

	Year 3	Year 4	Year 5	Year 6
Music intent	At Horsell Junior, we want to give every child the opportunity to feel that they are musical. We want them to develop a life-long love of music. We want to give them the skills to become good listeners, confident performers and brave composers. The children will be exposed to music from across generations, cultures and the globe. Children will have the opportunity to play instruments, improvise and compose, and articulate their opinions about music that they have learnt. They will learn to record their work on paper and digitally. Through our curriculum, children will learn to collaborate with each other to build skills in leadership, problem solving and performance. Horsell Junior children will leave at the end of Key Stage 2 ready to engage with the next stage of their musical learning.			
The Music National Curriculum objectives:	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 			
	Unit 1			
	Instrumental Scheme – South Africa	Adapting & Transposing motifs	Composition Notation – Ancient Egypt	Baroque* - To start in 24/25 *Please be aware that in the 23/24 academic year 'Advanced Rhythms' was taught in Autumn 1. This has now been archived on Kapow.
National Curriculum	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music
Knowledge	Know the key features of staff notation. Know that an ostinato is short repeated melodic phrase. To know that a crotchet lasts one beat	To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	To know that simple pictures can be used to represent the structure (organisation) of music.	To know that music in which very similar parts are introduced one by one to overlap is called a canon.

	<p>To know that a minim lasts two crotchet beats.</p> <p>To know a semi-breve lasts two crotchet beats</p> <p>To know that a crotchet rest lasts for one beat.</p>	<p>for example, Beethoven's fifth symphony (dah dah dah dum!).</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p>	<p>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>	<p>To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one.</p> <p>To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon.</p> <p>To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p> <p>To know that ground bass is a repeating melody played on a bass instrument in Baroque music.</p>
Skills	<p>Recognise the basic features of staff notation.</p> <p>Recognise and play minims.</p> <p>To be able to play minims up and down a step on tuned percussion.</p> <p>To be able to play semibreves up and down a step on tuned percussion.</p> <p>To recognise a rest on a stave.</p> <p>To stop playing for a crotchet rest.</p> <p>Compose and perform in rhythmic patterns</p> <p>To accompany a track using tuned percussion</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p> <p>Suggesting improvements to others work, using musical vocabulary.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p>	<p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in</p>	<p>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.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p>

		<p>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.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>time with others and communicating with the group.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>	<p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing a solo or taking a leadership role within a performance (some children).</p>
Vocabulary	rest ostinato crotchet minim semibreve rhythm	Backing track Bass line Beat Call and response Compose Crotchet Dotted minim Flats Graphic In time In tune Key Key signature Loop Motif Notation Ostinato Pitch Quavers Repeating patterns Repetition Rhythmic notation Riff Semibreve Sharps Transpose Tuned instrument Vocal warm-ups	features notation repeating unison composition structure repetition melody tempo compose ensemble minor key	baroque bass clef canon fugue ground bass opera oratorio polyphonic recitative

	Unit 2			
	Developing Singing – The Vikings	Body and Tuned Percussion (The rainforest)	Composition to represent the festival of colour - Holi	Dynamics, pitch and tempo (Fingals' Cave)
National Curriculum	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
Knowledge	<p>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.</p> <p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>To know that written music tells you how long to play a note for.</p>	<p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To know that a 'loop' in music is a repeated melody or rhythm.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>To know that a vocal composition is a piece of music created only using voices.</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 sound made.</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.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>To know that the conductor beats time to help the performers work well together.</p> <p>To understand that improvisation means making up music 'on the spot'.</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</p>
Skills	Understanding that music from different parts of the world, and different times, has different features.	Recognising the use and development of motifs in music.	Representing the features of a piece of music using graphic notation, and	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of

	<p>Recognising and explaining the changes within a piece of music using musical vocabulary. Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>Composing a piece of music in a given style with voices and instruments.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style.</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</p>	<p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Suggesting improvements to others work, using musical vocabulary.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p>	<p>colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama).</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>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.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.</p>	<p>different composers on the development of musical styles.</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Using musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology.</p> <p>Constructively critiquing their own and others' work, using musical vocabulary.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>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.</p> <p>Performing by following a conductor's cues and directions.</p>														
Vocabulary	<p>composition</p> <p>melody</p> <p>notation</p> <p>tempo</p> <p>minim</p> <p>crotchet</p> <p>quaver</p> <p>coordinated</p>	<table><tr><td>boom</td><td>pitter</td></tr><tr><td>snap</td><td>patter</td></tr><tr><td>structure</td><td>raindrop</td></tr><tr><td>texture</td><td>clapping</td></tr><tr><td>contrast</td><td>clicking</td></tr><tr><td>higher</td><td>body percussion</td></tr><tr><td>lower</td><td>tempo</td></tr></table>	boom	pitter	snap	patter	structure	raindrop	texture	clapping	contrast	clicking	higher	body percussion	lower	tempo	<p>synesthesia</p> <p>dynamics</p> <p>Holi</p> <p>graphic score</p> <p>vocal composition</p> <p>performance</p>	<p>a cappella</p> <p>call and response</p> <p>dynamics</p> <p>performance</p> <p>chord</p> <p>improvisation</p> <p>ostinato</p> <p>break</p>
boom	pitter																	
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higher	body percussion																	
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	disciplined	compose loop melody pitch inspiration keyboard	rhythm		poly-rhythms master drummer syncopation metronome
	Unit 3				
	Instrumental Scheme – Caribbean	Samba and Carnival sounds	The Blues	Themes & Variation – Pop Art	
National Curriculum	<ul style="list-style-type: none">Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionImprovise and compose music for a range of purposes using the inter-related dimensions of musicListen with attention to detail and recall sounds with increasing aural memoryUse and understand staff and other musical notationsAppreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansDevelop an understanding of the history of music	<ul style="list-style-type: none">Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionImprovise and compose music for a range of purposes using the inter-related dimensions of musicListen with attention to detail and recall sounds with increasing aural memoryUse and understand staff and other musical notationsAppreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansDevelop an understanding of the history of music	<ul style="list-style-type: none">Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionImprovise and compose music for a range of purposes using the inter-related dimensions of musicListen with attention to detail and recall sounds with increasing aural memoryUse and understand staff and other musical notationsAppreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansDevelop an understanding of the history of music	<ul style="list-style-type: none">Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionImprovise and compose music for a range of purposes using the inter-related dimensions of musicListen with attention to detail and recall sounds with increasing aural memoryUse and understand staff and other musical notationsAppreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansDevelop an understanding of the history of music	
Knowledge	<p>To know that calypso music comes from the Caribbean.</p> <p>To know that the voice can be used to improvise.</p> <p>To know whether lyrics are appropriate for Calypso</p> <p>To know why percussion instruments were important in Trinidad</p> <p>To know how describe how percussion Calypso music sounds.</p> <p>To recognise a quaver in staff notation</p>	<p>To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</p> <p>To understand that the ‘on beat’ is the pulse of a piece of music, and the ‘off beat’ is beats that fall in between these.</p> <p>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</p>	<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>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 ‘blues’ music aims to share feelings and blues songs tend to be about sadness or worry.</p>	<p>To know that a ‘theme’ is a main melody in a piece of music.</p> <p>To know that ‘variations’ in music are when a main melody is changed in some way throughout the piece.</p> <p>To know that ‘The Young Person’s Guide to the Orchestra’ was written in 1945 by Benjamin Britten.</p> <p>To understand that representing beats of silence or ‘rests’ in written music is</p>	

	<p>To understand how long a quaver lasts</p> <p>To recognise a pentatonic scale as five notes that make a harmony</p>		<p>To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</p> <p>To understand that a chord is the layering of several pitches played at the same time.</p>	<p>important as it helps us play rhythms correctly.</p>
Skills	<p>To perform a calypso song.</p> <p>To improvise alongside a calypso song.</p> <p>To perform a song in the correct time.</p> <p>To play a percussion part in a Calypso style.</p> <p>To play quavers on tuned percussion</p> <p>To make a tune from the notes of a pentatonic scale</p> <p>To improvise along to a Calypso backing track</p>	<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Beginning to improvise musically within a given style.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Suggesting improvements to others' work, using musical vocabulary.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Improvising coherently within a given style.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>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.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p>	<p>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</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</p> <p>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.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p>

				Performing with accuracy and fluency from graphic and staff notation and from their own notation.				
Vocabulary	Calypso Timbre Semibreve Minim Crotchet Quavers Pentatonic scale	<table><tr><td>agogo bateria caixa carnival chocalho composition crescendo cowbell dynamics ensemble features ganza influenced metronome off-beat percussion pulse repique</td><td>rhythm rhythmic break Samba Samba breaks structure surdo syncopated rhythms tamborim texture unison untuned percussion</td></tr></table>	agogo bateria caixa carnival chocalho composition crescendo cowbell dynamics ensemble features ganza influenced metronome off-beat percussion pulse repique	rhythm rhythmic break Samba Samba breaks structure surdo syncopated rhythms tamborim texture unison untuned percussion	Blues chord 12-bar Blues bar scale Blues scale bent notes ascending scale descending scale improvisation	<table><tr><td>3/4 time 4/4 time accidentals body percussion diaphragm legato motif orchestra percussion phrases pitch</td><td>pizzicato pulse quaver rhythm rhythmic elements section semi-quaver staccato tempo theme TIKI-TIKI, TI-TIKI, TIKI-TI translate variations vocal line woodwind</td></tr></table>	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
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	Unit 4							
	Pentatonic Melodies & Composition	Changes in Pitch, tempo & dynamics – The Rivers	South & West Africa	Composing and Performing a Leavers Song				
National Curriculum	<ul style="list-style-type: none">Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionImprovise and compose music for a range of purposes using the inter-related dimensions of musicListen with attention to detail and recall sounds with increasing aural memoryUse and understand staff and other musical notationsAppreciate and understand a wide range of high-quality live and recorded music drawn from	<ul style="list-style-type: none">Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionImprovise and compose music for a range of purposes using the inter-related dimensions of musicListen with attention to detail and recall sounds with increasing aural memoryUse and understand staff and other musical notationsAppreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<ul style="list-style-type: none">Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionImprovise and compose music for a range of purposes using the inter-related dimensions of musicListen with attention to detail and recall sounds with increasing aural memoryUse and understand staff and other musical notationsAppreciate and understand a wide range of high-quality live and recorded music drawn from	<ul style="list-style-type: none">Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionImprovise and compose music for a range of purposes using the inter-related dimensions of musicListen with attention to detail and recall sounds with increasing aural memoryUse and understand staff and other musical notationsAppreciate and understand a wide range of high-quality live and recorded music drawn from				

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Knowledge	<p>To know that the word ‘crescendo’ means a sound getting gradually louder.</p> <p>To know that some traditional music around the world is based on five notes called a ‘pentatonic’ scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>To know that when you sing without accompaniment it is called ‘A Cappella’.</p> <p>To know that harmony means playing two notes at the same time that usually sound good together.</p> <p>To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To know that ‘performance directions’ are words added to musical notation to tell the performers how to play.</p>	<p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p> <p>To know that ‘The Click Song’ is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that poly-rhythms means many rhythms played at once.</p>	
Skills	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others’ work.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion and looping.</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p> <p>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.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work.</p> <p>Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>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.</p> <p>Using staff notation to record rhythms and melodies.</p>	<p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others’ work, using musical vocabulary.</p> <p>Singing songs in two or more secure parts</p>

	Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.	Singing and playing in time with peers with accuracy and awareness of their part in the group performance.		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 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			
Vocabulary	tempo crescendo dynamics timbre duration	a cappella breathing dynamics harmony listen texture tempo ostinato percussion layer	a cappella call and response dynamics performance chord improvisation ostinato break poly-rhythms master drummer syncopation metronome		<table><tr><td>allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo</td><td>lyrics melody mood musical features notation piano poetic structure repetitive rhyme ritardando tempo sequence stave notation upbeat verse</td></tr></table>	allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo	lyrics melody mood musical features notation piano poetic structure repetitive rhyme ritardando tempo sequence stave notation upbeat verse
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