

<b>Prior KS1 Knowledge</b>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically	Listen with concentration and understanding to a range of high-quality live and recorded music	Experiment with, create, select and combine sounds using the inter-related dimensions of music.
----------------------------	--	--	--	---

<b>Year 3</b>	<b>Developing Singing Technique (Vikings)</b>	<b>Pentatonic Melodies &amp; Composition (Chinese New Year)</b>	<b>Traditional Instruments &amp; Improvisation (India)</b>	<b>Ballads</b>
	Pulse, Duration, Dynamics, Tempo, Notation	Duration, Dynamics, Tempo, Timbre, Notation	Pitch, Tempo, Dynamics, Notation	Dynamics, Structure
	Develop singing technique by learning to keep in time. Develop their musical notation and rhythm, culminating in a group performance of a song with actions.  <ol style="list-style-type: none"> <li>To sing in time with others</li> <li>To sing in time with others</li> <li>To recognise simple rhythmic notation by ear and by sight</li> <li>To use simple rhythmic notation to compose a Viking battle song</li> <li>To perform music with confidence and discipline</li> </ol>	Revise key musical terminology, play and create pentatonic melodies. Compose a piece of music in a group using layered melodies and finally perform their finished pieces.  <ol style="list-style-type: none"> <li>To learn about the music used to celebrate the Chinese New Year festival</li> <li>To play a pentatonic melody</li> <li>To write and perform a pentatonic melody</li> <li>To perform a group composition</li> <li>To perform a piece of music as a group</li> </ol>	Listen to a range of examples of music from India. Identify traditional instruments as well as creating their own improvisations and performing as a class.  <ol style="list-style-type: none"> <li>To explain an opinion of Indian music</li> <li>To be able to improvise using given notes</li> <li>To be able to improvise using given notes</li> <li>To create a piece of music using a drone, rag and tal</li> <li>To perform a piece of music using musical notation</li> </ol>	Understand what ballads are. Identify a ballad's features and how to convey different emotions when performing them. Turn vocabulary into lyrics by incorporating rhyming words and following the structure of a traditional ballad.  <ol style="list-style-type: none"> <li>To sing a ballad and explain what it is</li> <li>To be able to perform a ballad with an understanding of style</li> <li>To understand that ballads tell a story</li> <li>To be able to write lyrics for a ballad</li> <li>To take part in a group performance</li> </ol>
<b>Year 4</b>	<b>Body &amp; Tuned Percussion (Rainforests)</b>	<b>Samba &amp; Carnival Sounds &amp; Instruments</b>	<b>Adapting &amp; Transposing Motifs (Romans)</b>	<b>Changes in Pitch, Tempo &amp; Dynamics (Rivers)</b>
	Pitch, Dynamics, Tempo, Texture	Pulse, Dynamics, Texture, Structure	Pulse, Pitch, Tempo, Notation	Pitch, Dynamics, Tempo, Texture, Notation
	Explore the rainforest through music. Use a mixture of body percussion and tuned percussion instruments. Pupils create their own rhythms of the rainforest, layer by layer.  <ol style="list-style-type: none"> <li>To identify structure and texture in music</li> <li>To use body percussion</li> <li>To create musical rhythms using body percussion</li> <li>To create simple tunes</li> <li>To build and improve a composition</li> </ol>	Introduce samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.  <ol style="list-style-type: none"> <li>To recognise and identify the main features of samba music</li> <li>To understand and play syncopated rhythms</li> <li>To play syncopated rhythms as part of a group</li> <li>To compose a basic rhythmic break</li> <li>To perform rhythmic breaks within the samba piece</li> </ol>	Draw upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.  <ol style="list-style-type: none"> <li>To sing in tune and in time</li> <li>To understand what a musical motif is</li> <li>To compose and notate a motif</li> <li>To develop and transpose a musical motif</li> <li>To combine and perform different versions of a musical motif</li> </ol>	Represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.  <ol style="list-style-type: none"> <li>To sing in two parts using expression and dynamics</li> <li>To recognise key elements of music</li> <li>To perform a vocal ostinato</li> <li>To create and perform an ostinato</li> <li>To improve and perform a piece of music based around ostinatos</li> </ol>
<b>Year 5</b>	<b>Composition Notation (Ancient Egypt)</b>	<b>Blues</b>	<b>Composition to Represent the Festival of Colour (Holi festival)</b>	<b>Traditional Songs (South and West Africa)</b>
	Pitch, Tempo, Notation	Pitch, Notation	Pitch, Tempo, Timbre, Texture	Pulse, Dynamics, Tempo
	Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their composition.  <ol style="list-style-type: none"> <li>To sing with accuracy, fluency, control, and expression</li> <li>To explore and use different forms of notation</li> <li>To understand note length</li> <li>To read simple pitch notation</li> <li>To use hieroglyphs and stave notation to write a piece of music</li> </ol>	Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose.  <ol style="list-style-type: none"> <li>To know the key features of Blues music</li> <li>To play the first line of the 12-bar Blues</li> <li>To be able to play the 12-bar Blues</li> <li>To be able to play the Blues scale</li> <li>To be able to improvise with notes from the Blues scale</li> </ol>	Explore the association between music, sounds and colour building up to composing and performing their own musical composition.  <ol style="list-style-type: none"> <li>To understand that music can be represented with colours</li> <li>To represent a piece of music as a graphic score</li> <li>To create a vocal composition based on a picture</li> <li>To create a piece of music inspired by a single colour</li> <li>To work as a group to perform a piece of music</li> </ol>	Learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe.  <ol style="list-style-type: none"> <li>To sing a traditional African song unaccompanied</li> <li>To use tuned percussion to play a chord progression</li> <li>To use vocals or tuned percussion to perform a piece of music as an ensemble</li> <li>To play call and response rhythms using percussion instruments</li> <li>To create an eight beat break to play within a performance</li> </ol>

Year 6	Advanced Rhythms	Theme & Variations (Pop art)	Dynamics, Pitch & Texture (Fingal's Cave)	Composing & Performing Leavers' Song
	Duration, Notation	Pitch, Tempo	Pitch, Dynamics, Texture, Notation	Dynamics, Tempo, Structure, Notation
	<p>Explore rhythmic patterns in order to build the sense of pulse and use this understanding to create a composition</p> <ol style="list-style-type: none"> <li>To develop an understanding of the Kodaly music method</li> <li>To strengthen the feeling of pulse when working with rhythmic patterns</li> <li>To explore rhythmic patterns in order to build the sense of pulse</li> <li>To use knowledge of rhythm to create own composition</li> <li>To use knowledge of rhythmic notation to notate own composition</li> </ol>	<p>Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p> <ol style="list-style-type: none"> <li>To explore the musical concept of theme and variations</li> <li>To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'</li> <li>To use complex rhythms to be able to perform a theme</li> <li>To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time</li> <li>To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time</li> </ol>	<p>Appraise the work of Mendelssohn and further developing the skills of improvisation and composition</p> <ol style="list-style-type: none"> <li>To appraise the work of a classical composer (Felix Mendelssohn)</li> <li>To improvise as a group, using dynamics and pitch</li> <li>To improvise as a group, using texture</li> <li>To use knowledge of dynamics, texture and pitch to create a group composition</li> <li>To use teamwork to create a group composition featuring changes in texture, dynamics and pitch</li> </ol>	<p>Create lyrics, chorus &amp; verses for leavers' song exploring concept of the 4 chord backing track and composing melodies.</p> <ol style="list-style-type: none"> <li>To listen to and describe music</li> <li>To write lyrics for a song</li> <li>To organise lyrics into a song structure</li> <li>To use vocal improvisation and known melodies against a backing track</li> <li>To compose a melody</li> <li>To compose a verse melody</li> </ol>

## Development of Musical Dimensions

	Year 3	Year 4	Year 5	Year 6
<b>Pitch</b>	Group of pitches is called a 'key' & pentatonic melodies.	Bass lines (lowest pitch), glissando (sliding effect), transposing (changing key).	Minor key (sad), major chords (happy) & bent notes (varying in pitch).	Major (happy) & minor (sad) key signatures & adapting pitch in melodies.
<b>Duration</b>	Notes are worth different durations & crotchets are 1 beat.	Notes played at correct duration & correct speed.	Repeating symbols on a graphic score.	Rests in written music helps play rhythms
<b>Dynamics</b>	Crescendo (sound getting gradually louder).	Changing the dynamics can change the texture.	Varying effects can be made using only your voice.	Melodies can be adapted by changing dynamics.
<b>Tempo</b>	Develop techniques to stay in time whilst singing.	Playing in time, together and at the same speed.	Varying effects can be created using only voice.	Melodies can be adapted by changing tempo.
<b>Timbre</b>	The way instruments are played affect the mood and style.	Grouping instruments by timbre creates contrasting textures.	Human voices have individual timbres that can be adapted	Timbre can be known as tone colour.
<b>Texture</b>	Music around the word consists of more than one layer.	Harmony is playing two different notes at same time.	Layering of chords & poly-rhythms.	Counter melodies use different rhythms & complementary notes.
<b>Structure</b>	Music from different places often have different structures.	Ostinatos (repeating pattern) & motifs used in music.	Loops (repeated rhythms) & specific sequences of music.	Chord progression, theme (main melodies) & variations.
<b>Notation</b>	How note symbols look and their position to play.	Performance directions added to notation.	Know that spaces and lines on staff notation represent pitch.	Difference between graphic & staff notation.