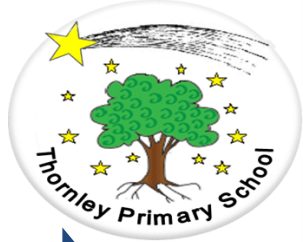


In Music, children will know and remember...



A1 – Advanced Rhythms

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 Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972.
To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.
To know that a quaver is worth half a beat.

A2 – Dynamics, pitch and texture

To know that the conductor beats time to help the performers work together.
To understand that improvisation means making up music 'on the spot'.
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 timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.

Sp1 – Songs of WW2

To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.
To know that the Solfa syllables represent the pitches in an octave.
A 'counter-subject' or 'counter-melody' provides contrast to the main melody.
To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

Sp2 – Film Music

To know that a film soundtrack includes the background music and any songs in a film.
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 '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'.

Sm1 – Theme and Variations

To know that a 'theme' is a main melody in a piece of music.
To know that 'variations' in music are when a main melody is changed in some way throughout the piece.
To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.
To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.

Sm2 – Composing and performing

To know that a chord progression is a sequence of chords that repeats throughout a song.
To know that a melody can be adapted by changing its dynamics, pitch or tempo.
To know that chord progressions are represented in music by Roman numerals.
To understand that all types of music notation show note duration..

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Sm2 – Samba and Carnival sounds and instruments

To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.
To know that choreography means the organisation of steps or moves in a dance.
To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.
To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.

Sm1 – Samba and Carnival sounds and instruments

To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.
To know that a loop is a repeated rhythm or melody, and is another word for ostinato.
To know that remix is music that has been changed, usually so it is suitable for dancing to.
To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.

Sp2 – Samba and Carnival sounds and instruments

To know that a vocal composition is a piece of music created only using voices.
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 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 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.
To know that a vocal composition is a piece of music created only using voices.

Sp1 – Samba and Carnival sounds and instruments

To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.
To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.
To understand that major chords create a bright, happy sound.
To know that poly-rhythms means many rhythms played at once.
To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.

A2 – Samba and Carnival sounds and instruments

To understand that a chord is the layering of several pitches played at the same time.
To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.
To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.
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 a chord is the layering of several pitches played at the same time.

A1 – Samba and Carnival sounds and instruments

To know that simple pictures can be used to represent the structure (organisation) of music.
To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.
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 simple pictures can be used to represent the structure (organisation) of music.

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A1 – Body and Tuned Percussion

To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.
To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.
To know that a 'loop' in music is a repeated melody or rhythm.
To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.

A2 – Rock and Roll

To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.
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 playing in time means all performers playing together at the same speed.
To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.

Sp1 – Changes in pitch, tempo and dynamics

To know that when you sing without accompaniment it is called 'A Capella'.
To understand that harmony means playing two notes at the same time, which usually sound good together.
An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.
To know that 'performance directions' are words added to music notation to tell the performers how to play.

Sp2 – Haiku Music and Performance

To know that a glissando in music means a sliding effect played on instruments or made by your voice.
To know that expressive language (like a poem) can be used as inspiration for composing music.
To understand that both instruments and voices can create audio effects that describe something you can see.
To know that grouping instruments according to their timbre can create contrasting 'textures' in music.

Sm1 – Samba and Carnival sounds and instruments

To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.
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.
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.

Sm2 – Adapting and transposing motifs

To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).
To know that 'transposing' a melody means changing its key, making it higher or lower pitched.
To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.

Year
4

Sm2 – Traditional Instruments (improvisation)

To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.
To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.
To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'.
To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.
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.

Sm1 – Jazz

To understand that 'syncopation' means a rhythm that is played off the natural beat.
To know that Ragtime is piano music that uses syncopation and a fast tempo.
To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.
To know that 'scat singing' is using made-up words to create the sound of an instrument playing.

Sp2 – Pentatonic Melodies and Composition

To know that the word 'crescendo' means a sound getting gradually louder.
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.

Sp1 – Developing Singing Technique

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 different notes have different durations, and that crotchets are worth one whole beat.
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 written music tells you how long to play a note for.

A2 – Creating Compositions

To understand that the timbre of instruments played affect the mood and style of a piece of music.
To know that an ensemble is a group of musicians who perform together.
To know that to perform well, it is important to listen to the other members of your ensemble.

A1 – Ballads

To know that a ballad tells a story through song.
To know that lyrics are the words of a song. To know that in a ballad, a 'stanza' is a verse.

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A2 – Orchestral Instruments

To know that musical instruments can be used to create 'real life' sound effects.
To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.
To know that stringed instruments, like violins, make a sound when their strings vibrate.
To know that a brass instrument is played by vibrating your lips against the mouthpiece.
To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.

Sp2 – Dynamics, timbre, tempo and motifs

To know that a 'soundscape' is a landscape created using only sounds.
To know that a composer is someone who creates music and writes it down.
To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.

Sm2 – Myths and Legends

To know that a graphic score can show a picture of the structure of music.
To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.

Year
2

A1 – West African Call and Response

To know that dynamics can change the effect a sound has on the audience.
To know that the long and short sounds of a spoken phrase can be represented by a rhythm.
To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.
To understand that the tempo of a musical phrase can be changed to achieve a different effect.
To understand that an instrument can be matched to an animal noise based on its timbre.

Sp1 – Musical Me

To understand that 'melody' means a tune.
To know that 'notation' means writing music down so that someone else can play it.
To understand that 'accompaniment' can mean playing instruments along with a song.
To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.

Sm1 – On this Island (Songs and sounds)

To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.
To know that 'duration' means how long a note, phrase or whole piece of music lasts.
To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.

Sm2 – Celebration Music

To know that dynamics can change how someone listening feels about music.
To know that your voice can be used as a musical instrument.
To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.
To understand that music can be represented by pictures or symbols.

Sm1 – Pitch and Tempo

To understand that tempo can be used to represent mood or help tell a story.
To understand that 'tuned' instruments play more than one pitch of notes.
To know that following a leader when we perform helps everyone play together accurately.

Year
1

Sp2 – Timbre and Rhythmic Patterns

To know that an instrument or rhythm pattern can represent a character in a story.
To know that my voice can create different timbres to help tell a story.
To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.

Sp1 – Musical Vocabulary

To understand that pitch means how high or low a note sounds.
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 music has layers called 'texture'.

A2 – Classical Music, dynamics and tempo

To understand that sounds can be adapted to change their mood, eg through dynamics or tempo.
To know that sounds can help tell a story.
To know that tempo is the speed of the music.
To know that dynamics means how loud or soft a sound is.

A1 – Pulse and Rhythm

To know that rhythm means a pattern of long and short notes.
To know that pulse is the regular beat that goes through music.
To understand that the pulse of music can get faster or slower.
To know that a piece of music can have more than one section, eg a verse and a chorus.

Sm2 – Musical Stories

To know that an orchestra is a big group of people playing a variety of instruments together.
To know that music often has more than one instrument being played at a time.
To understand that performing means playing a finished piece of music for an audience.

Sm1 – Musical Stories

To understand that a piece of music can tell a story with sounds.
To know that different instruments can sound like a particular character.
To understand what 'high' and 'low' notes are.

Sp2 – Music and Movement

To know that the beat is the steady pulse of a song.
To know that tempo is the speed of the music.
To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.
To know that signals can tell us when to start or stop playing.

Sp1 - Exploring Sound

To understand how to listen carefully and talk about what I hear.
To know that sounds can be copied by my voice, body percussion and instruments.
To understand that instruments can be played loudly or softly.
To know that music often has more than one instrument being played at a time.

A2 - Celebration Music

To know that there are special songs we can sing to celebrate events.
To understand that my voice or an instrument can match an action in a song.
To know that moving to music can be part of a celebration.
To recognise that different sounds can be long or short.
To recognise music that is 'fast' or 'slow'.

EYFS