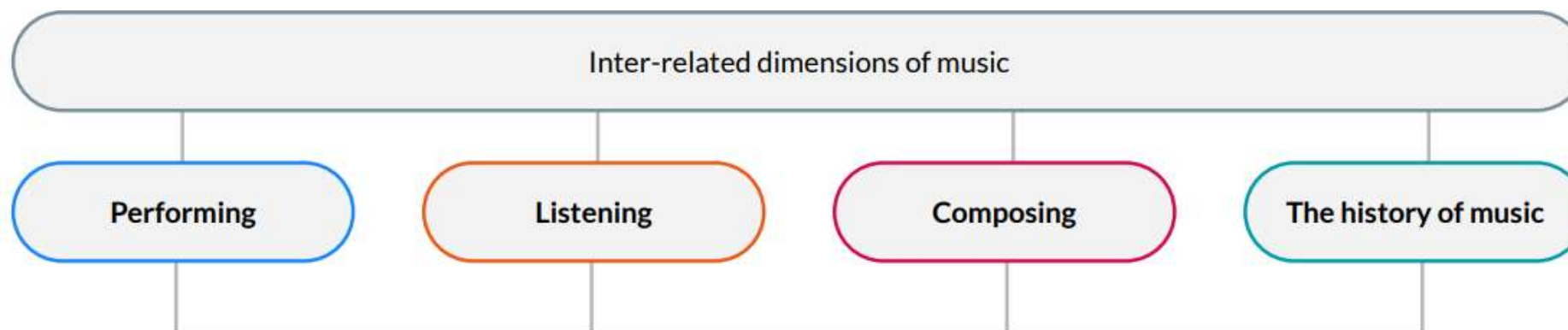


West Road Long Term Music Plan 2022-2023 (Cycle B for LKS2 and UKS2)



These inter-related dimensions of music sit alongside the other key concepts in music.

The inter-related dimensions of music are:

pulse pitch duration dynamics tempo timbre texture structure appropriate musical notation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	-	Celebration Music	Exploring Sound	Music and movement	Musical Stories	Big Band
Key Vocabulary	-	music, dance, tempo, move, Diwali, celebration, traditional, Hanukkah, Hora, kinnor, harp, flute, Jewish, trumpet, cymbals, tambourine, shofar, Kwanzaa, Africa, culture, call, response, drum, rhythm, beat, instrument, Christmas, Christian, sleigh bells, actions, action songs,	voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body, percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds	actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello,	classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance	music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass

		voice sounds, body percussion		perform, performance, audience		
Key Composers		<p>1 Beautiful Ram Bhajan Spiritual India</p> <p>3 Talikunda African Drums Unknown</p> <p>Percussion</p> <p>3 Ella Jenkins Toom-Bah-Ee-Lero Folk</p> <p>4 James Pierpoint Jingle Bells</p> <p>4 Arthur Warrell We Wish You a Merry Christmas</p> <p>5 Nanette Regan When Santa Got Stuck Up the Chimney</p> <p>5 The Kiboomers The Reindeer Cokey</p>	In this unit, the children create their own music using body percussion and instruments.	<p>1 Jean-Philippe Rameau Frère Jacques Nursery rhyme</p> <p>2 Justin Timberlake Can't Stop the Feeling</p> <p>2 Pharrell Williams Happy</p> <p>2 American Authors Best Day of My Life Rock</p> <p>3 John Denver Annie's Song</p> <p>3 Schubert Military March Classical</p> <p>2 Know Piano Music Disney Piano Collection Film soundtrack</p> <p>2 Mozart, Vivaldi, Bach, Beethoven Compilation of Classical Music Classical</p> <p>3 Unknown Techno Rave Mix</p> <p>4, 5 kindyRock Jingle Scarf Song</p>	<p>1 John Walter Bratton Teddy Bear's Picnic</p> <p>2 Sergei Prokofiev Peter and the Wolf Classical</p> <p>3 Unknown - Traditional nursery rhyme There Was a Princess Long Ago Nursery rhyme</p>	<p>1 The Laurie Berkner Band We Are The Dinosaurs</p> <p>2 Auckland Symphony Orchestra Pirates of the Carribean</p>
Listening	Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. *Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and matching them to the object or instrument. *Listening to sounds and identifying high and low pitch. Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics. Understanding that different instruments make different sounds and grouping them accordingly.					
Composing	Playing untuned percussion 'in time' with a piece of music. Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways.					

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.					
Year 1	Pulse and Rhythm Theme: All About Me	Classical music, dynamics and tempo Theme: Animals	Musical Vocabulary Theme: Under the Sea	Timbre and rhythmic patterns Theme: Fairy Tales	Pitch and tempo Theme: Superheroes	Vocal and body sounds Theme: By the Sea
Key Vocabulary	body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables	accuracy, actions, choir, composing, composition, confidence, dynamics, fast, instruments, in time, loud, melody percussion, performance, perform, quiet, repeat, represent, rhythm, sections, silence, sing, slow	actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse	bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice	accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune	body percussion, brass, conductor, dynamics, fast, inspire, instruments, layer, loud, mood, percussion, performance, pitch, quiet, represent, slow, sounds, speed, strings, vocal sounds, volume, woodwind
Key Composers	2,5 Randy Newman You've Got a Friend in Me 3 Justin Timberlake Can't Stop the Feeling 4 Pharrell Williams Happy 4,5 The Rembrandts I'll be There For You 5 Bruno Mars Count on me 5 Phillip Glasser, Dom DeLuise A Duo	1 Vivaldi Storm Baroque 1 Beethoven Moonlight Sonata Classical 1 Holst Venus, 'The Planets' Classical 1 Sergei Prokofiev Dance of the Knights Classical 2 Rimsky Korsakov Flight of the bumblebee Romantic 2 Camille Saint-Saëns Carnival of The Animals: The Elephant Romantic 2, 4 Camille Saint-Saëns Carnival of The Animals: Aquarium Romantic 4 Camille Saint-Saëns Carnival of The	1 John Williams Main theme from Jaws Film soundtrack 1 The Ventures Main theme from Hawaii Five O Film soundtrack 2 Camille Saint-Saëns Carnival of The Animals: Aquarium Romantic 4 Nathan Evans Wellerman Folk (English)	4 Sergei Prokofiev Peter and the Wolf Classical	1,4 John Williams Main theme from Superman Film soundtrack 2, 4 Neal Hefti Main theme from Batman Film soundtrack 3 Rossini William Tell Overture Classical 3 Berlioz Symphonie Fantastique 1st Movement Romantic 4 Charles Fox, Norman Gimbel Main theme: Wonder Woman Film soundtrack 4 Paul Francis Webster Main theme from Spider-Man Theme Film soundtrack	1, 2 Benjamin Britten Storm Interlude (from the opera Peter Grimes) Modern classical 2 Ronald Binge Sailing By Light classical

		Animals: Tortoises Romantic			4 Young Peter Main theme from The Amazing Spider Man Film soundtrack 5 Michael Giacchino Main theme from The Incredibles Film soundtrack	
Listening	Recognising and understanding the difference between pulse and rhythm. *Understanding that different types of sounds are called timbres. *Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.					
Composing	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. *Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher.					
Performing	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.					
Year 2	West African call and response song Theme: Animals	Orchestral instruments Theme: Traditional stories	Musical Me	Dynamics, timbre, tempo and motifs Theme: Space	On this island: British songs and sounds	Myths and Legends
Key Vocabulary	actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume	actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind	beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume	Accuracy, arrange, atmosphere, brass, compare, composer, contrast, dynamics, effect, emotion, improvise, inspiration, interpretation, mood, motif, notate, orchestra, percussion, rhythm, sequence, soundscape, strings, symbols, timbre,	accurately, body percussion, compose, composition, duration, dynamics, folk song, inspired, inspiration, inter-related dimensions of music, layered effect, lyrics, performing, pitch, representing, soundscape, structure, tempo, texture, timbre, voice percussion	beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental, layers, melody, notation, performance, pluck, pitch, represent, rhythm, stave notation, structure, tempo, texture, thick, thin, timbre, verse, violin, viola

				visual interpretation, woodwind		
Key Composers	<p>2 Unknown Relaxing Music with African drums Percussion</p> <p>3 Che Che Kule Traditional Ghanaian Children's song Traditional Ghanaia</p>	<p>1 Eric Coates The Three Bears - A Phantasy Classical</p> <p>1 Doug Harville A Humoresque Duet for Oboe and Clarinet Modern classical</p> <p>1 J.S.Bach Sleeper's Awake (Wachet auf) Baroque</p> <p>1 Rainer Boschoy Sonata for Horn solo Modern classical</p> <p>1 Charles Fernandez Frolic for Tuba Modern classical</p> <p>1 Zilzen Zidjian Performance</p> <p>Percussion</p> <p>2 Robert Lopez Do You Want to Build a Snowman from Frozen Musical theatre</p>	<p>1 Unknown Once a Man Fell in a Well Traditional song</p>	<p>1 Unknown Relaxing Space Ambient Music Instrumental</p> <p>2, 3, 5 Gustav Holst Mars, The Bringer of War (The Planets) Classical</p> <p>2 John Williams Main theme from Star Wars Film soundtrack</p> <p>3 Gustav Holst Venus, The Bringer of Peace (The Planets) Classical</p> <p>4, 5 Gustav Holst Uranus, The Magician (The Planets) Classical</p> <p>4 Beethoven 5th Symphony in C Minor Classical</p> <p>4 John Barry Main theme from James Bond Film soundtrack</p> <p>4 Ray Parker Main theme from GhostBusters Film soundtrack</p>	<p>1 Composer - unknown, performer - Grace Bertolini My Bonnie Lies Over the Ocean Folk (Traditional Scottish)</p> <p>1 Arnold Bax Tintagel Modern classical 2 Vaughan Williams The Lark Ascending Classical</p> <p>3 Eric Coates London Suite Modern classical</p>	<p>1 Carthy Waterson St George - Traditional English folk song Folk (Traditional English)</p> <p>2 Unknown When Good King Arthur Nursery rhyme</p> <p>2 Arnold Bax Tintagel Modern classical</p> <p>3 Composer - Gluck. Performer - Philippe Jaroussky. Che farò senza Euridice - from Gluck's Opera - Orfeo et Euridice Classical</p> <p>3 Offenbach Orpheus in the Underworld (Orfeo all' inferno) Romantic</p>
Listening	<p>*Recognising timbre changes in music they listen to. Recognising structural features in music they *listen to. Listening to and recognising instrumentation. *Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.</p>					
Composing	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. *Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. *Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.</p>					

Performing	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.					
Year 3 and 4 Cycle B	Instrumental Lessons- South Africa	Developing Singing Technique Theme: The Vikings	Instrumental Lessons- Caribbean	Body and tuned percussion Theme: Rainforests	Jazz	Adapting and transposing motifs Theme: Romans
Key Vocabulary		accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline, duration, dynamics, in-time, in-tune, layer, lyrics, key change, major key, minor, minor key, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, tension, tune, vocal warm-up,		body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion	call and response, Dixieland, improvisation, jazz, off-beat, motif, pitch, ragtime, rhythm, scat singing, straight quaver, strung quaver, swung rhythm, swing music, syncopated rhythm, syncopation, tune,	backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minor, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups
Key Composers	1 Hugh Masekela Grazing in the grass Popular music 1 Miriam Makeba Pata pata Popular music 1 Ladysmith Black Mambazo Incanyezi nezazi Traditional 2, 3, 4, 5 Music Education Solutions Put on your gumboots! In the style of traditional South African gumboot dance music	1, 2, 3, 4, 5 Mary Green and Julie Stanley Dragon Ships Folk	1 Calypso Rose Calypso Queen Calypso 1 Lord Kitchener London is the place for me Calypso 1 Lord Kitchener If you're brown Calypso 1, 2, 3, 4, 5 Music Education Solutions What's the story? Calypso 3 Trinidad Steel Band Tropical bird Calypso 3 Love City Pan Dragons Old time calypso Calypso	1 David Paich, Jeff Porcaro Perpetuum Jazzile - Africa Popular music 1 Composer - Steve Reich, performers - Santi Carcasona Clapping Music for Five Performers Minimalism, modern classical 5 Sam Tsui, Alex G, Kina Grannis, Kurt Schneider Cups from Pitch Perfect's 'When I'm Gone' Popular music	1 Scott Joplin Maple Leaf Rag Ragtime 1 Scott Joplin The Entertainer Ragtime 1 Terry Gilkyson The Bare Necessities Musical theatre 2 David W. Guion Turkey in the Straw Modern classical 2 The New Orleans Jazz Band When the Saints Go Marching in Traditional gospel 3 Ella Fitzgerald Scat Singing Jazz 3 Hugh Laurie & Stephen Fry Minnie the Moocher Jazz	2, 4 Beethoven 5th Symphony in C Minor Classical music 2 John Barry Main theme from James Bond Film soundtrack

					3 Cab Calloway Minnie the Moocher Jazz 4 Oscar Peterson Jazz-Blues Lick Jazz 4 Benny Goodman Sing Sing Sing Jazz 5 Mozart Twinkle Twinkle Little Star Classical 5 James Hook & Samuel Arnold Baa baa black sheep Nursery rhyme	
Listening	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, 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. Recognising the use and development of motifs in music. *Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). 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.					
Composing	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). *Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. *Suggesting and implementing improvements to their own work, using musical vocabulary. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. *Creating a piece of music with at least four different layers and a clear structure. *Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. *Suggesting improvements to others' work, using musical vocabulary.					
Performing	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing 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					
The History of Music	Understanding that music from different times has different features. (Also part of the Listening strand) *Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)					
Year 5 and 6 Cycle B	Advanced Rhythms	Film Music	Composition notation Theme: Ancient Egypt	Musical Theatre	Theme and variations Theme: Pop Art	Songs of World War 2
Key Vocabulary	bar, beats, chant, crotchet, crotchet rest, inter-related dimensions of music, Kodaly, minim, music critic, notate, pulse, quaver, rhythm, rhythmic canon, rhythmic elements, rhythmic notation, rhythmic patterns, SH, syllable, Ta, TiTi, unison	accelerando, Body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval, major, melodic, melody, military, minor, modulate, musical, orchestral, pitch, polished, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, urgency	accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups	action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions	3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind	accuracy, backing track, compare, contrast, complement, control, counter-melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, morale, notate, octave, parts, performance techniques, phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo
Key Composers	3, 4 Steve Reich Clapping Music (1972) Minimalism, modern classic	2 John Barry Main theme from James Bond Film soundtrack 2 Elgar Pomp and Circumstance Military March Modern classical	2 The Bangles Walk Like an Egyptian Popular music 5 Henry Purcell Queen Mary Funeral March Baroque	1 Performed by Anthony Warlow I am a Pirate King - The Pirates of Penzance Musical theatre 1, 2 Performed by Brandon O'Neill Luck be a Lady. (from Guys and Dolls) Musical theatre 1 ABBA Dancing Queen Popular music 2 Performed by Nicholas Bethencourt Where is Love? Musical theatre	1 Benjamin Britten The Young Person's Guide to the Orchestra Modern classical	1 Composed and lyrics by Felix Powell, performed by Sarah Frecknall Pack Up Your Troubles Popular music 1 Composed by Hughie Charles, lyrics by Hughie Charles and Ross Parker, performed by Sarah Frecknall We'll Meet Again Popular music 2, 4 Composed by Walter Kent, and lyrics by Nat Burton,

				<p>2 Aileen Quinn, Ann Reinking, I Think I'm Gonna Like It Here (from Annie) Musical theatre</p> <p>2 Performed by Samantha Barks, On My Own (from Les Misérables) Musical theatre</p> <p>2 Performed by Judy Garland and cast, Follow The Yellow Brick Road (from The Wizard Of Oz) Musical theatre</p> <p>3 Rusted Root, Send Me On My Way Popular music</p> <p>3 The Proclaimers, I'm Gonna Be (500 Miles) Popular music</p> <p>3 Tony Christie, (Is This The Way To) Amarillo Popular music</p> <p>3 Elton John, Rocket Man Popular music</p> <p>3 Miley Cyrus, The Climb Popular music</p>		<p>performed by Sarah Frecknall, The White Cliffs of Dover Popular music</p> <p>3 Julie Andrews, "Do-Re-Mi" - The Sound of Music Musical theatre</p>
<p>Listening</p>	<p>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. 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.</p>					

	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.
Composing	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. *Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. *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. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. *Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. *Constructively critique their own and others' work, using musical vocabulary
Performing	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.
The History of Music	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand) *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. (Also part of the Listening strand)

The Inter-related Dimensions of Music (Core Concepts)

	EYFS	1	2	3 and 4	5 and 6
<u>Pitch</u>	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 bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. 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.
	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 different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for	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

<h1><u>Duration</u></h1>			<p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>	<p>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</p>	<p>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.</p>
<h1><u>Dynamics</u></h1>	<p>To understand that instruments can be played loudly or softly.</p>	<p>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.</p>	<p>To know that dynamics can change the effect a sound has on the audience.</p>	<p>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.</p>	<p>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.</p>
<h1><u>Tempo</u></h1>	<p>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</p>	<p>To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.</p>	<p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p>	<p>To know that playing in time means all performers playing together at the same speed.</p>	<p>To understand that a slow tempo can be used to make music sound sad. 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.</p>

<h1><u>Timbre</u></h1>	<p>To know that different instruments can sound like a particular character.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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</p>
<h1><u>Texture</u></h1>	<p>To know that music often has more than one instrument being played at a time.</p>	<p>To know that music has layers called 'texture'.</p>	<p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p>	<p>To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. 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.</p>	<p>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-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>
<h1><u>Structure</u></h1>	<p>To recognise the chorus in a familiar song.</p>	<p>To know that a piece of music can have more than one section, eg a versed and a chorus.</p>	<p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p>	<p>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.</p>	<p>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.</p>

				<p>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</p>	<p>To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way</p>
<p><u>Notation</u></p>	<p>To know that signals can tell us when to start or stop playing.</p>	<p>To understand that music can be represented by pictures or symbols.</p>	<p>To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.</p>	<p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that 'performance directions' are words added to music notation to tell the performers how to play.</p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. 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'. To know that chord progressions are represented in music by Roman numerals</p>