



## Music - Curriculum Overview

Year	Subject specific Vocabulary	'The Greats'	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	loud quiet fast slow pat shake names of instruments -claves tambourine bells shakers drums beater triangle maracas cabasa		<p><b><u>Communication and Language:</u></b></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Sing a large repertoire of songs</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> </ul> <p><b><u>Expressive Arts and Design:</u></b></p> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds</li> <li>Respond to what they have heard, expressing their thoughts and feelings</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match')</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Play instruments with increasing control to express their feelings and ideas</li> </ul> <p><b><u>Physical development:</u></b></p> <p><b>Gross motor skills</b></p> <ul style="list-style-type: none"> <li>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li> </ul>					
Reception	drum cymbals maraca tambourine claves castanet beat perform		<p><b><u>Communication and Language:</u></b></p> <p><b>Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>Learn rhymes, poems and songs</li> </ul> <p><b><u>Expressive Arts and Design:</u></b></p> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Listen attentively, move to &amp; talk about music, expressing their feelings &amp; responses</li> <li>Watch &amp; talk about dance &amp; performance art, expressing their feelings &amp; responses</li> <li>Sing in a group or on their own, increasingly matching the pitch &amp; following the melody</li> </ul>				<p><b><u>Expressive Arts and Design (ELG):</u></b></p> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul>	



			<ul style="list-style-type: none"> <li>• Develop storylines in their pretend play</li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> </ul>		
	<p><u>Key stage 1</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- play tuned and untuned instruments musically</li> <li>- listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><u>Key stage 2</u> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- listen with attention to detail and recall sounds with increasing aural memory</li> <li>- use and understand staff and other musical notations</li> <li>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- develop an understanding of the history of music.</li> </ul>				
<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>-Pulse</li> <li>-Rhythm</li> <li>-Pitch</li> <li>-Percussion instruments</li> </ul>	<p>Edvard Grieg Tchaikovsky Camille Saint Saens George Bizet Johann Strauss Khachaturian</p>	<p><u>Topic 1: Finding your voice</u> <u>Topic 2: Sounds interesting &amp; Exploring sounds</u></p> <ul style="list-style-type: none"> <li>-Explore making different basic sounds with the voice</li> <li>-Show a basic understanding of pulse.</li> <li>-Begin to sing in tune using melodies that move mainly by step and include small intervals.</li> <li>- Say words/rhymes create simple rhythmic patterns</li> </ul>	<p><u>Topic 1: The long and the short of it &amp; Exploring duration</u> <u>Topic 2: Feel the pulse &amp; Exploring pulse and rhythm</u></p> <ul style="list-style-type: none"> <li>-Explore making different sounds with instruments.</li> <li>-Show an understanding of pulse</li> <li>-Sing and chant songs and rhymes in unison.</li> <li>-Clap/play to create simple rhythmic patterns.</li> <li>-Make a piece of music to illustrate a character or mood.</li> </ul>	<p><u>Topic 1: Taking off</u> <u>Exploring pitch</u> <u>Topic 2: What's the score?</u> <u>Exploring instruments and symbols</u></p> <ul style="list-style-type: none"> <li>-Start and stop at the appropriate time.</li> <li>-Follow a leader when performing as a group.</li> <li>- Add sound effects to a story.</li> <li>- Understand simple graphic notation - one sign for a sound or group of sounds.</li> </ul>



<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>-Phrase /Patterns</li> <li>-Dynamics</li> <li>-Tempo</li> <li>-Melody</li> <li>-Composer</li> <li>-woodwind/brass/strings</li> <li>-orchestra</li> <li>-conductor</li> <li>-timbre</li> </ul>	<p>Claude Debussy Johann Pachelbel Benjamin Britten Alan Menken – Disney film music (Pocahontas, Aladdin, Hercules, Tangled, Enchanted, Little Mermaid etc)</p>	<p><u>Topic 1 Sing clap and play</u> <u>Topic 2: Rain, rain, go away</u></p> <ul style="list-style-type: none"> <li>-Perform a simple melody using voice</li> <li>-Perform with a basic sense of pulse.</li> <li>-Start to understand the difference between pulse and rhythm.</li> <li>-Develop an awareness of diction when singing.</li> <li>-Play simple rhythms. -Autumn + summer</li> <li>-Sing in tune within a limited pitch range up to an octave.</li> <li>-Improvise a rhythm/sound over a given number of beats Begin to recognise how music will fit a topic/theme.</li> <li>-Experiment with different timbres to create effects.</li> <li>-Begin to recognise the sounds of different instruments (timbre)</li> <li>-Sing and recognise simple melodic shapes and patterns. (remove simple for spring, more complicated for Summer)</li> <li>-Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>-Talk about own and peers' work and make simple suggestions for improvement.</li> <li>Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</li> </ul>	<p><u>Topic 1: From rectangles to rhythm</u> <u>Topic 2: Peter and the Wolf</u></p> <ul style="list-style-type: none"> <li>-Perform a simple melody using instruments.</li> <li>-Perform with a stronger sense of pulse</li> <li>-A stronger sense of an awareness of diction with singing,</li> <li>-Play simple rhythms.</li> <li>-Sing in tune within a limited pitch range up to an octave.</li> <li>-Begin to recognise how music will fit a topic/theme.</li> <li>-Combine different timbres to create effects.</li> <li>-Begin to understand how instrumental sounds are produced.</li> <li>-Sing and recognise melodic shapes and patterns.</li> <li>-Take a lead in activities that involve imitation or call and response.</li> <li>-Talk about own and peers' work and make simple suggestions for improvement.</li> <li>Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</li> <li>Begin to understand how composers can create stories with musical sounds and effects.</li> </ul>	<p><u>Topic 1: Animal magic</u> <u>Topic 2: Salt, Pepper vinegar, mustard</u></p> <ul style="list-style-type: none"> <li>-Perform, demonstrating use of dynamics, pitch and tempo.</li> <li>-Perform with a stronger sense of pulse</li> <li>-Sing/chant in unison &amp; with a simple second part</li> <li>-A stronger sense of an awareness of diction with singing</li> <li>-As part of a group, maintain an ostinato/drone with the voice or on instruments.</li> <li>-Play simple rhythms.</li> <li>-Sing in tune within a limited pitch range up to an octave.</li> <li>-Use simple pitch and rhythm patterns to develop a structure for a short piece.</li> <li>-Begin to recognise how music will fit a topic/theme.</li> <li>-Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition.</li> <li>Understand that music can be notated in different ways.</li> <li>-Begin to understand how instrumental sounds are produced.</li> <li>-Sing and recognise more complicated melodic shapes and patterns.</li> <li>-Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>-Talk about own and peers' work and make simple suggestions for improvement.</li> <li>Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</li> </ul>
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<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>-Articulation</li> <li>-Improvise</li> <li>-Graphic score</li> <li>-Notation</li> <li>-Verse / chorus</li> <li>-Scale</li> <li>-Soundscape</li> <li>-Pentatonic</li> <li>-Repetition</li> <li>-stave</li> <li>-soundscape</li> <li>-structure</li> <li>binary/ternary/drone</li> <li>-pentatonic</li> <li>-woodwind, brass, strings</li> </ul>	<p>Saint Saens Johann Sebastian Bach Sergei Prokofiev Lin Manuel Miranda Moana, In the heights, Hamilton Traditional music from the far east</p>	<p><u>Topic 1: The class orchestra</u> <u>Topic 2: Christmas production</u> <u>Vocal skills</u></p> <ul style="list-style-type: none"> <li>-Play a simple melody with a limited technical control of the instrument/voice to create a pleasing sound.</li> <li>-Perform, demonstrating changes in dynamics, pitch, tempo and articulation.</li> <li>-Demonstrate the difference between pulse and rhythm.</li> <li>-Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</li> <li>-Understand and respond to visual cues for starting and stopping.</li> <li>-Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</li> <li>-Make four-bar rhythms in groups, pairs or individually.</li> <li>-Recognise and describe how sounds are made on different instruments.</li> <li>-Sing and recognise short melodic shapes and rhythmic patterns from memory.</li> <li>-Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>-Make constructive comments on own and others' music to develop compositions and performances.</li> <li>-Make simple connections and comparisons with music being listened to and own compositions and performances.</li> <li>-Begin to recognise how composers use the inter-related</li> </ul>	<p><u>Topic 1: Young Persons' guide to the orchestra</u> <u>Topic 2:Dragon Scales</u></p> <ul style="list-style-type: none"> <li>-Play a simple melody with a technical control of the instrument/voice to create a pleasing sound.</li> <li>-Perform, demonstrating changes in dynamics, pitch, tempo and articulation.</li> <li>-Demonstrate the difference between pulse and rhythm.</li> <li>-Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</li> <li>-Understand and respond to visual cues for starting and stopping.</li> <li>-Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</li> <li>-Sing rhythmically using a limited range of notes of approximately an octave with increased control.</li> <li>-Improvise with increasing confidence. (e.g. using 2 - 3 notes).</li> <li>-Understand how changes in pitch can be shown on a graphic score.</li> <li>-Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</li> <li>-Recognise and describe how sounds are made on different instruments.</li> <li>-Sing and recognise short melodic shapes and rhythmic patterns from memory.</li> <li>-Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> </ul>	<p><u>Topic 1: Painting with sound</u> <u>Topic 2: UK -Songs from the British Isles</u></p> <ul style="list-style-type: none"> <li>-Play a simple melody with a technical control of the instrument/voice to create a pleasing sound.</li> <li>-Perform, demonstrating changes in dynamics, pitch, tempo and articulation.</li> <li>-Demonstrate the difference between pulse and rhythm.</li> <li>-Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</li> <li>-Understand and respond to visual cues for starting and stopping.</li> <li>-Can direct others to start and stop using gestures.</li> <li>-Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control. + Summer</li> <li>-Sing rhythmically using a limited range of notes of approximately an octave with increased control.</li> <li>-Contribute to a group composition which has a definite start, performance and finish and playing own part.</li> <li>-Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre.</li> <li>-Understand graphic scores and how more than one sound can play at a time.</li> <li>-Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve.</li> <li>-Can direct others to start and stop using gestures.</li> <li>-Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</li> <li>-Recognise and describe how sounds are made on different instruments.</li> </ul>
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			<p>dimensions of music to create effects and mood.</p>	<ul style="list-style-type: none"> <li>-Make constructive comments on own and others' music to develop compositions and performances.</li> <li>-Make connections and comparisons with music being listened to and own compositions and performances.</li> <li>-Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</li> <li>-Recognise and identify instrumental families aurally.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing and recognise short melodic shapes and rhythmic patterns from memory.</li> <li>-Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>-Make constructive comments on own and others' music to develop compositions and performances.</li> <li>-Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</li> <li>-Recognise different metres (e.g. 3 time and 4 time).</li> </ul>
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>-Ostinato</li> <li>-Metre/beats in a bar</li> <li>-Repetition</li> <li>-dynamics</li> </ul>	<p>National Anthems of Europe Henry VIII Renaissance music Mozart Ludwig Van Beethoven</p>	<p><u>Topic 1: Play it again</u> <u>Topic 2: Christmas production</u> <u>Vocal skills</u></p> <ul style="list-style-type: none"> <li>-Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</li> <li>-Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</li> <li>-Improvise with increasing confidence (e.g. using 2 - 3 notes).</li> <li>Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre.</li> </ul>	<p><u>Topic 1: Whole class Glockenspiel</u> <u>Topic 2: Whole class Glockenspiel</u></p> <ul style="list-style-type: none"> <li>-Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</li> <li>-Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>-Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</li> <li>-Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</li> <li>-Improvise with increasing confidence (e.g. using 2 - 3 notes).</li> <li>-Can add own words to an existing tune to make a new song</li> <li>-Recognise and describe how sounds are made and changed on different instruments and how this groups</li> </ul>	<p><u>Topic 1: Boomwhackers</u> <u>Rhythmic notation</u> <u>Topic 2: Louder and softer</u></p> <ul style="list-style-type: none"> <li>-Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</li> <li>-Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>-Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve,</li> <li>-Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</li> <li>-Improvise with increasing confidence (e.g. using 2 - 3 notes).</li> <li>-Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures.</li> <li>-Begin to show an awareness of how changes in pitch can be shown on a stave.</li> </ul>



			<ul style="list-style-type: none"> <li>-Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.</li> <li>-Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</li> <li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>-Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</li> <li>-Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>-Ask questions about music in other cultures and traditions.</li> <li>-Construct a piece with a simple structure (e.g. Binary or Ternary).</li> </ul>	<ul style="list-style-type: none"> <li>them into different instrumental families.</li> <li>-Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</li> <li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>-Recognise different metres (e.g. 2, 3 or 4 time).</li> <li>-Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</li> <li>-Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>-Ask questions about music in other cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.</li> <li>-Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</li> <li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>-Make simple connections and comparisons with music being listened to and own compositions and performances.</li> <li>-Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</li> <li>-Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</li> <li>-Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>-Ask questions about music in other cultures and traditions.</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>-Crotchet / quaver/minim/semibreve/rest</li> <li>-Sequence</li> <li>-Names of notes</li> <li>-Round/cannon/rondo</li> <li>-lyrics</li> </ul>	<p>Edward Elgar Vaughan Williams Gustav Holst Paul Dukas Traditional world music (Asia and Africa) Carl Orff</p>	<p><u>Topic 1: Notation,</u> <u>Topic 2: Christmas at VH</u></p> <ul style="list-style-type: none"> <li>-Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</li> <li>-Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>-Understand and respond to visual cues for starting and</li> </ul>	<p><u>Topic 1: Roundabout</u> <u>Topic 2: Beat boxing and rapping</u></p> <ul style="list-style-type: none"> <li>-Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</li> <li>-Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>-Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</li> </ul>	<p><u>Topic 1: Journey into space</u> <u>Topic 2: Songwriter</u> <u>Exploring lyrics and melody</u></p> <ul style="list-style-type: none"> <li>-Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</li> <li>-Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>-Perform using conventional rhythmic and melodic notation utilising the inter-related dimensions of music.</li> </ul>



			<p>stopping, and/or fading away, tempi, dynamics and articulation.</p> <ul style="list-style-type: none"> <li>-Maintain a third part in vocal or instrumental piece.</li> </ul> <p>Direct others to start and stop using gestures or counting in, setting tempi and dynamics.</p> <ul style="list-style-type: none"> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Recognise and identify instrumental families aurally.</li> <li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>-Compare and discuss differences in performances of the same piece of music.</li> <li>-Recognise a variety of metres.</li> </ul>	<ul style="list-style-type: none"> <li>-Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music.</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.</li> <li>-Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music.</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Recognise and identify instrumental families aurally.</li> <li>-Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation.</li> <li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Is beginning to compose using conventional notation for rhythms and/or pitch.</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Recognise and identify instrumental families aurally and visually.</li> <li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>-Compare and discuss differences in performances of the same piece of music.</li> <li>-Recognise a variety of metres.</li> </ul>
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				<ul style="list-style-type: none"> <li>-Compare and discuss differences in performances of the same piece of music.</li> <li>-Recognise a variety of metres.</li> <li>Improvise with increasing confidence (e.g. using a scale pattern).</li> </ul>	
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>-Conventional notation</li> <li>-dotted minim</li> <li>-variation</li> <li>-diction</li> <li>-cultures and traditions</li> </ul>	<p>Rimsky Korsakov Modest Mussorgsky Glenn Miller Jazz Samba John Williams (Film music)</p>	<p>Topic: <u>Young Voices</u></p> <ul style="list-style-type: none"> <li>-When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>-Use the interrelated dimensions of music when singing and playing.</li> <li>-Maintain a third part in a vocal or instrumental piece.</li> <li>-Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</li> <li>-Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</li> <li>-Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</li> <li>-Memorise more complex rhythmic and melodic patterns and match to conventional notation.</li> </ul>	<p><u>Topic 1: Young Voices</u> <u>Topic 2: Jungle Daybreak</u></p> <ul style="list-style-type: none"> <li>-When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>-Use the interrelated dimensions of music when singing and playing.</li> <li>-Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</li> <li>-Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</li> <li>-Improvise with increasing confidence. (e.g. using a scale pattern).</li> <li>-Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music.</li> <li>-Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</li> <li>-Memorise more complex rhythmic and melodic patterns and match to conventional notation.</li> </ul>	<p><u>Topic 1: The commission</u> <u>Topic 2: Leavers' assembly Vocal skills</u></p> <ul style="list-style-type: none"> <li>-When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>-Use the interrelated dimensions of music when singing and playing.</li> <li>-Perform using conventional rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations.</li> <li>-Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</li> <li>-Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</li> <li>-Improvise with increasing confidence. (e.g. using a scale pattern).</li> <li>-Notate compositions using a variety of methods, incorporating the inter-related</li> <li>Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</li> <li>-Memorise more complex rhythmic and melodic patterns and match to conventional notation.</li> </ul>



			<ul style="list-style-type: none"><li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li><li>-Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</li><li>-Memorise more complex rhythmic and melodic patterns and match to conventional notation.</li><li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li><li>-Recognise a variety of metres.</li><li>-Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</li><li>-Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</li><li>-Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</li></ul>	<ul style="list-style-type: none"><li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li><li>-Recognise a variety of metres.</li><li>-Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</li><li>-Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</li><li>-Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</li></ul>	<ul style="list-style-type: none"><li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li><li>-Compare and discuss differences in performances of the same piece of music.</li><li>Recognise a variety of metres.</li><li>-Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</li><li>-Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</li><li>-Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</li></ul>
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