

## Music

	Listening	Composing	Performing	Notating	Vocabulary
	Musicians listen to and appreciate a variety of different styles of music.	Musicians compose music for different themes.	Musicians perform competently to others.	Musicians record their own and others' music through notation.	Musicians use appropriate subject-specific vocabulary.
	Listening	Composing	Performing	Notating	Vocabulary
N	<p><u>Disciplinary Knowledge</u> To develop a preference for forms of expression.</p> <p><u>Substantive Knowledge</u> To explore and learn how sounds can be changed.</p>		<p><u>Disciplinary Knowledge</u> To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p><u>Substantive Knowledge</u> To sing a few familiar songs. To imitate movement in response to music. To tap out simple repeated rhythms. To sing to self and make up simple songs. To make up rhythms.</p>		
Rec	<p><u>Substantive Knowledge</u> To explore the different sounds of instruments.</p>	<p><u>Disciplinary Knowledge</u> To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p><u>Substantive Knowledge</u> To create simple representations of events, people and objects. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><u>Substantive Knowledge</u> To begin to build a repertoire of songs and dances.</p>		
Year 1	<p><u>Disciplinary Knowledge</u> Listen to a piece of music and identify whether it is fast or slow, happy or sad. State what they like or dislike about a piece of music.</p>	<p><u>Substantive Knowledge</u> Make sounds in different ways, including hitting, blowing and shaking.</p>	<p><u>Disciplinary Knowledge</u> Perform with an awareness of others (e.g. take turns in a performance and sing/play with peers).</p> <p><u>Substantive Knowledge</u> Sing with a sense of shape and melody. Copy a simple rhythm by clapping or using percussion.</p>	<p><u>Substantive Knowledge</u> Begin to represent sounds with drawing.</p>	<p>Musicians can talk about the songs/pieces of music which they enjoy. Fast, slow, happy, sad, beat, rhythm, high, low.</p>
Year 2	<p><u>Disciplinary Knowledge</u> Explain why they like or dislike a piece of music and why. Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p><u>Substantive Knowledge</u> Identify the difference between rhythm and pulse.</p>	<p><u>Disciplinary Knowledge</u> Carefully choose instruments to combine layers of sound, showing awareness of the combined effect.</p> <p><u>Substantive Knowledge</u> Play tuned and untuned instruments musically</p>	<p><u>Disciplinary Knowledge</u> Use the inter-related dimensions of music to experiment with and create music</p> <p><u>Substantive Knowledge</u> Use own voice in different ways, including speaking, singing and chanting for different effects. Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases</p>	<p><u>Substantive Knowledge</u> Follow a simple piece of rhythmic notation.</p>	<p>Musicians can describe basic elements of a piece of music (e.g. pace, volume, emotion). Louder, quieter, faster, slower, beat, rhythm, pulse, pitch, duration, dynamics, tempo, timbre, texture, structure.</p>
Year 3	<p><u>Disciplinary Knowledge</u> Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history. Listen with attention to detail and recall sounds with increasing aural memory</p> <p><u>Substantive Knowledge</u> Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow).</p>	<p><u>Substantive Knowledge</u> Create and repeat extended rhythmic patterns, vocally or by using clapping.</p>	<p><u>Disciplinary Knowledge</u> Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments.</p> <p><u>Substantive Knowledge</u> Sing songs confidently both solo and in groups.</p>	<p><u>Substantive Knowledge</u> Use written symbols both standard and invented to represent sounds.</p>	<p>Musicians can use relevant musical vocabulary when talking about elements of music. Notation, steady rhythm, smooth, unison, cannon, crotchet, quaver, rest, percussion, strings, woodwind, brass.</p>
Year 4	<p><u>Disciplinary Knowledge</u> Describe how a piece of music makes them feel, attempting to explain why. Appreciate and listen to music drawn from different traditions, cultures and composers.</p> <p><u>Substantive Knowledge</u> Recall sounds with increasing aural memory.</p>	<p><u>Disciplinary Knowledge</u> Shape composition, considering dynamics, tempo and timbre.</p> <p><u>Substantive Knowledge</u> Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.</p>	<p><u>Disciplinary Knowledge</u> Perform significant parts from memory and from notations, either on a musical instrument or vocally.</p> <p><u>Substantive Knowledge</u> Maintain a simple part within an ensemble.</p>	<p><u>Substantive Knowledge</u> Follow a basic melody line, using standard notation.</p>	<p>Musicians can describe, compare and evaluate different kinds of music using appropriate musical vocabulary. Melody, crotchet, quaver, rest, crescendo, diminuendo, verse, chorus, instrumental, solo, duet, ensemble.</p>
Year 5	<p><u>Disciplinary Knowledge</u> Explain how different musical elements (pitch, tempo, rhythm, melody, and dynamics) have been used to create mood and effects.</p>	<p><u>Substantive Knowledge</u> Improvise musical phrases to develop musical compositions.</p>	<p><u>Disciplinary Knowledge</u> Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.</p>	<p><u>Substantive Knowledge</u> Perform from simple notation on tuned/untuned instruments. Notate musical phrases to develop compositions.</p>	<p>Musicians can use musical vocabulary to explain some of the reasons why a piece of music might have been composed. Major, minor, key, rhythmic patterns, time signature, treble clef, stave.</p>

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	<p>Appreciate and understand high quality music, both live and recorded. Develop an understanding of the history of music.</p> <p><u>Substantive Knowledge</u> Recognise and describe music and musical instruments from different periods in history.</p>	<p>Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals).</p>	<p><u>Substantive Knowledge</u> Maintain a more complex part within an ensemble (e.g. sing in a round)</p>		
Year 6	<p><u>Disciplinary Knowledge</u> Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music. Listen to and comment on the work of musicians and composers, indicating own preferences. Explain the influence of historical events on music.</p>	<p><u>Substantive Knowledge</u> Compose a piece of music based on a theme (e.g. a film or special event). Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals).</p>	<p><u>Disciplinary Knowledge</u> Take the lead in performances and provide suggestions to others.</p> <p><u>Substantive Knowledge</u> Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.</p>	<p><u>Substantive Knowledge</u> Recognise/use staff and use unconventional notation when composing.</p>	<p>Musicians can describe how music can be used to create expressive effects and convey emotion. forte, piano, semibreve, minim, semiquaver, scale, ostinato, staccato.</p>

<u>Music Non Negotiables</u>		
1 Unit = Performance	1 Unit = Charanga	1 Unit = Instrument (Y2-6)

<u>Nursery</u>		
<p><u>Range 3</u></p> <ul style="list-style-type: none"> <li>• Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations.</li> <li>• Shows an interest in play with sounds, songs and rhymes.</li> <li>• Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments.</li> <li>• Sings/vocalises whilst listening to music or playing with instruments/sound makers.</li> </ul> <p><u>Range 4</u></p> <ul style="list-style-type: none"> <li>• Joins in singing songs</li> <li>• Recognises and responds to familiar sounds.</li> <li>• Creates sounds by rubbing, shaking, tapping, striking or blowing.</li> <li>• Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them. E.g. loud/quiet, fast/slow.</li> <li>• Creates rhythmic sounds and movements.</li> </ul>		
<u>Reception</u>		
<ul style="list-style-type: none"> <li>• Explores and learns how sounds and movements can be changed</li> <li>• Sings familiar songs e.g. pop songs, songs from TV programmes, rhymes, songs from home.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Develops an understanding of how to create and use sounds intentionally.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Performs songs, rhymes and poems with other, and when appropriate – try to move in time with music.</li> </ul>		
<p><u>Autumn</u> Christmas performance Charanga – Me + My Stories Ann Bryant music programme Body percussion Routine songs (supported)</p>	<p><u>Spring</u> Easter performance Charanga – Everyone + Our World Ann Bryant music programme Large percussion – drums Routine songs (independent)</p>	<p><u>Summer</u> Charanga – Big Bear Funk + Reflect, Rewind and Replay Ann Bryant music programme Smaller percussion - maracas triangle egg shakers etc Routine songs (embedded)</p>
<u>Year 1</u>		
<b>Topic 1</b>	Key Discipline: Performance (Christmas)	Key Vocabulary: rhythm, melody, singing, solo, group, high, low
<p>Learn to perform with an awareness of others (e.g. take turns in a performance and sing/play with peers). Learn to sing with a sense of shape and melody.</p>		

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<b>Topic 2</b>	Key Discipline: Round and Round (Charanga)	Key Vocabulary: rhythm, tempo, fast, slow, hit, blow, shake, hard, soft
Learn to listen to a piece of music and identify whether it is fast or slow, happy or sad. Learn to state what they like or dislike about a piece of music. Learn to make sounds in different ways, including hitting, blowing and shaking. Learn to copy a simple rhythm by clapping or using percussion. Learn to represent sounds with drawing.		
<b>Topic 3</b>	Key Discipline: Reflect, Rewind and Replay (Charanga)	Key Vocabulary: rhythm, tempo, fast, slow, hit, blow, shake, hard, soft
Learn to listen to a piece of music and identify whether it is fast or slow, happy or sad. Learn to state what they like or dislike about a piece of music. Learn to make sounds in different ways, including hitting, blowing and shaking. Learn to copy a simple rhythm by clapping or using percussion. Learn to represent sounds with drawing.		
<b>Year 2</b>		
<b>Topic 1</b>	Key Discipline: Performance (Christmas)	Key Vocabulary: melody, solo, group, rhythm, singing, dynamics
Learn to use own voice in different ways, including speaking, singing and chanting for different effects. Learn to use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases		
<b>Topic 2</b>	Key Discipline: I Wanna Play in a Band (Charanga)	Key Vocabulary: rhythm, pulse, beat, dynamics, tempo, timbre, texture, compose
Learn to explain why they like or dislike a piece of music and why. Learn to listen with concentration and understanding to a range of high-quality live and recorded music. Learn to identify the difference between rhythm and pulse. Learn to carefully choose instruments to combine layers of sound, showing awareness of the combined effect. Learn to use the inter-related dimensions of music to experiment with and create music.		
<b>Topic 3</b>	Key Discipline: Recorders	Key Vocabulary: wind, recorder, notes, melody, stave, scale
Learn to play tuned and untuned instruments musically Learn to follow a simple piece of rhythmic notation		
<b>Year 3</b>		
<b>Topic 1</b>	Key Discipline: Recorders	Key Vocabulary: wind, recorder, notes, melody, stave, scale, improvise, perform
Learn to perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments. Learn to use written symbols both standard and invented to represent sounds.		
<b>Topic 2</b>	Key Discipline: Performance (Easter)	Key Vocabulary: rhythm, melody, solo, duet, group, texture, call and response, crotchet, rest, quaver
Learn to perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments. Learn to sing songs confidently both solo and in groups.		
<b>Topic 3</b>	Key Discipline: Three Little Birds (Charanga)	Key Vocabulary: timbre, dynamics, tempo, rhythm, pitch, reggae, style, harmony, crotchet, rest, quaver, compose, improvise
Learn to create and repeat extended rhythmic patterns, vocally or by using clapping. Learn to compare and contrast two pieces of music on the same theme. Learn to listen to music from different periods in history. Learn to listen with attention to detail and recall sounds with increasing aural memory Learn to recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow).		
<b>Year 4</b>		
<b>Topic 1</b>	Key Discipline: Performance (Christmas)	Key Vocabulary: ensemble, solo, vocals, rhythms, pitch, tone, melody, singing, harmony
Learn to perform significant parts from memory and from notations, either on a musical instrument or vocally. Learn to maintain a simple part within an ensemble.		
<b>Topic 2 (Ongoing through the Year)</b>	Key Discipline: Glockenspiel	Key Vocabulary: dynamics, tempo, timbre, harmony, crotchet, quaver, rest, minim, improvise, stave, time signature
Learn to describe how a piece of music makes them feel, attempting to explain why		

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<p>Learn to appreciate and listen to music drawn from different traditions, cultures and composers</p> <p>Learn to recall sounds with increasing aural memory</p> <p>Learn to shape composition, considering dynamics, tempo and timbre</p> <p>Learn to create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments</p> <p>Learn to follow a basic melody line, using standard notation</p>		
<b>Year 5</b>		
<b>Topic 1</b>	Key Discipline: Performance (Harvest)	Key Vocabulary: ensemble, solo, vocals, rhythms, pitch, tone, melody, singing, harmony
<p>Learn to maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.</p> <p>Learn to maintain a more complex part within an ensemble (e.g. sing in a round)</p>		
<b>Topic 2</b>	Key Discipline: The Fresh Prince (Charanga)	Key Vocabulary: timbre, dynamics, tempo, rhythm, pitch, rap, style, harmony, crotchet, rest, quaver, compose, improvise, semi-quaver, key
<p>Learn to explain how different musical elements (pitch, tempo, rhythm, melody, and dynamics) have been used to create mood and effects.</p> <p>Learn to appreciate and understand high quality music, both live and recorded.</p> <p>Learn to develop an understanding of the history of music.</p> <p>Learn to recognise and describe music and musical instruments from different periods in history</p> <p>Learn to create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals)</p>		
<b>Topic 3</b>	Key Discipline: Ukelele	Key Vocabulary: tuning, chords, fret, plucking, strumming, timbre, rhythm, notes, melody
<p>Learn to improvise musical phrases to develop musical compositions</p> <p>Learn to perform from simple notation on tuned/untuned instruments</p> <p>Learn to notate musical phrases to develop compositions</p>		
<b>Year 6</b>		
<b>Topic 1</b>	Key Discipline: Recorders	Key Vocabulary: wind, recorder, notes, melody, stave, scale, improvise, perform, intervals, composition, notation, timbre, duration.
<p>Learn to compose a piece of music based on a theme (e.g. a film or special event).</p> <p>Learn to create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals)</p> <p>Learn to recognise/use staff and use unconventional notation when composing.</p>		
<b>Topic 2</b>	Key Discipline: You've Got a Friend (Charanga)	Key Vocabulary: timbre, dynamics, tempo, rhythm, pitch, rap, style, harmony, crotchet, rest, quaver, compose, improvise, semi-quaver, key, semibreve, scale.
<p>Learn to identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.</p> <p>Learn to listen to and comment on the work of musicians and composers, indicating own preferences.</p> <p>Learn to explain the influence of historical events on music.</p>		
<b>Topic 3</b>	Key Discipline: History of Music and Performance (Leavers)	Key Vocabulary: ensemble, solo, vocals, rhythms, pitch, tone, melody, singing, harmony
L1: Learn to listen to and comment on the work of musicians and composers, indicating own preferences.	L2: Learn to explain the influence of historical events on music.	<p>Learn to take the lead in performances and provide suggestions to others.</p> <p>Learn to identify how sounds can be combines and used expressively, layering sounds and singing in tune with other performers.</p>