



Our Global Explorer Curriculum

St Nicholas Primary

Music Progression Grid

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
 - Very good awareness and appreciation of different musical traditions and genres.
 - An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
 - The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
 - A passion for and commitment to a diverse range of musical activities.

National Curriculum

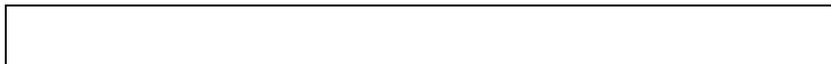
EYFS	Key Stage One	Key Stage Two
<p>Expressive Arts and Design:</p> <p>ELG – Being imaginative and expressive</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<p>Use their voices expressively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Make and combine sounds using the inter-related dimensions of music. 	<p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> <ul style="list-style-type: none"> • Improvise and compose music using the inter-related dimensions of music separately and in combination. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand the basics of the stave and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music.

Key Concepts

Singing/Perform	Listening	Composing	Musicianship
This concept involves understanding that music is created to be performed.	This concept involves appreciating that music is created through a process which has a number of techniques.	This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	This concept involves appreciating the features and effectiveness of musical elements.

Key Concepts	Reception
Sing/Perform	<p>Term 1 - Me!</p> <p>Term 2 - My Stories</p> <p>Term 3 - Everyone!</p> <p>Term 4 - Our World</p> <p>Term 5 - Big Bear Funk</p> <p>Term 6 -Reflect, Rewind and Replay</p>
To sing along with a pre-recorded song and add actions. To sing along with the backing track.	
Listen	
To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.	
Compose	
Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.	
Musicianship	
Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.	
Vocabulary	
High lyric	
Low nursery rhyme	
Actions	
Pulse	
Instrument	
Glockenspiel	
Sing	
Song	
Perform	

Key Concepts	Year One														
Sing/Perform															
<p>Sing, rap, rhyme, chant and use spoken word. Sing songs from memory. Demonstrate good singing posture. Sing in unison. Copy back intervals of an octave and fifth (high/low). Prepare a song to perform. Add actions to a song. Communicate the meaning of the song.</p>	<p>Term 1 - Introducing Beat - How can we make friends when we sing together?</p> <p>Term 2 - Adding Rhythm and Pitch - How does music tell stories about the past?</p>														
Listen															
<p>Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments Describe tempos as fast or slow Describe dynamics as loud and quiet Begin to understand where music fits in the world Begin to understand about different styles of music</p>	<p>Term 3 - Introducing Tempo and Dynamics - How does music make the world a better place?</p> <p>Term 4 - Combining Pulse, Rhythm and Pitch - How does music help us understand our neighbours?</p> <p>Term 5 - Having Fun with Improvisation - What songs can we sing to help us through the day?</p>														
Compose															
<p>Understand the difference between creating a rhythm pattern and a pitch pattern. Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or soundmakers. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Create a simple melody using crotchets and minims.</p>	<p>Term 6 - Explore Sound and Create a Story - How does music teach us about looking after the planet?</p>														
Musicianship															
<p>Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low.</p>															
<table border="1"> <thead> <tr> <th data-bbox="91 1206 629 1246">Composer Focus:</th> <th data-bbox="629 1206 1281 1246">Vocabulary:</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 1246 629 1286">Holst</td> <td data-bbox="629 1246 1281 1286">Beat piano string</td> </tr> <tr> <td data-bbox="91 1286 629 1326"></td> <td data-bbox="629 1286 1281 1326">Tempo saxophone flute</td> </tr> <tr> <td data-bbox="91 1326 629 1366">Mozart</td> <td data-bbox="629 1326 1281 1366">Note trumpet violin</td> </tr> <tr> <td data-bbox="91 1366 629 1406"></td> <td data-bbox="629 1366 1281 1406">Pitch drums</td> </tr> <tr> <td data-bbox="91 1406 629 1445"></td> <td data-bbox="629 1406 1281 1445">Rhythm keyboard</td> </tr> <tr> <td data-bbox="91 1445 629 1461"></td> <td data-bbox="629 1445 1281 1461">Orchestra tuba</td> </tr> </tbody> </table>	Composer Focus:	Vocabulary:	Holst	Beat piano string		Tempo saxophone flute	Mozart	Note trumpet violin		Pitch drums		Rhythm keyboard		Orchestra tuba	
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Holst	Beat piano string														
	Tempo saxophone flute														
Mozart	Note trumpet violin														
	Pitch drums														
	Rhythm keyboard														
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Key Concepts	Year Two
Sing/Perform	
<p>Sing as part of a choir. Demonstrate good singing posture. Sing songs from memory and/or from notation. Sing to communicate the meaning of the words. Sing in unison and sometimes in parts, and with more pitching accuracy. Understand and follow the leader or conductor. Move confidently to a steady beat. Talk about feelings created by the music/song. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to talk about and understand the style of the music. Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. Talk about what the song means and why it was chosen to share. Talk about the difference between rehearsing a song and performing it</p>	<p>Term 1 – Exploring Simple Patterns – How does music help us to make friends?</p> <p>Term 2 – Focus on Dynamics and Tempo – How does music teach us about our past?</p> <p>Term 3 – Exploring Feelings through Music – How does music make the world a better place?</p> <p>Term 4 – Inventing a Musical Story – How does music teach us about our neighbourhood?</p> <p>Term 5 – Music that Makes you Dance – How does music make us happy?</p>
Listen	
<p>Walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. Move and dance with the music confidently. Talk about how the music makes you feel. Find different steady beats. Describe tempo as fast or slow. Describe dynamics as loud or quiet. Start to talk about the style of a piece of music. Recognise some band and orchestral instruments</p>	<p>Term 6 – Exploring Improvisation – How does music teach us about looking after our planet?</p>
Compose	
<p>Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create a story, choosing and playing classroom instruments. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. Use notation if appropriate: Create a simple melody using crotchets and minims:</p>	

<p>Musicianship</p> <p>Use body percussion, instruments and voices. In the key centres of: C major, G major and A minor. Find and keep a steady beat. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups. Sing short phrases independently.</p>																	
<p>Vocabulary</p> <table border="0"> <tr> <td>Brass</td> <td>dynamics</td> </tr> <tr> <td>Woodwind</td> <td>texture</td> </tr> <tr> <td>Percussion</td> <td>structure</td> </tr> <tr> <td>Conductor</td> <td>harmony</td> </tr> <tr> <td>Jazz</td> <td>melody</td> </tr> <tr> <td>Hip Hop</td> <td>instrumental</td> </tr> <tr> <td>Pop</td> <td>vocal</td> </tr> <tr> <td>Soul</td> <td>riff</td> </tr> </table>	Brass	dynamics	Woodwind	texture	Percussion	structure	Conductor	harmony	Jazz	melody	Hip Hop	instrumental	Pop	vocal	Soul	riff	<p>Composer Focus:</p> <p>Amy Beach</p> <p>Ravel</p>
Brass	dynamics																
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Soul	riff																

<p>Key Concepts</p>	<p style="text-align: center;">Year Three*</p> <p style="text-align: center;">Terms 1 and 2 – Developing Notation Skills - How does music bring us closer together?</p> <p style="text-align: center;">Terms 3 and 4 – Enjoying Improvisation – What stories does music tell us about our past?</p> <p style="text-align: center;">Terms 5 and 6 – Composing Using Your Imagination – How does music make the world a better place?</p>
<p>Sing/Perform</p>	
<p>Sing a widening range of unison songs, of varying styles and structures. Demonstrate good singing posture. Perform actions confidently and in time to a range of action songs. Sing songs from memory and/or from notation. Sing with awareness of following the beat. Sing with attention to clear diction. Sing expressively, with attention to the meaning of the words. Sing in unison. Understand and follow the leader or conductor. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment</p>	
<p>Listen</p> <p>Share your thoughts and feelings about the music together.</p>	

<p>Find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song. Talk about the style of the music.</p>	<p>*Year Three have additional 30 minute recorder lesson weekly, throughout the year with a peripatetic music teacher.</p>												
<p>Compose</p>													
<p>Create music and/or sound effects in response to music and video stimulus. Compose over a simple chord progression. Compose over a simple groove. Compose over a drone. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a simple melody using crotchets, minims and perhaps paired quavers:</p>													
<p>Musicianship</p>													
<p>Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C</p>													
<p>Vocabulary</p> <table border="0"> <tr> <td>Ballad</td> <td>syncopation</td> </tr> <tr> <td>Baroque</td> <td>improvisation</td> </tr> <tr> <td>Country</td> <td>tonality</td> </tr> <tr> <td>Folk</td> <td>time signature</td> </tr> <tr> <td>Disco</td> <td>crotchet</td> </tr> <tr> <td>Minim</td> <td></td> </tr> </table>		Ballad	syncopation	Baroque	improvisation	Country	tonality	Folk	time signature	Disco	crotchet	Minim	
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Minim													

<p>Key Concepts</p>	<p>Year 4/5 Year A</p>
<p>Sing/Perform</p>	<p>Term 1 – Learning More About Musical Styles – How does music make a difference to us every day?</p>
<p>Rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato and legato. Talk about the different styles of singing used for different styles of song. Explain why the song was chosen, including its composer and the historical and cultural context of the song. Communicate the meaning of the words and articulate them clearly. Use the structure of the song to communicate its mood and meaning in the performance. Talk about what the rehearsal and performance has taught the student. Understand how the individual fits within the larger group ensemble.</p>	<p>Term 2 – Interesting Time Signatures – How does music bring us together?</p> <p>Term 3 – Combining Elements to Make Music – How does music connect us with our past?</p> <p>Term 4 – Developing Pulse and Groove through Improvisation – How does music improve our world?</p>
<p>Listen</p>	<p>Terms 5 and 6 – Introducing Chords – How does music teach us about our community?</p>
<p>Talk about the words of a song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Recognise the style of music you are listening to. Discuss the structures of songs. Identify:</p> <ul style="list-style-type: none"> • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music Explain what a main theme is and identify when it is repeated. <p>Know and understand what a musical introduction is and its purpose. Recall by ear memorable phrases heard in the music. Identify major and minor tonality. Recognise the sound and notes of the pentatonic scale by ear and from notation. Describe legato and staccato. Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	

<p>Compose</p>															
<p>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Compose over a simple chord progression. Compose over a groove. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale.</p>															
<p>Musicianship</p>															
<p>Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G</p>															
<p>Vocabulary:</p> <table data-bbox="100 1034 548 1297"> <tr> <td>Chord</td> <td>presto</td> </tr> <tr> <td>Staccato</td> <td>allegro</td> </tr> <tr> <td>Legato</td> <td>key signature</td> </tr> <tr> <td>Quavers</td> <td>reggae</td> </tr> <tr> <td>Semibreves</td> <td>R&B</td> </tr> <tr> <td>Semiquavers</td> <td>major/minor</td> </tr> <tr> <td>Dotted crotchets</td> <td>flat/sharp</td> </tr> </table>	Chord	presto	Staccato	allegro	Legato	key signature	Quavers	reggae	Semibreves	R&B	Semiquavers	major/minor	Dotted crotchets	flat/sharp	<p>Composer Focus:</p> <p>Leonard Bernstein</p> <p>Florence Price</p>
Chord	presto														
Staccato	allegro														
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<p>Key Concepts</p>	<p>Year 4/5 Year B</p>
<p>Sing/Perform</p>	<p>Term 1 – Recognising Different Sounds – How does music connect us with our planet?</p>
<p>Rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato and legato. Talk about the different styles of singing used for different styles of song. Explain why the song was chosen, including its composer and the historical and cultural context of the song. Communicate the meaning of the words and articulate them clearly. Use the structure of the song to communicate its mood and meaning in the performance. Talk about what the rehearsal and performance has taught the student. Understand how the individual fits within the larger group ensemble.</p>	<p>Term 2 – Creating Simple Melodies Together – How does music teach us about our community?</p> <p>Term 3 – Connecting Notes and Feelings – How does music shape our way of life?</p> <p>Term 4 – Purpose, Identity and Expression in Music – How does music connect us with our environment?</p>
<p>Listen</p>	<p>Terms 5 and 6 – Emotions and Music Styles – How does music connect us with our past?</p>
<p>Talk about the words of a song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Recognise the style of music you are listening to. Discuss the structures of songs. Identify:</p> <ul style="list-style-type: none"> • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music Explain what a main theme is and identify when it is repeated. <p>Know and understand what a musical introduction is and its purpose. Recall by ear memorable phrases heard in the music. Identify major and minor tonality. Recognise the sound and notes of the pentatonic scale by ear and from notation. Describe legato and staccato. Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	

<p>Compose</p>															
<p>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Compose over a simple chord progression. Compose over a groove. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale.</p>															
<p>Musicianship</p>															
<p>Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G</p>															
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Chord	adagio														
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Key Concepts	Year 5/6 A
<p>Sing/Perform</p> <p>Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment. Sing syncopated melodic patterns. Demonstrate and maintain good posture and breath control whilst singing. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Lead a singing rehearsal. Talk about the different styles of singing used for the different styles of songs sung in this year. Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p>	<p>Term 1 – Developing Melodic Phrases – How does music bring us together?</p> <p>Term 2 – Understanding Structure and Form – How does music connect us with our past?</p> <p>Term 3 – Exploring Key and Time Signatures – How does music improve our world?</p> <p>Term 4 – Words, Meaning and Expression – How does music shape our way of life?</p> <p>Terms 5 and 6 – Respecting Each Other through Composition – How does music connect us with our environment?</p>
<p>Listen</p> <p>Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing. Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale. Explain the role of a main theme in musical structure. Know and understand what a musical introduction and outro is, and its purpose. Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>	
<p>Compose</p> <p>Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>	

<p>Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p>													
<p>Musicianship</p>													
<p>Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, A minor and D minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p>													
<p>Vocabulary:</p> <table border="0"> <tr> <td>Salsa</td> <td>fortissimo</td> </tr> <tr> <td>Blues</td> <td>mezzo piano</td> </tr> <tr> <td>Bridge</td> <td>mezzo forte</td> </tr> <tr> <td>Accompaniments</td> <td>pianissimo</td> </tr> <tr> <td>Dotted quavers</td> <td></td> </tr> <tr> <td>Triplet quavers</td> <td></td> </tr> </table>	Salsa	fortissimo	Blues	mezzo piano	Bridge	mezzo forte	Accompaniments	pianissimo	Dotted quavers		Triplet quavers		<p>Composer Focus:</p> <p>John Lennon</p> <p>Stravinsky</p>
Salsa	fortissimo												
Blues	mezzo piano												
Bridge	mezzo forte												
Accompaniments	pianissimo												
Dotted quavers													
Triplet quavers													

<p>Key Concepts</p>	<p style="text-align: center;">Year 5/6 B</p> <p style="text-align: center;">Term 1 - Getting Started with Music Tech - How does music bring us together?</p> <p style="text-align: center;">Term 2 - Gaining Confidence Through Performance - How does music improve our world?</p> <p style="text-align: center;">Term 3 - Exploring Notation Further - How does music teach us about our community?</p>
<p>Sing/Perform</p>	
<p>Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment. Sing syncopated melodic patterns. Demonstrate and maintain good posture and breath control whilst singing. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Lead a singing rehearsal. Talk about the different styles of singing used for the different styles of songs sung in this year.</p>	

<p>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p>	<p>Term 4 - Using Chords and Structure – How does music shape our way of life?</p>
<p>Listen</p>	<p>Terms 5 and 6 - Identifying Important Musical Elements – How does music connect us with our environment?</p>
<p>Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing. Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale. Explain the role of a main theme in musical structure. Know and understand what a musical introduction and outro is, and its purpose. Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>	
<p>Compose</p>	
<p>Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p>	
<p>Musicianship</p>	
<p>Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, A minor and D minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation</p>	
<p>Vocabulary:</p>	<p>Composer Focus:</p>

Salsa	fortissimo	Coleridge-Taylor
Blues	mezzo piano	Tchaikovsky
Bridge	mezzo forte	
Accompaniments	pianissimo	
Dotted quavers		
Triplet quavers		