






Jerry Clay Academy




Music Progression of Knowledge and Skills

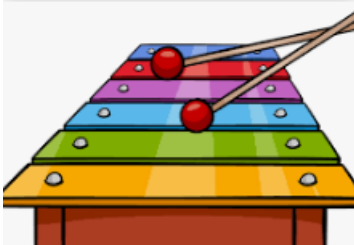


At Jerry Clay Academy we encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children. Music is planned in line with the statements laid out in the National Curriculum using the Charanga music scheme. Through our music lessons, children develop their singing voices, they use body percussion and whole-body actions, they learn to handle and play classroom instruments effectively to create and express their own and others' music.




The elements of music – that deepen over time



- Pulse – the regular heartbeat of the music; the steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse, the steady beat.
- Pitch – high and low sounds.
- Tempo – the speed of the music – fast, slow or in-between.
- Dynamics – how loud or quiet music is.
- Timbre – all instruments, including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin.
- Texture – layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure, eg introduction, verse, chorus, ending.




	Music knowledge and understanding	Listening	Singing / Playing	Composing / Performing
EYFS	<ul style="list-style-type: none"> To know musical vocabulary such as: music, voice, rhyme, play, sing, perform, sound, loud, quiet, listen, pulse, rhythm, instrument, beat, fast, slow, bang, crash To know the names of some common instruments: shakers, drums, cymbals, guitar, piano claves etc. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. E.g. Play movement and listening games that use different sounds for different movements e.g. march to the sound of the drum, creep to the sound of the maraca. Encourage children to respond to changes in the music e.g. jump when the music suddenly becomes louder. 	<ul style="list-style-type: none"> Enjoy singing a song from memory. Sing the pitch of a tone sung by another person ('pitch match') Listen to and join in tapping rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. Find the pulse in different ways through actions e.g. marching, jumping Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Play instruments with increasing control to express their feelings and ideas Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs. 	<ul style="list-style-type: none"> Create their own songs or improvise a song around one they know Explore and engage in music making performing solo or in groups Invent imaginary characters through music, movement or dance. To sing along with a pre-recorded song and add actions Enjoy the challenge of singing along with just the backing track Perform songs with others in front of an audience Record music making and enjoy listening back to it. 

Year 1	Music knowledge and understanding	Listening	Singing / Playing	Composing / Performing
	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat To know that we can create rhythms from words, our names, favourite food, colours and animals. Understand the difference between creating a rhythm pattern and a pitch pattern. To know the names of the instruments: bass guitar, decks, keyboard, percussion, trumpets, saxophones 	<ul style="list-style-type: none"> To express their feelings about the music they hear. Enjoy moving and dancing to music. Find the steady beat. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use and recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music. 	<ul style="list-style-type: none"> Copy back short rhythmic phrases based on words simple rhythmic patterns with one or two syllables. Copy back short rhythmic phrases using long and short. Learn about voices, singing notes of different pitches (high and low) Learn that they can make different types of sounds with their voices. Complete vocal warm-ups with a copy back To confidently sing songs from memory and sing them in unison Learn to start and stop singing when following a leader. Treat instruments carefully with respect Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation. 	<ul style="list-style-type: none"> Use voices, body percussion and instruments to improvise short rhythms and melodies by: <ul style="list-style-type: none"> Copy cat - Listen and copy Then Question and answer – Listen and respond with your own answer. Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or sound makers. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds. Help to create a simple melody using one or two notes. Enjoy performing a song to a well-known audience, communicate the meaning of the song, add actions to a song, play some simple instrumental parts

	Music knowledge and understanding	Listening	Singing / Playing	Composing / Performing
Year 2	<p>Consolidation of previous knowledge, plus:</p> <ul style="list-style-type: none"> To know rhythms are different from the steady pulse To know to add high and low sounds, pitch, when they sing and play instruments To know the names of the tuned percussion instruments played in class: chime bars, xylophones, glockenspiels, metallophones To know the names of the untuned percussion instruments played in class: claves, guiro, cabasa, castanet, maracas etc. 	<p>Consolidation of previous listening, plus:</p> <ul style="list-style-type: none"> To know some songs have a chorus or a response/answer part To know that songs have a musical style To learn how songs can tell a story or describe an idea. Start to talk about where music might fit into the world. Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. Find different steady beats. Describe tempo as fast or slow. Describe dynamics as loud or quiet. Join in sections of the song, eg call and response. 	<p>Consolidation of previous singing and performing skills, plus:</p> <ul style="list-style-type: none"> Sing as part of a choir. Know that unison is everyone singing at the same time. Sing with good posture To know why we need to warm up our voices. Sing to communicate the meaning of the words Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing Learn the names of the notes in their instrumental part from memory or when written down. Play tuned and untuned percussion instruments with good technique (e.g. bouncy beaters) Learn to play a tuned percussion part in time with the steady pulse 	<p>Consolidation of previous improvising, composing and performing skills, plus:</p> <ul style="list-style-type: none"> Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on tuned or untuned percussion, creating a musical conversation Explore and create graphic scores Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create a story, choosing and playing classroom instruments. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. (frogs and tadpoles) Use music technology, if available, to capture, change and combine sounds. Create a simple melody using one, two or three notes:
	Music knowledge and understanding	Listening	Singing / Playing	Composing / Performing

<p>Year 3</p>	<p>Consolidation of previous knowledge, plus:</p> <ul style="list-style-type: none"> • Know how pulse, rhythm and pitch work together to create a song • Know the difference between a musical question and an answer • Know singing in a group can be called a choir • Know the about a leader or conductor: A person who the choir or group follow • To know the names of musical instruments and the musical instrument families they belong to; woodwind, brass, percussion, strings, keyboard 	<p>Consolidation of previous listening, plus:</p> <ul style="list-style-type: none"> • To think about what a song's lyrics mean and what the song or piece of music is about • To be able to talk about any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the song (introduction, verse, chorus etc.) • Name some of the instruments they heard in the song • Identify if it's a male or female voice singing the song. • Talk about the style of the music. • Listen carefully and respectfully to other people's thoughts about the music 	<p>Consolidation of previous singing and performing skills, plus:</p> <ul style="list-style-type: none"> • Sing a widening range of unison songs, and in simple two-parts. • Demonstrate good singing posture. • Perform actions confidently and in time to a range of action songs. • Sing songs from memory and/or from notation. • Sing with awareness of following the beat. • Sing with attention to clear diction. • Sing expressively, with attention to the meaning of the words. • To sing with an awareness of being 'in tune'. • To follow a leader or conductor when singing or playing. • Develop facility in playing tuned percussion or a melodic instrument, such as a ukulele. 	<p>Consolidation of previous improvising, composing and performing skills, plus:</p> <ul style="list-style-type: none"> • Perform, from memory or with notation, and with confidence. • Plan and create a section of music within a class performance. Rehearse and perform any actions, instrumental parts/improvisatory ideas/composed passages. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment. • Create music and/or sound effects in response to music and video stimulus. • Use music technology, if available, to capture, change and combine sounds. • Compose over a simple chord progression, over, a simple groove or over a drone. • Start to use simple structures, eg introduction, verse, chorus or AB form.
	<p>Music knowledge and understanding</p>	<p>Listening</p>	<p>Singing / Playing</p>	<p>Composing / Performing</p>

<p>Year 4</p>	<p>Consolidation of previous knowledge, plus:</p> <ul style="list-style-type: none"> • Know about texture: e.g. How a solo singer makes a thinner texture than a large group <p>Know how to keep the internal pulse</p> <ul style="list-style-type: none"> • Know about Musical Leadership: creating musical ideas for the group to copy or respond to • Know about crochets, quavers, semibreves and minim • Know about stave, treble clef and time signature (metre) 	<p>Consolidation of previous listening, plus:</p> <ul style="list-style-type: none"> • Talk about the words of a song. Think about why the song or piece of music was written. • Identify 2/4, 3/4, and 4/4 time. • Identify the tempo as fast, slow or steady. • Discuss the structures of songs. Identify: call and response, a solo vocal or instrumental line and the rest of the ensemble, a change in texture, articulation on certain words, programme music • Explain what a main theme is and identify when it is repeated. • Know and understand what a musical introduction is and its purpose. • Recall by ear memorable phrases heard in the music. • Identify major and minor tonality. • Describe legato and staccato. • Start to recognise musical styles and any important musical features that distinguish the style: e.g. 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music 	<p>Consolidation of previous singing and performing skills, plus:</p> <ul style="list-style-type: none"> • Demonstrate vowel sounds, blended sounds and consonants. • Sing 'on pitch' and 'in time'. • Sing expressively, with attention to breathing and phrasing. • Sing expressively, with attention to staccato and legato. • Talk about the different styles of singing used for different styles of song. • Talk about how the songs and their styles connect to the world. • Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. • Identify and understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation within a range. • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	<p>Consolidation of previous improvising, composing and performing skills, plus:</p> <ul style="list-style-type: none"> • Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features. • Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. • Compose over a simple chord progression. • Compose over a groove. • Create music in response to music and video stimulus. • Use music technology, if available, to capture, change and combine sounds. • Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. • Use simple dynamics. • Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. 
	<p>Music knowledge and understanding</p>	<p>Listening</p>	<p>Singing / Playing</p>	<p>Composing / Performing</p>

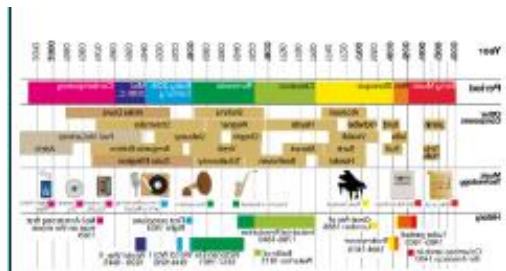
<p>Year 5</p>	<p>Consolidation of previous knowledge, plus:</p> <ul style="list-style-type: none"> • Know and be able to talk about: <ul style="list-style-type: none"> - How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song - Know different ways of writing music down, e.g. staff notation, symbols - Know the notes C, D, E, F, G, A, B + C on the treble stave  	<p>Consolidation of previous listening, plus:</p> <ul style="list-style-type: none"> • Choose two or three songs and be able to talk about: <ul style="list-style-type: none"> - Some of the style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Identify the main sections of the songs (intro, verse, chorus etc.) - The historical context of the songs. - What else was going on at this time? • Identify 2/4, 3/4, 6/8 and 5/4 metre • 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. • Explain a bridge passage and its position in a song. • Comment on some of the style indicators of different musical styles. E.g. 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals. 	<p>Consolidation of previous singing and performing skills, plus:</p> <ul style="list-style-type: none"> • Copy back rhythms based on the words of the main song, that include syncopation/off beat • Copy back one-note riffs using simple and syncopated rhythm patterns • To listen to and follow musical instructions from a leader • Sing in unison and parts, and as part of a smaller group. • Sing 'on pitch' and 'in time'. • Sing a second part in a song. • Self-correct if lost or out of time. • Sing expressively, with attention to breathing and phrasing. • Sing expressively, with attention to dynamics and articulation. • Develop confidence as a soloist. • Talk about the different styles of singing used for different styles of song. • Talk confidently about how connected you feel to the music and how it connects in the world. • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. Do this as a whole class and start to develop confidence independently. 	<p>Consolidation of previous improvising, composing and performing skills, plus:</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale, using up to 5 notes e.g. C, D, E, F, G or C, D, E, G, A • Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. • Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). • Create music in response to music and video stimulus. • Use music technology, if available, to capture, change and combine sounds. • Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). • Understand how chord triads are formed and play them . • Use chords to compose music to evoke a specific atmosphere or mood. • Use rhythmic variety. • Compose song accompaniments, perhaps using basic chords. • Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Start to explore pentatonic scale and major and minor scales.
	<p>Music knowledge and understanding</p>	<p>Listening</p>	<p>Singing / Playing</p>	<p>Composing / Performing</p>

Year 6

Consolidation of previous knowledge, plus:

To consider the historical context of the songs. What else was going on at this time, musically and historically?

Know and talk about that fact that we each have a musical identity



Consolidation of previous listening, plus:

- Justify a personal opinion with reference to Musical Elements.
- Identify 2/4, 4/4, 3/4, 6/8 and 5/4.
- Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.
- Identify some instruments by ear e.g. bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.
- Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. Explain a bridge passage and its position in a song. Know and understand what a musical introduction and outro is, and its purpose.
- Recall by ear memorable phrases heard in the music.
- Identify major and minor tonality, commonly used chords in a song, and intervals within a major scale.
- Explain the role of a main theme in musical structure.
- Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.
- Comment on some of the style indicators of different musical styles. E.g. 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music

Consolidation of previous singing and performing skills, plus:

- Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
- Continue to sing in parts where appropriate.
- Sing with and without an accompaniment.
- Sing syncopated melodic patterns.
- Demonstrate and maintain good posture and breath control whilst singing.
- Sing expressively, with attention to breathing and phrasing.
- Sing expressively, with attention to dynamics and articulation.
- Lead a singing rehearsal.
- Talk about the different styles of singing used for the different styles of songs sung this year
- Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.
- Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

Consolidation of previous improvising, composing and performing skills, plus:

- Explore improvisation within a set of 5 or 6 notes . Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation
- Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest.
- Play this melody on available tuned percussion and/or orchestral instruments.
- Notate this melody.
- Melodies may be enhanced with rhythmic or simple chordal accompaniment.
- Create a simple chord progression.
- Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
- Create music in response to music and video stimulus.
- Use music technology, if available, to capture, change and combine sounds.



Year 1 Musical Elements



Pulse/Beat/Metre	Watch, follow, feel and move to a steady beat with others. Find and enjoy moving to music in different ways. Respond to the pulse in recorded/live music through movement and dance.
Rhythm	Recognise and clap long sounds and short sounds, and simple combinations. Perform short, copycat rhythm patterns accurately, led by the teacher. Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform your own rhythm patterns.
Pitch (Melody)	Recognise, sing and play high and low-pitched notes. Explore singing and playing C, D, E from the C major scale. Explore singing and playing F, G, A from the F major scale.
Tempo	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.
Dynamics	Talk about loud sounds and quiet sounds and give some examples.
Timbre	Identify different sounds in the environment, indoors and outside. Identify the sounds of the instruments played in school. Identify some of the sounds of the instruments heard when listening to music.
Texture	Sing together. Listen out for combinations of instruments together.
Structure (Form)	Add movement to key sections of a song. Understand when to sing in a verse and a chorus.

Year 2 Musical Elements



Pulse/Beat/Metre	Watch and follow a steady beat. Find a steady beat. Recognise the time signature 4/4 by ear and notation. Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
Rhythm	Recognise long sounds and short sounds, and match them to syllables and movement. Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point.
Pitch (Melody)	Identify the high notes and low notes in a melody. Join in part of a melody. Rehearse and play a simple instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together. Identify and play by ear or notation notes in the tonality of C major.
Tempo	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Understand that the speed of the beat can change, creating a faster or slower pace.
Dynamics	Identify loud and quiet sections of music, and discuss what makes the music loud and quiet. Understand the meaning of loud and quiet (forte and piano).
Timbre	Know the difference between a speaking voice and a singing voice. Identify friends from the sound of their voice.
Texture	Understand that singing and playing together creates a musical texture. Add body percussion accompaniments.
Structure (Form)	Join in with a repeated section of a song: the chorus, the response. Join in with the main tune when it is repeated.

Year 3 Musical Elements



Pulse/Beat/Metre	<p>Recognise and move in time with the beat.</p> <p>Play the steady beat on percussion instruments.</p> <p>Recognise the 'strong' beat.</p> <p>Play in time with a steady beat in 2/4, 4/4 and 3/4.</p>
Rhythm	<p>Recognise by ear and notation: minims, crotchets, quavers and their rests.</p> <p>Copy simple rhythm patterns created from minims, crotchets, quavers and their rests.</p> <p>Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests.</p> <p>Alternate between a steady beat and rhythm.</p>
Pitch (Melody)	<p>Show the shape of a melody as rising and falling in pitch.</p> <p>Learn to sing a melody by ear or from notation.</p> <p>Learn to rehearse and play a melodic instrumental part by ear or from notation.</p> <p>Identify the names of the pitched notes on a staff: C, D, E, F, F♯, G, A, B, B♭, C.</p> <p>Identify the scales of:</p> <ul style="list-style-type: none">C majorG majorF major <p>Identify if a scale is major or minor.</p> <p>Copy simple melodies by ear or from reading notation.</p> <p>Create melodies by ear and notate them.</p> <p>Explore and play by ear or from notation:</p> <ul style="list-style-type: none">• 5-note scale• Pentatonic scale
Tempo	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p>
Dynamics	<p>Listen out and respond to forte (loud) sections of music.</p> <p>Identify instruments playing loud dynamics when listening to the music.</p> <p>Use dynamics to help communicate the meaning of a song.</p>
Timbre	<p>Choose particular instruments for rehearsal and performing.</p> <p>Identify the sound of different tuned and untuned percussion instruments.</p>
Texture	<p>Understand that singing and playing together creates a musical texture.</p> <p>Add body percussion accompaniments.</p> <p>Listen to the accompaniment to a song.</p> <p>Identify large numbers of people playing and singing.</p> <p>Listen out for solo players.</p>
Structure (Form)	<p>Show the different sections of a song structure or piece of music through actions.</p>

Year 4



Musical Elements

Pulse/Beat/Metre

Recognize and move in time with a steady beat.

Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.

Respond to the 'offbeat' or 'backbeat'.

Rhythm

Recognize by ear and notation:

- Semibreves, minims, crotchets, quavers and semiquavers
- Dotted minims and dotted crotchets

Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.

Create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers.

Understand and explain the difference between beat and rhythm.

Recall the most memorable rhythms in a song or piece of music.

Pitch (Melody)

Identify and explain what a melody is.

Learn to sing and follow a melody by ear and from notation.

Understand melodic movement up and down as pitch.

Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.

Identify the names of the pitched notes on a staff:

C, D, E, E \flat , F \sharp , G, A, B, B \flat , C, C \sharp , D

Identify the following scales by ear or from notation:

C major
F major
G major
A minor

Copy simple melodies by ear or from reading notation.

Create melodies by ear and notate them.

Identify and talk about the way vocals are used in a song.

Identify and explain:

- Harmony: two or more notes heard at the same time
- Second part: a second musical part, usually a melodic line, that creates harmony

Explore chords I, IV and V in instrumental accompaniments.

Explore intervals of 3rd, 5th and octaves.

Identify the following tonal centres by ear or from notation:

C major
F major
G major
A minor

Identify and demonstrate a major and minor scale.

Tempo

Recognize the difference between the speed of a steady beat, a fast beat and a slow beat.

Change the speed of a steady beat moving from fast to slow, slow to fast.

Control the speed of a steady beat, getting faster and getting slower.

Direct the class in controlling the speed of a steady beat in a class performance.

Dynamics

Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.

Timbre

Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.

Recognize the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.

Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar.

Recognize the difference between the sound of male and female voices.

Understand the importance of the vocal warm-up and its impact on the tone of the voice.

Texture

Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.

Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music.

Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.

Explain the term 'unison' and the difference between unison and solo.

Structure (Form)

Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.

Identify the instrumental break and its purpose in a song.

Recognise phrases and repeated sections.

Discuss the purpose of a bridge section.

Year 5 Musical Elements



Pulse/Beat/Metre

Recognise and move in time with the changing speed of a steady beat.
Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 5/4 and 6/8.
Respond to the 'offbeat' or 'backbeat'.

Rhythm

Recognise by ear and notation:
• Minims, dotted crotchets, crotchets, quavers and their rests

Recognise by ear and notation:
• 6/8 rhythm patterns
• Dotted crotchets, triplet quavers, dotted quavers, quavers and their rests

Recognise dotted rhythm in melodies.
Copy simple rhythm patterns using the above rhythms.
Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns.
Recall the most memorable rhythms in a song or piece of music.

Pitch (Melody)

Identify and explain steps, jumps and leaps in the pitch of a melody.
Learn to sing and follow a melody by ear and from notation.
Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation.

Identify the names of the pitched notes on a staff:
C, D, E, E \flat , F \sharp , G, A, B, B \flat , C, C \sharp , D

Identify the following scales by ear or from notation:
C major
F major
D minor
G major
E \flat major
C minor

Copy simple melodies by ear or from reading notation.
Create melodies by ear and notate them.
Add new chords II and VI from a given tonality.
Identify tone by ear or from notation.
Identify intervals 3rd, 5th and 7th.
Identify the tonal centres of:
C major and C minor
F major
D minor and D major
E \flat major

Identify and demonstrate the following scales by ear and from notation:
Major scale
Minor scale
Pentatonic scale

Tempo

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.
Change the speed of a steady beat, moving from fast to slow, slow to fast.
Control the speed of a steady beat, getting faster and getting slower.
Direct the class in controlling the speed of a steady beat in a class performance.
Recognise the connection between tempi and musical styles.

Dynamics

Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.

Timbre

Recognise the following ensembles:
• Gospel choir and soloist
• Rock band
• Symphony orchestra
• A Cappella group

Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute.

Recognise the difference between the sound of male and female voices.

Recognise tone colour and rapping.

Texture

Identify solos and instrumental breaks in songs and music.
Talk about solo voices, backing vocals and different vocal textures.
Identify changes in texture.
Talk about the different textures created by intervals and chords.

Structure (Form)

Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.
Identify the instrumental break and its purpose in a song.
Recognise phrases and repeated sections.
Discuss the purpose of a bridge section.

Year 6



Musical Elements

Pulse/Beat/Metre

Recognise and move in time with the changing speed of a steady beat.

Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4.

Identify syncopation and swing.

Rhythm

Recognise by ear and notation:

- Minims, crotchets, quavers, semiquavers and their rests

Recognise by ear and notation:

- 6/8 rhythm patterns
- Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests

Recognise by ear and notation:

- 9/8 rhythm patterns
- Dotted crotchets, triplet quavers and quaver notes and their rests

Recognise dotted rhythm in melodies.

Copy simple rhythm patterns using the above rhythms.

Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns.

Recall the most memorable rhythms in a song or piece of music.

Pitch (Melody)

Identify major and minor tonality by ear and from notation.

Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.

Identify the names of the pitched notes on a staff:

C, D, E, E♭, F♯, G, A, B, B♭, C, C♯, D

Identify the following scales by ear or from notation:

A minor
G major
D major
D minor
F major

Identify an interval of a major triad: 3rd, 5th.

Identify an octave by ear or notation.

Copy simple melodies by ear or from reading notation.

Create melodies by ear and notate them.

Use chords C, F, G and A minor by ear or from notation.

Identify the tonal centres of:

A minor
G major
D major
D minor
F major

Identify and demonstrate the following scales by ear and from notation:

Major scale
Minor scale
Pentatonic scale
Blues scale

Tempo

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.

Change the speed of a steady beat, moving from fast to slow, slow to fast.

Control the speed of a steady beat, getting faster and getting slower.

Direct the class in controlling the speed of a steady beat in a class performance.

Recognise the connection between tempi and musical styles.

Recognise an effective use of tempo at the end of a song.

Dynamics

Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.

Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood.

Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.

Timbre

Recognise the following ensembles:

- Pop group
- A Cappella group
- Gospel choir

Identify instruments that add particular colour to a song or piece of music.

Identify the following instruments by ear and through a range of media:

- Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer.

- Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano.

- Other instruments such as steel pans, harmonica, banjo and accordion.

Texture

Sing and play instruments in different-sized groups.

Identify solos and instrumental breaks in songs and music.

Talk about solo voices, backing vocals and different vocal textures.

Refer to repeated rhythmic or melodic patterns as riffs/ostinati.

Talk about the different textures created by intervals and chords.

Understand how texture builds throughout a piece as voices are layered.

Structure (Form)

Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.

Talk about the purpose of musical structures.

Identify where changes in texture and tonality help emphasize the contrasting sections in a song.

Recognise that changing the tonality at different points within the song creates different sections to the structure.

<p>Key resources Music curriculum</p>	<p>Charanga Scheme of Work for own year group. www.wakefieldmusicservicesonline.co.uk. See CE for login. www.singup.org.uk – Song bank. Progressive singing scheme saved on Staff shared. See CE for login.</p> <p>EYFS – Musical Feet. (Book + CD)</p> <p>Music in Action KS1 Music in Action KS2 Boomwackers in action Junk Jackers (interactive)</p> <p>Cross curricular links.</p>
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