

West Norfolk Academies Trust (Primary) – Curriculum Map – Music (Charanga)



	Autumn		Spring		Summer	
EYFS Knowledge	<p>All about me!</p> <p>I can sing nursery rhymes. I can use instruments to accompany myself when I perform indoors/outdoors on the stage – I can clap along to the rhymes</p> <ul style="list-style-type: none"> ● 1, 2, 3, 4, 5, Once I Caught a Fish Alive ● This Old Man ● Five Little Ducks ● Name Song ● Things For Fingers <p>I can listen to and describe in simple terms different styles of music, focusing on Beatles (past) and Pharrell Williams (present) I can listen to and describe in simple terms different styles of music, focusing on Beatles (past) and Pharrell Williams (present) I can hear the difference between one voice and a group of voices.</p>		<p>Everyone, including the Queen</p> <p>I can learn a wider range of songs and rhymes, clapping to the beat and rhythm</p> <ul style="list-style-type: none"> ● Rock-a-bye Baby ● Five Little Monkeys Jumping On The Bed ● Twinkle Twinkle ● If You're Happy And You Know It ● Head, Shoulders, Knees And Toes <p>I can listen to music that is classical and instrumental (coronation music) I can hear and name some instruments.</p> <p>I can respond and describe my feelings by listening to the music. I can enjoy reggae with Bob Marley's song one love.</p>		<p>Big Bear Funk</p> <p>I can enjoy music linked to animals. I can hear how the music creates a sound like an animal (Carnival of the Animals San Cere / Flight of the bumblebee Korsakov)</p> <p>I can describe my ideas to others and explain what I like and don't like.</p> <p>I can use instruments to create sounds like animals and create a repeating pattern</p>	
EYFS Vocabulary	Listen, sing, pitch, happy, volume, beat, rhythm, enjoyment, disco music		Loud, slow, trumpet, piano, violin, cello, classical music, reggae music		Instruments, perform, orchestra, fast, slow, sweet, enjoy	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Knowledge	<p>Introducing Beat</p> <p>Social Theme: How can we make Friends when we sing together?</p> <p>Find and keep a steady beat, simple rhythm patterns using long & short, simple melodic patterns using high and low. I can move and</p>	<p>Adding Rhythm & Pitch</p> <p>Social Theme: How does music tell stories about the past?</p> <p>Find and keep a steady beat, simple rhythm patterns using long & short, simple melodic</p>	<p>Introducing Tempo & Dynamics</p> <p>Social Theme: How does music make the world a better place?</p> <p>How fast or slow the music is played. How loudly or softly music is played. Recognise the difference between the</p>	<p>Combining Pulse, Rhythm & Pitch</p> <p>Social Theme: How does music help us understand our neighbours?</p> <p>Combining pulse, rhythm and pitch. Find and enjoy moving to the music in a different way. Perform word chants,</p>	<p>Having Fun with Improvisation</p> <p>Social Theme: What songs can we sing to help us through the day?</p> <p>Celebrating a range of musical styles. Make up their own tune that has not be heard and is not written down. Listen out</p>	<p>Explore Sound and Create a Story</p> <p>Social Theme: How does music teach us about looking after our planet?</p> <p>Identify different sounds in the environment. Begin to understand where music fits in the world. Sing, rap rhyme,</p>

	<p>dance with the music. I can watch, follow and move to a steady beat with others. Recognise and clap long and short sounds and simple combinations. Explore singing and playing from the C major scale. Create musical sound effects and short sequences of sound in response to music and video stimulus.</p> <p>Musical styles: Hip Hop, Pop, Jazz, Gospel, Classical</p>	<p>patterns using high and low. Perform short copycat rhythm patterns accurately led by the teacher. Perform short repeating rhythm patterns (Ostinato and riffs) while keeping in time with a steady beat. Recognise sing and play high and low pitched notes. Explore singing and playing from C and D major scale. Understand the difference between creating a rhythm pattern and a pitch pattern Recognise some band and orchestral instruments. Explore ways of representing high and low sounds, long and short sounds using symbols and any appropriate means of notation.</p> <p>Musical styles: Reggae, pop, gospel, 20th & 21st Century Orchestral</p>	<p>speed of a fast, steady and slow beat. I can talk about loud and quiet sounds and give some examples. I can understand when to sing in a verse and a chorus. I can talk about feelings created by music. I can describe tempo as fast or slow and dynamics as loud or quiet. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.</p> <p>Musical styles: Pop, waltz, reggae, funk, lullaby, 20th & 21st Century Orchestral</p>	<p>create retain and perform your own rhythm patterns. Copy back simple melodic patterns using high and low. Demonstrate good singing posture.</p> <p>Musical styles: Swing, pop, waltz, lullaby, 20th & 21st Century Orchestral</p>	<p>for combinations of instruments. Use body percussion instruments and voices. Identify some of the sounds of the instruments heard when listening to music. Understand improvisation is a great way to create music that belongs to “you” and to express your feelings and ideas. Learning that when somebody improvises they make up their own tune that has never been heard before it is not written down and therefore never will be heard again. Improvise simple vocal patterns using questions and answer phrases.</p> <p>Musical styles: Pop, swing, lullaby, classical</p>	<p>chant and use spoken word. Rehearse and play simple melodic instrumental part by ear from simple notation. Respond to pulse in recorded/live music through movement and dance. Identify the sounds of some instruments played in school and sing together.</p> <p>Musical styles: pop, 20th and 21st century orchestral, Marching band, Country, Reggae, Gospel, Jazz</p>
<p>Year 1 Vocabulary</p>	<p>Beat, pulse, rhythm, pitch, tempo, dynamics, timbre, solo, unison rap, perform, singers, improvise, compose, melody, groove, perform, audience, imagination, bass guitar, drums, decks, keyboard, percussion, trumpets, saxophones, strings, brass, woodwind, Hip Hop, Pop, Jazz,</p>	<p>Beat, pulse, rhythm, pitch, rap, perform, singers, improvise, compose, melody, groove, perform, audience, imagination, bass guitar, drums, decks, keyboard, percussion, trumpets, saxophones, strings, brass, woodwind. glockenspiel</p>	<p>Beat, pulse, rhythm, pitch, rap, perform, singers, improvise, compose, melody, groove, perform, audience, imagination, bass guitar, drums, decks, keyboard, percussion, trumpets, saxophones, strings, brass, woodwind,</p>	<p>Beat, pulse, rhythm, pitch, rap, perform, singers, Improvise, compose, melody, groove, perform, audience, imagination, bass guitar, drums, decks, keyboard, percussion, trumpets, saxophones, strings, brass, woodwind Latin,</p>	<p>Beat, pulse, rhythm, pitch, rap, perform, singers, improvise, compose, melody, groove, perform, audience, imagination, bass guitar, drums, decks, keyboard, percussion, trumpets, saxophones, strings, brass, woodwind, glockenspiel</p>	<p>Beat, pulse, rhythm, pitch, rap, perform, singers, improvise, compose, melody, groove, perform, audience, imagination, bass guitar, drums, decks, keyboard, percussion, trumpets, saxophones, strings, brass, woodwind</p>

	Scat, Gospel, Classical. glockenspiel		tempo, dynamics, funk, lullaby, compose, Blues Baroque, Waltz, glockenspiel	Swing, Pop, Waltz, Lullaby, glockenspiel		sound story, melody, glockenspiel
Year 2 Knowledge	<p>Exploring Simple Patterns</p> <p>Social Theme: How does music help us to make friends?</p> <p>Watch follow and find a steady beat, play copy back rhythms copying a leader and invent rhythms for others to copy on untuned and tuned percussion. Identify and play by ear or notation notes in tonality of c major. Recognise the difference between the speed of a fast, steady and slow beat. Identify friends from the sound of their voice. Walk in time to the beat of a piece of music. Talk about how the music makes you feel. Demonstrate a good singing posture. Add actions to a song. Mark the beat of a listening piece (Bolero) by clapping, tapping and recognising tempo, as well as changes in tempo.</p> <p>Musical styles: Gospel, 20th Century Orchestral, Jazz, Rock, Pop</p>	<p>Focus on Dynamics & Tempo</p> <p>Social Theme: How does music teach us about the past?</p> <p>Understand the speed of a beat can change creating a faster or slower pace (tempo) Know the meaning of Dynamics (loud/quiet) Tempo (fast/slow) and be able to demonstrate these when singing by responding to a) leaders' directions b) visual symbols (crescendo, decrescendo, pause). Talk about what the song means and why it was chosen to share. Recognise some band and orchestral instruments. Start and talk about where music might fit into the world.</p> <p>Musical style: Jazz, 20th and 21st Century orchestral/ Choral, Pop, Jazz/Swing</p>	<p>Exploring Feelings Through Music</p> <p>Social Theme: How does music make the world a better place?</p> <p>Copy back simple melodic patterns using high and low. I can start to talk about the style of a piece of music and talk about feelings created by the music/song. I can use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. I can talk about the difference between rehearsing a song and performing it.</p> <p>Musical style: Pop, Jazz: Ragtime, Kwela Rock n Roll, Pop</p>	<p>Inventing a Musical Story</p> <p>Social Theme: How does music teach us about the neighbourhood?</p> <p>I can use body percussion, instruments and voices. I can sing and communicate the meaning of the words. Explore improvisation within a major scale. Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance</p> <p>Musical style: Pop, Romantic/20th Century Orchestral, Marching Band, Jazz: Swing, Gospel</p>	<p>Music that Makes You Dance</p> <p>Social Theme: How does music make us happy?</p> <p>Describe tempo as fast or slow and describe dynamics as loud or quiet. Sing in unison and sometimes in parts, and with more pitching accuracy. Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Rehearse and learn to play simple melodic instrumental part by ear or from notation, in C major F major and G major. Create musical sound effects and short sequences of sounds in response to music and video stimulus</p> <p>Musical style: Rock, Film Music, Jazz, Pop/Jazz, Calypso</p>	<p>Exploring Improvisation</p> <p>Social Theme: How does Music teach us about looking after our Planet?</p> <p>Mark the beat of a listening piece by tapping or clapping recognising tempo, as well as changes in tempo. Explore standard notation, using crochets, quavers, minims and semibreves. Rehearse and learn simple instrumental part by ear or notation using the notes, A, B, Bb, C, E and F. Work with a partner and in the class to improvise simple question and answer phrase, to be sung and played on untuned percussion, creating a musical conversation. Create and perform your own rhythm patterns with stick notation, including crochets, quavers and minims.</p> <p>Musical style: Pop, Rock, Calypso, Funk, Reggae</p>

<p>Year 2 Vocabulary</p>	<p>Pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, timbre, forte, piano, time & key signature, perform/performance, major, minor, soul, Gospel, Orchestral, Rock, Pop, Brass section, woodwind section, string section, percussion, recorder, glockenspiel, Jazz</p>	<p>Pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, brass section, woodwind section, String section, percussion, recorder, glockenspiel, Jazz/swing, mythical creature, narwhal</p>	<p>Pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, pianola, petrichor, recorder, glockenspiel, pride identity, ragtime melodies</p>	<p>Pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, Brass section, woodwind section, String section, Percussion, piano symphony, sustain pedal, harmony, recorder, glockenspiel, maracas, saxophone, trumpet</p>	<p>Pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, recorder, glockenspiel, rock, heavy metal, punk music, horn section, calypso</p>	<p>Pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, recorder, glockenspiel, bass guitar rock ballad, calypso, steel pan, Caribbean music</p>
<p>Year 3 Knowledge</p>	<p>Developing Notation skills</p> <p>Social Theme: How does music bring us together?</p> <p>Copy back and improvise simple melodic patterns using the notes: C, D, E G, A,B F, G, A A, B, C. Share your thoughts and feelings about the music together. Demonstrate good singing posture. Understand and follow the leader or conductor. Compose song accompaniments on tuned and percussion, using known rhythms and note values. Create a simple melody using crochets, minims and perhaps paired quavers.</p>	<p>Enjoying Improvisation</p> <p>Social Theme: What stories does music tell us about the past?</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C Major, F Major, G Major and E Major. Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group/individual/instrumental teaching) inventing short on the spot responses using a limited note range. Compose over a simple groove. Include any actions, instrumental parts/improvisatory ideas/composed</p>	<p>Composing using your imagination</p> <p>Social Theme: How does music make the world a better place?</p> <p>Copy back and improvise simple rhythmic patterns using minims, quavers and their rests. Apply spoken word to rhythms, understanding how to link each syllable to one musical note. Reflecting on feelings about sharing and performing eg. Excitement, nerves, enjoyment. Use music technology to capture, change and combine sounds</p> <p>Musical styles: Pop, Disco, Pop, Ballad, Soul, Musicals</p>	<p>Sharing Musical experiences.</p> <p>Social Theme: How does music help us get to know our community?</p> <p>Identify if it is a male or female voice singing the song. Invent different actions to move in time with the music. Identify stave, treble clef, time signature, lines and space on the stave. Talk about what the song means and why it was chosen to share.</p> <p>Musical styles: Pop, Romantic, Rock, Native American and Gospel.</p>	<p>Learning more about musical styles.</p> <p>Social Theme: How does Music make a difference to us every day?</p> <p>Sing expressively, with attention to breathing and phrasing. Explore ways of representing high and low sounds using, long, and short sounds, using symbols and any appropriate means of notation. Play a part on an instrument by ear or notation. Identify if a scale is major or minor. Show the different sections of a song structure or piece of music through actions.</p>	<p>Recognising different sounds.</p> <p>Social Theme: How does music connect us with our planet?</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Explore standard notation, using minims, semibreves, dotted crochets, crochets, quavers and semiquavers and recognise how notes are grouped when notated.</p> <p>Musical Styles: Gospel, Romantic, Pop, 20th Century Orchestral, Hip Hop</p>

	<p>Start and end on the note C (pentatonic on C) Start and end on the note F (F Major) Start and end on the note G (Pentatonic on G).</p> <p>Musical styles: Country, Baroque, Pop</p>	<p>passages within the rehearsal and in the performance.</p> <p>Musical styles: Disco, Disco/Funk, Jazz: New Orleans, Film music, Sea Shanty</p>			<p>Musical Styles: Gospel, Musicals, Jazz, 20th Century Orchestral, Hip Hop</p>	
Year 3 Vocabulary	<p>Structure, intro/ Introduction, verse, chorus, improvise, compose, dynamics, minim, crochet, quaver bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, pentatonic scale, imagination, staccato, legato, major, minor, ballard, Country, Baroque, Pop</p>	<p>Structure, intro/ Introduction, verse, chorus, improvise, compose, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, pentatonic scale, imagination, Staccato, legato Syncopation, Vocoder, falsetto, shantyman</p>	<p>Structure, intro/ Introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, pentatonic scale, staccato, legato imagination, piano, forte, harpsichord</p>	<p>Structure, intro/ Introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, pentatonic scale, imagination, staccato, legato ballad, harpsichord</p>	<p>Structure, intro/ Introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, pentatonic scale, imagination, staccato, legato, clarinet</p>	<p>Structure, intro/ Introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, pentatonic scale, imagination</p>
Year 4 Knowledge	<p>Interesting Time Signatures.</p> <p>Social Theme: How does Music bring us together?</p> <p>Identify 2/4,3/4, and 4/4 metre. Describe legato and staccato. Sing in different time signatures. Sing in different time signatures:2/4,3/4 and 4/4. Explore ways of representing high and low sounds, and long and short sounds using symbols and any appropriate means of notation. Understand</p>	<p>Combining Elements to make Music.</p> <p>Social Theme: How does Music connect us with our past?</p> <p>Think about why the sing or piece of music was written. Identify major and minor tonality. Sing in pitch and in time. Read and respond to semibreves, minims, dotted crochets, crochets, quavers and semiquavers. Combine known rhythmic</p>	<p>Developing Pulse and Groove through improvisation.</p> <p>Social Theme: How does music make the world a better place?</p> <p>Include instrumental parts/improvisatory sections/ composed passages within the rehearsal and performance. Understand how the individual fits within the larger group ensemble. Copy simple rhythm patterns created from semibreves, minims,</p>	<p>Creating simple melodies together</p> <p>Social Theme: How does music teach us about our community?</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation. Sing as part of a choir with awareness of the size: the larger, the thicker and richer the musical texture. Read and perform pitch notation. Create music in response to music and video stimulus.</p>	<p>Connecting notes and feelings</p> <p>Social Theme: How does music shape our way of life?</p> <p>Talk about how the songs and their styles connect to the world. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. Improvise Within a major and minor scales.</p>	<p>Purpose, Identity and Expression in Music</p> <p>Social Theme: How does Music connect with the environment.</p> <p>Identify graduation of dynamics and use the correct vocabulary to describe crescendo and diminuendo. Sing expressively with attention to Staccato and legato. Explore rhythm patterns created from quavers, crochets, semiquavers and their</p>

	<p>melodic movement up and down as a pitch. Identify and talk about the way vocals are used in a song. Improvise over a groove.</p> <p>Musical Styles: 20th and 21st Century Orchestral, Reggae, Soul: Ballad, 20th and 21st Orchestral, R and B</p>	<p>notation with letter names, to create short, pentatonic phrases. Use the structure of the song to communicate its mood and meaning in the performance.</p> <p>Musical Styles: Pop, Folk, Jazz, Folk</p>	<p>crotchets, quavers and rests. Improvise on a limited range of pitches on the instrument you are now learning, making us of the musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Musical Styles: Disco, Musicals, Folk, 20th and 21st century orchestral</p>	<p>Musical Styles: R and B, Classical, Jazz, Romantic, Rock</p>	<p>Reflect on the performance and how well it suited the occasion.</p> <p>Musical Styles: Electronic Dance Music, 20th and 21st century orchestral/choral, Gospel, Romantic</p>	<p>rests. Communicate The structure, mood and meaning of the songs.</p> <p>Musical Styles: Gospel, Choral, Funk, Electronic Dance Music</p>
Year 4 Vocabulary	<p>Improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody, dotted crochet, quaver, solo, pentatonic scale, unison, rhythm patterns, musical style, lyrics, choreography, digital/electronic sounds, glissando, syncopation,</p>	<p>Improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, lyrics, choreography, digital/electronic sounds, digital audio workstation</p>	<p>Improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, lyrics, choreography, digital/electronic sounds</p>	<p>Improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, lyrics, choreography, digital/electronic sounds,</p>	<p>Improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, lyrics, choreography, digital/electronic sounds</p>	<p>Improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, lyrics, choreography, digital/electronic sounds</p>
Digital Year 5 Knowledge	<p>Getting started with Music Tech</p> <p>Social Theme: How does music bring us together.</p> <p>Talk about feelings created by the music. Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Rehearse and</p>	<p>Emotions and Musical Styles</p> <p>Social Theme: How does music connect us with our past?</p> <p>Talk about feelings created by the music. Talk confidently about how connected you feel to the music and how it connects in the world. Talk about solo voices, backing vocals and different vocal textures.</p>	<p>Exploring Key and Time Signatures</p> <p>Social Theme: How Does music connect us with our past.</p> <p>Respond to the offbeat or backbeat. Understand the differences between 2/4,3/4 and 4/4 time signatures. Sing in 2/4, 3/4,4/4 and 6/8 time. Identify major and minor tonality. Sing</p>	<p>Introducing Chords</p> <p>Social Theme: How does Music teach us about our community?</p> <p>Know and understand what a musical introduction is and its purpose. Explain a bridge passages and its position in song. Sing on pitch and in time. Self-correct if lost or out of time. Identify the staff and symbols on the staff (such as</p>	<p>Words, Meaning and Expression</p> <p>Social Theme: How does Music shape our way of life.</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Recognise how notes are grouped when notated. Sing expressively, with attention to dynamics</p>	<p>Identifying important Musical Elements</p> <p>Social Theme: How does music connect us with the environment?</p> <p>Identify dynamics how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo, and diminuendo.</p>

	<p>learn to play simple melodic instrumental part by ear or from notation, in C major, G major, A minor. Use music technology to capture, change and combine sounds.</p> <p>Musical styles: 20th and 21st Century Orchestral, Gospel</p>	<p>Thinking about creating music with phrases made up of notes, rather than just lots of notes played one after the other. Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Musical Styles: Pop, Minimalism, 20th and 21st Century Orchestral, Rock n Roll, Gospel</p>	<p>expressively, with attention to breathing and phrasing. Develop confidence as a soloist. Recognise the sound and notes of the pentatonic and Blues scales, by ear and notation.</p> <p>Musical Styles: South African, Jazz: Contemporary, 20th and 21st Century Orchestral, Pop</p>	<p>the treble clef) the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign. Understand how chord triads are formed and play them on tuned percussion, melodic instruments. Perform simple, chordal accompaniments. Compose song accompaniments, using basic chords.</p> <p>Musical Styles: Reggae, 20th and 21st Century Orchestral, Pop, Film music</p>	<p>and articulation. Identify 2/4, 3/4, 6/8 and 5/4 metre. Create a melody using crochets, quavers, minims, semibreves and semiquavers. Use a pentatonic and a full scale. Use major and minor tonality.</p> <p>Musical Styles: Pop, 20th and 21st Century Orchestral, Hip Hop, Funk</p>	<p>Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response and AB form, Justify a personal opinion with reference to musical elements.</p> <p>Musical Styles: Pop, Romantic, 20th and 21st Century Orchestral, Musicals</p>
Year 5 Vocabulary	Riff, hook, improvise, compose, appraising, syncopation, structure, unison, interlude, melody, pitch, tempo, dynamics, timbre, texture, crescendo, diminuendo, horn section	Riff, hook, improvise, compose, appraising, syncopation, structure, unison, interlude, melody, pitch, tempo, dynamics, timbre, texture, multiple rhythms, oboe, horn section	Riff, hook, improvise, compose, appraising, syncopation, structure, unison, interlude, melody, pitch, tempo, dynamics, timbre, texture, A Cappella, apartheid, rallentando	Riff, hook, improvise, compose, appraising, syncopation, structure, unison, interlude, melody, pitch, tempo, dynamics, timbre, texture, poverty, call and response pedal note, portamento	Riff, hook, improvise, compose, appraising, syncopation, structure, unison, interlude, melody, pitch, tempo, dynamics, timbre, texture, trill	Riff, hook, improvise, compose, appraising, syncopation, structure, unison, interlude, melody, pitch, tempo, dynamics, timbre, texture, glissando
Year 6 Knowledge	<p>Developing Melodic Phrases</p> <p>Social Theme: How does music bring us together?</p> <p>Listen, copy, read and respond to rhythmic patterns using minims, crochets, quavers and semiquavers and their rests by ear or from notation. Know and understand what a musical introduction and</p>	<p>Understand Structure and Form</p> <p>Social Theme: How does music connect us with our past?</p> <p>Listen, copy, read and respond to rhythmic patterns using minims, dotted crochets, crochets, dotted quavers, quavers and semiquavers and their rests by ear or from notation. Justify a</p>	<p>Gaining Confidence through performance</p> <p>Social Theme: How does music improve our world?</p> <p>Talk about what the composer is trying to communicate. To record a performance and compare it to a previous performance discuss and talk musically about it- "What went well?" and "It</p>	<p>Exploring Notation Further</p> <p>Social theme: How does music teach us about our community?</p> <p>Discuss the style of music with fluency and correct musical vocabulary around musical concepts, elements and structure. Communicate the structure, mood and feeling of the songs.</p>	<p>Using Chords and Structure</p> <p>Social theme: How does music shape our way of life?</p> <p>Listen, copy, read and respond to rhythmic patterns using dotted crochets, triple quavers, quavers, and their rests by ear or notation. Create compositions with an awareness of simple/basic chords in the backing track. Sing</p>	<p>Respecting each other through composition</p> <p>Social theme: How does music connect us with the environment?</p> <p>Connect and try to understand the meaning, emotion and intent of the songs. Creating music with "phrases" made up of notes. Improvising over</p>

	<p>outro is, and its purpose. Sing expressively, with attention to breathing and phrasing. Understand how to rehearse a piece of music in order to improve.</p> <p>Musical styles: Soul, 20th and 21st Century Orchestral, Pop, Soul</p>	<p>personal opinion with reference to musical elements. Understand the structure of the composition. Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note)</p> <p>Musical styles: Soul, Hip Hop, Jazz : Swing, 20th and 21st Century Orchestral, Rock</p>	<p>would have been even better if..." Sing expressively with attention to dynamics and articulation. Play a melody following staff notation making decisions about dynamic range including fortissimo, pianissimo, mezzo forte and mezzo piano.</p> <p>Musical styles: #Disco, Romantic, Rock, Zimbabwean Pop, R&B</p>	<p>Recognise how notes are grouped when notated. Identify the staff and symbols on the staff (such as the treble clef) the name of the note on the line and in spaces, bar lines, a flat sign and a sharp sign.</p> <p>Musical styles: Rock, Romantic, Folk, Pop</p>	<p>expressively with attention to legato and staccato. Identify and demonstrate the following scales by ear and notation: major scale, minor scale, Pentatonic scale and Blues scale.</p> <p>Musical styles: Hip Hop, Gospel, Soul, Salsa</p>	<p>a groove, responding to the beat creating a satisfying melodic shape with varied dynamics and articulation. Talk about the different styles of singing used for the different styles of songs sung in this year.</p> <p>Musical styles: Reggae, Musicals, Pop</p>
Year 6 Vocabulary	<p>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, key change</p>	<p>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of Music, hook, riff, chromatic scale, semitone, pizzicato, polyphonic texture, equality, confederate ship</p>	<p>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff</p>	<p>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff</p>	<p>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff</p>	<p>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, K-Pop, Britpop</p>