the way that features of a song can complement one another to create a coherent overall effect.
 *Use musical vocabulary correctly when describing and evaluating the features of a piece 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.
 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.

		music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms. Name three untuned instruments that keep a beat or create an effect.	music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms. Name three untuned instruments that keep a beat or create an effect.					
	Composing and Improvising	Experimenting with playing instruments in different ways. Exploring and imitating sounds from their environment and in response to events in stories. Exploring and imitating sounds. Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something. Playing sounds at the relevant point in a storytelling.	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher).	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Beginning to improvise musically within a given style using their voice. Suggesting and implementing improvements to their own work, using musical vocabulary. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style using an instrument. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure.	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. 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. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Improvising coherently and creatively within a given style, incorporating given features. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
	Performing	Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time.	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.	Singing songs in a variety of musical styles with accuracy and control, demonstrating vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. *Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.	*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. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.	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 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.

	Notation	<p>Developing an awareness of high and low through pictorial representations of sound.</p> <p>Developing an awareness of how simple marks or objects can show single beats and single beat rests.</p>	<p>Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p>To know that notation is read from left to right.</p> <p>To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds</p> <p>To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p> <p>Using pictorial representations to stay in time with the pulse when singing or playing.</p> <p>Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</p> <p>Beginning to read simple rhythmic patterns which include two half beats (quavers).</p> <p>To know that pictorial representations of rhythm show sounds and rests.</p>	<p>Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p>To know that notation is read from left to right.</p> <p>To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p> <p>Using a simplified version of a staff (only three lines) to notate known musical phrases (of two pitches).</p> <p>Using pictorial representations to stay in time with the pulse when singing or playing.</p> <p>Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</p> <p>Beginning to read simple rhythmic patterns which include two half beats (quavers).</p> <p>To know that pictorial representations of rhythm show sounds and rests.</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>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology</p>	<p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</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>Using staff notation to record rhythms and melodies.</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> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>
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	<p style="text-align: center;">Creating Sound</p>	<p>Singing short, rhythmic rhymes and songs. Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities. Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments expressively to music. (Group B.) Using instruments to begin to follow a beat, with guidance. (Group A.) Finding a comfortable static position when playing instruments or singing.</p>	<p>Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Competently singing songs with a very small pitch range (two notes that are different but close together). Breathing at appropriate times when singing Exploring changing their singing voice in different ways. Singing a range of call and response chants, attempting to match the pitch and tempo they hear. Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) Starting to understand how to produce different sounds on pitched instruments. (Group C.) Maintaining a comfortable position when sitting or standing to sing and play instruments.</p>	<p>Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). Breathing at appropriate times when singing. Adapting their singing voice to be loud or soft at the direction of a leader. Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) Starting to understand how to produce different sounds on pitched instruments. (Group C.) Maintaining a comfortable position when sitting or standing to sing and play instruments.</p>				
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Substantive knowledge - Interrelated Musical Dimensions	Pitch	To understand that what 'high' and 'low' notes are.	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 the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	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.
	Duration	To recognise that different sounds can be long or short.	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 different notes have different durations, and that crotchets are worth one whole beat.	To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration. As well as at the correct speed. To know that a motif in music can be a repeated rhythm.	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, a crotchet one whole beat and a minim two whole beats.
	Dynamics	To understand that instruments can be played loudly or softly.	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 sound has on the audience.	To know that the word 'crescendo' means a sound getting gradually louder.	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	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.
	Tempo	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 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 understand that the tempo of a musical phrase can be changed to achieve a different effect.	To know that playing in time means all performers playing together at the same speed.	To understand that a slow tempo can be used to make music sound sad or happy. 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, pitch or tempo.
	Timbre	To know that different instruments can sound like a particular character.	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 understand that the timbre of instruments played affect the mood and style of a piece of music.	To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	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.

	Texture	To know that music often has more than one instrument being played at a time.	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 many types of music from around the world consist of more than one layer of sound.	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.	To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon
	Structure	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, eg a verse and a chorus.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way. To know that ground bass is a repeating melody played on a bass instrument in Baroque music.
	History of Music				Understanding that music from different times has different features. <i>(Also part of the Listening strand)</i>	*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. <i>(Also part of the Listening strand)</i>	*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. <i>(Also part of the Listening strand)</i>	*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. <i>(Also part of the Listening strand)</i>

	Threads	R	1	2	3	4	5	6
Vocabulary	Interrelated Dimensions	<ul style="list-style-type: none"> Pulse/rhythm dynamics tempo timbre pitch structure texture notation 	<ul style="list-style-type: none"> Pulse/rhythm dynamics tempo timbre pitch structure texture notation 	<ul style="list-style-type: none"> Pulse/rhythm dynamics tempo timbre pitch structure texture notation 	<ul style="list-style-type: none"> Pulse/rhythm dynamics tempo timbre pitch structure texture notation 	<ul style="list-style-type: none"> Pulse/rhythm dynamics tempo timbre pitch structure texture notation 	<ul style="list-style-type: none"> Pulse/rhythm dynamics tempo timbre pitch structure texture notation 	<ul style="list-style-type: none"> Pulse/rhythm dynamics tempo timbre pitch structure texture notation
	Instrument names		<ul style="list-style-type: none"> strings timpani oboe clarinet bassoon french horn flute 	<ul style="list-style-type: none"> strings woodwind brass percussion vocals sound effect orchestra 	<ul style="list-style-type: none"> chime bars drums tuned percussion untuned percussion recorder woodwind/brass/percussion/strings orchestra ensemble 	<ul style="list-style-type: none"> Body percussion Keyboard Caxia Surdo Cowbell Ganza Chocalho Tamborim Agogo bateria 	<ul style="list-style-type: none"> Master drummer Orchestra ensemble 	<ul style="list-style-type: none"> Timpani conductor strings woodwind brass percussion
	Pitch	<ul style="list-style-type: none"> High low 	<ul style="list-style-type: none"> high pitched low pitch pitch pattern 	<ul style="list-style-type: none"> melody high pitched low pitch pitch pattern 	<ul style="list-style-type: none"> Pentatonic Motif Lower Higher Harmony drone Unison Solo/duet/trio/quartet. 	<ul style="list-style-type: none"> Lower Higher Harmony Unison Flat Bass line Sharp Key signature In tune 	<ul style="list-style-type: none"> Riff High Low Minor Unison Accuracy Fragment Solo duet 	<ul style="list-style-type: none"> Counter melody Chromatics Interval Major Minor Modulate Ritardando chant
	Dynamics	<ul style="list-style-type: none"> quiet loud 	<ul style="list-style-type: none"> quiet loud 		<ul style="list-style-type: none"> crescendo piano forte mezzo piano mezzo forte 	<ul style="list-style-type: none"> Dynamic Crescendo decrecendo diminuendo 	<ul style="list-style-type: none"> Diminuendo Crescendo Forte piano 	<ul style="list-style-type: none"> Diminuendo Crescendo Forte piano
	Tempo	<ul style="list-style-type: none"> fast slow moderate 	<ul style="list-style-type: none"> fast slow accelerando 		<ul style="list-style-type: none"> allegro adagio 	<ul style="list-style-type: none"> Metronome 	<ul style="list-style-type: none"> Allegro Accelerando largo 	<ul style="list-style-type: none"> ¾ time 4/4 time Largo Allegro Accelerando legato
	Rhythm	<ul style="list-style-type: none"> Long and short. 	<ul style="list-style-type: none"> Syllables Rhythm Long and short 	<ul style="list-style-type: none"> call and response beat 	<ul style="list-style-type: none"> repeated rhythm call and response 	<ul style="list-style-type: none"> Ostinato Samba breaks Syncopated Pulse Off-beat loop 	<ul style="list-style-type: none"> Syncopated Call and response Polyrhythms 8 beat break Repetition loop 	<ul style="list-style-type: none"> Rhythmic canon Rhythmic elements loop
Unit specific		<ul style="list-style-type: none"> celeste syllables 	<ul style="list-style-type: none"> myth legend 	<ul style="list-style-type: none"> ensemble compose balance ballad jazz ragtime Dixieland scat swung 	<ul style="list-style-type: none"> Pitter Loop Raindrop Clicking Boom Contrast Patter Clapping Snap Acapella Haiku Hanami repique 	<ul style="list-style-type: none"> 12 bar blues Blues scale Chord Bar Acapella Loop Layer Remix Backdrop Choreographer Opera operetta Musical Pop scene Libretto Lyricist Transition sequence 	<ul style="list-style-type: none"> Kodaly Music critic Solfa Solfa ladder Arrangement Repeat Diaphragm frontline 	
Timbre		<ul style="list-style-type: none"> body percussion 			<ul style="list-style-type: none"> layer 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Complement phrasing 	

	Notation	<ul style="list-style-type: none"> • graphic score 	<ul style="list-style-type: none"> • graphic score 	<ul style="list-style-type: none"> • motif • duration • stave notation 	<ul style="list-style-type: none"> • Notation • Minim • Quaver • Crotchet • Swung quaver • Straight quaver • syncopation • paired quaver • semibreve • rest • duration 	<ul style="list-style-type: none"> • Glissando • Pizzicato • Col legno • Crotchet • Minim • Key signature • Transpose dotted minim • semibreve • dotted minim • quavers • notation • riff • flat • semibreve • graphic notation 	<ul style="list-style-type: none"> • Dotted minim • Pitch notation • Stave • Sheet notation • Staff • Ascending scale • Descending scale • Bent notes • Improvisation • crotchet • quaver • minim • dotted minim • semibreve • rest • repeat 	<ul style="list-style-type: none"> • Score • Notate • Tremolo • Semi quaver • Staccato • Crotchet • Crotchet rest • Octave • Interval • Accidentals • Pizzicato • Quaver • Staccato
	Generic Music Terminology		<ul style="list-style-type: none"> • musical composition • perform • seaside • sounds • instruments 	<ul style="list-style-type: none"> • Instruments • Orchestra • Notation • Soundscape • Composition • inspiration 	<ul style="list-style-type: none"> • Coordinated • disciplined 	<ul style="list-style-type: none"> • Inspiration • Style • Syllables • ensemble 	<ul style="list-style-type: none"> • Pronunciation • Synthesise • Fragment • ensemble 	<ul style="list-style-type: none"> •