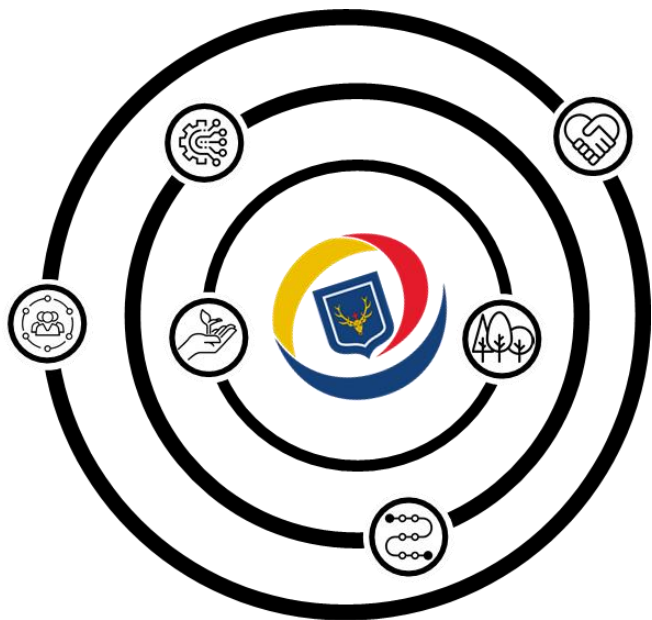


OUR LADY AND ST. HUBERT'S PRIMARY Music Knowledge and Skills Progression



At Our Lady and
St. Hubert's, home,
school and parish
work together,
knowing that God is
with us in all we do.

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Music Curriculum Intent

Our music curriculum will help foster a love of music from different styles, periods and cultures. Children will develop a confidence to perform and express themselves through singing and playing. They will develop an understanding of musical language and ideas and use this to discuss what they hear and compose. Musical vocabulary has been progressively mapped and will be taught in both KS1 and KS2 and children will be expected to use it in their appraising of various types of music and in their self-evaluations. Music is powerful and will be a crucial tool to connect children to their faith and underpin worship across the school.

Implementation of the Music Curriculum

Through the music scheme Kapow, children will be exposed to range of music and have the opportunity to express themselves through compositions, building on a taught progression of musical ideas and skills across their time in school. Where possible, this learning will be linked to the wider learning of the Year group, allowing children to enhance their broad curriculum learning through the medium of music. Kapow has now (2023) developed the structures of their lessons which mirrors the structure of lessons in other broad curriculum areas at OLSH. Each unit starts with a low stakes quiz to assess knowledge, each lesson starts with a recap of prior learning and then the children repeat the initial unit quiz to show what they have learned and to emphasise their progress. Music is often a lesson where children surprise you- children's core academic ability is often irrelevant and this allows **all** children the opportunity to shine. Outcomes are creative, learning often includes paired/group discussions and scaffolding and/or challenges are easily accessible. Singing will be a regular part of school life and children will practise singing and praising together weekly. Children in KS2 will be offered the chance to learn a brass, woodwind, strings or percussion instrument and they also have the chance to join the school choir.

Impact of the Music Curriculum

Children will develop a love and appreciation of a range of music while also learning about the cultures and the ideas explored within the music. Children at Our Lady and St Huberts will be able to express their opinions about their own and others' music, using a developed musical vocabulary- understanding how to describe the music, how the music makes them feel (and why) and identifying key instruments/sounds within it. Through the use of Knowledge Organisers, children will be able to assess their understanding before, during and after the unit; they will self assess against knowledge objectives, skills learned and how they have used the 6Cs in their final performances. Children will also have the opportunity to reflect on what went well and what they found difficult and/or need to improve in the next unit, encouraging them to take more ownership of their learning. They will have the musical knowledge and confidence to express themselves and perform both solo and in groups using a range of sounds and instruments with enthusiasm and confidence. We want to create well rounded musicians, with the hope that this passion continues into the next stage of their life, and beyond.

The National Curriculum for Music

Main strands of learning- National Curriculum

Key Stage 1

Pupils should be taught to:

- 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

Key Stage 2

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:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Key **knowledge** for each year group, linked to each unit:

<u>EYFS</u>	Wonderful world	A moment in time	Peace and conflict	Nurturing nature	We are engineers	Our place in the world
		Celebration	Exploring sound	Music and movement	Musical stories	Big band
Knowledge		To know that there are special songs we can sing to celebrate events.	To understand how to listen carefully and talk about what I hear.	To know that the beat is the steady pulse of a song.	To understand that a piece of music can tell a story with sounds	To know that an orchestra is a big group of people playing a variety of instruments together.
		To understand that my voice or an instrument can match an action in a song.	To know that sounds can be copied by my voice, body percussion and instruments.	To know that tempo is the speed of the music.	To know that different instruments can sound like a particular character.	To know that music often has more than one instrument being played at a time.
		To know that moving to music can be part of a celebration.	To understand that instruments can be played loudly or softly.	To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To understand what 'high' and 'low' notes are	To understand that performing means playing a finished piece of music for an audience.
		To recognise that different sounds can be long or short.	To know that music often has more than one instrument being played at a time.	To know that signals can tell us when to start or stop playing.		
		To recognise music that is 'fast' or 'slow'.				
<u>Year 1</u>	Wonderful world	A moment in time	Peace and conflict	Nurturing nature	We are engineers	Our place in the world
	Pulse and rhythm: All about me	Timbre & rhythmic pattern: Fairy Tales	Pitch & tempo: Superheroes	Musical vocabulary: Under the sea	Vocal and body sounds: By the sea	Classical music, dynamics & tempo: Animals
Knowledge	To know that rhythm means a pattern of long and short notes.	To know that an instrument or rhythm pattern can represent a character in a story.	To understand that tempo can be used to represent mood or help tell a story.	To understand that pitch means how high or low a note sounds.	To know that dynamics can change how someone listening feels about music.	To understand that sounds can be adapted to change their mood, eg through dynamics or tempo.
	To know that pulse is the regular beat that goes through music. To know that sounds can help tell a story. To know that 'timbre' means the quality of a sound; eg that different	To know that my voice can create different timbres to help tell a story.	To understand that 'tuned' instruments play more than one pitch of notes.	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 your voice can be used as a musical instrument.	To know that sounds can help tell a story.
	To understand that the pulse of music can get faster or slower.	To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.	To know that following a leader when we perform helps everyone play together accurately.	To know that music has layers called 'texture'.	To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.	To know that tempo is the speed of the music.
	To know that a piece of music can have more than one					To know that dynamics means how loud or soft a sound is.

	section, eg a versed and a chorus					
						To understand that music can be represented by pictures or symbols.
Year 2	Wonderful world	A moment in time	Peace and conflict	Nurturing nature	We are engineers	Our place in the world
	On This Island: British songs and sounds	Singing- Nativity	Orchestral instruments: Traditional Stories	Dynamics, timbre, tempo & motifs: Space	Myths and Legends	African call & response song: Animals
Knowledge	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.	Recognising timbre changes and structural features in music they listen to.	To know that musical instruments can be used to create 'real life' sound effects.	To know that a 'soundscape' is a landscape created using only sounds.	I know that a graphic score can show a picture of the structure of music.	To know that dynamics can change the effect a sound has on the audience.
	To know that 'duration' means how long a note, phrase or whole piece of music lasts.		To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.	To know that a composer is someone who creates music and writes it down.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	To know that the long and short sounds of a spoken phrase can be represented by a rhythm.
	To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.		To know that stringed instruments, like violins, make a sound when their strings vibrate.	To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.	To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.
			To know that a brass instrument is played by vibrating your lips against the mouthpiece.			To understand that the tempo of a musical phrase can be changed to achieve a different effect.
			To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.			To understand that an instrument can be matched to an animal noise based on its timbre.
Year 3	Wonderful world	A moment in time	Peace and conflict	Nurturing nature	We are engineers	Our place in the world
	Pentatonic melodies	Composition- mountains	Romans	Recorder 1 S.Africa	Recorder 2 Carribean	Jazz
Knowledge	To know that the word 'crescendo' means a sound getting gradually louder.	To understand that the timbre of instruments played affect the mood and style of a piece of music.	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 the key features of South African Gumboot music.	To know the key features of Calypso music.	To understand that 'syncopation' means a rhythm that is played off the natural beat.
	To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.	To know that an ensemble is a group of musicians who perform together.	To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	To understand the key features of staff notation including: clefs, key signatures, time signatures,	To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.	To know that Ragtime is piano music that uses syncopation and a fast tempo.

				minims, semibreves, crotchets, rests, and how pitch is shown		
	To understand that a pentatonic melody uses only the five notes C D E G A.	To know that to perform well, it is important to listen to the other members of your ensemble.	To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.	To know the correct technique for playing tuned percussion instruments.	To be able to play tuned percussion with the correct technique.	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.
Year 4	Wonderful world	A moment in time	Peace and conflict	Nurturing nature	We are engineers	Our place in the world
	Rainforest	Hanami	Vikings	Rock n roll	Samba	Rivers
Knowledge	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.	To know that a glissando in music means a sliding effect played on instruments or made by your voice.	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 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 samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.	To know that when you sing without accompaniment it is called 'A Capella'.
	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.	To know that expressive language (like a poem) can be used as inspiration for composing music.	To know that different notes have different durations, and that crotchets are worth one whole beat.	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 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 harmony means playing two notes at the same time, which usually sound good together.
	To know that a 'loop' in music is a repeated melody or rhythm.	To understand that both instruments and voices can create audio effects that describe something you can see.	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 playing in time means all performers playing together at the same speed.	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.	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 changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To know that grouping instruments according to their timbre can create contrasting 'textures' in music.	To know that written music tells you how long to play a note for.			To know that 'performance directions' are words added to music notation to tell the performers how to play.
			To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.			
Year 5	Wonderful world	A moment in time	Peace and conflict	Nurturing nature	We are engineers	Our place in the world
	Dance music- remix	Egyptians	Pyramid concert	Blues	Holi	Musical theatre
Knowledge	To know that dance music is usually produced using electronic percussion sounds, and recordings of the music	To know that simple pictures can be used to represent the structure (organisation) of music		To understand that a chord is the layering of several pitches played at the same time.	To know that a vocal composition is a piece of music created only using voices.	To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel

	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 understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.		To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	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 know that choreography means the organisation of steps or moves in a dance.	
	To know that remix is music that has been changed, usually so it is suitable for dancing to.	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 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.	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 musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.	
		To know that simple pictures can be used to represent the structure (organisation) of music.		To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.	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 understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.	
				To understand that a chord is the layering of several pitches played at the same time.	To know that a vocal composition is a piece of music created only using voices.		
					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		
Year 6	Wonderful world	A moment in time	Peace and conflict	Nurturing nature	We are engineers	Our place in the world	
	Coasts	Pop art	Body percussion		Film music	WWII	Leavers
Knowledge	To know that the conductor beats time to help the performers work well together.	To know that a 'theme' is a main melody in a piece of music.	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 a film soundtrack includes the background music and any songs in a film.	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 a chord progression is a sequence of chords that repeats throughout a song.
	To understand that improvisation means making up music 'on the spot'.	To know that 'variations' in music are when a main melody is changed in some way throughout the piece.	To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972.		To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To know that 'variations' in music are when a main melody is changed in some way throughout	To know that the Solfa syllables represent the pitches in an octave.	To know that a melody can be adapted by changing its dynamics, pitch or tempo.

	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 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.	To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.		To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.	A 'counter-subject' or 'counter-melody' provides contrast to the main melody.	To know that chord progressions are represented in music by Roman numerals
	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.	To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.	To know that a quaver is worth half a beat.		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 a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.	To understand that all types of music notation show note duration.

Skills to be developed in each year group:

	At EYFS	AT KS1		At Lower KS2		At Upper KS2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Controlling sounds through singing and playing (Play and Perform)						
Skills	<p>Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.</p> <p>Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs. Sing entire songs.</p> <p>May enjoy performing, solo and or in groups</p> <p>Internalises music, eg sings songs inside his or her head.</p> <p>Plays instruments with control to play loud/quiet, (dynamics), fast/slow (tempo).</p> <p>Shows control to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p>	<p>PP1 Using their voices expressively to speak and chant.</p> <p>PP2 Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>PP3 Maintaining the pulse (play on the beat) using hands, and tuned and un-tuned instruments.</p> <p>PP4 Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>PP5 Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>PP6 Performing from simple graphic notation.</p>	<p>PP1 Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>PP2 Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>PP4 Copying longer rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse.</p> <p>PP5 Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>PP6 Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>PP2 Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>PP5 Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>PP6 Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</p>	<p>PP2 Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>PP3 Playing syncopated rhythms with accuracy, control and fluency.</p> <p>PP4 Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>PP5 Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.</p> <p>PP6 Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</p> <p>PP7 Explore simple chord sequences</p>	<p>PP2 Singing songs in two parts from memory, with accuracy, fluency, control and expression.</p> <p>PP5 Working as a group to perform a piece of music, keeping in time with others and communicating with the group.</p> <p>PP6 Performing with increasing accuracy and fluency from graphic and simple staff notation.</p> <p>PP7 Playing a simple chord progression with accuracy and fluency. (12 bar blues).</p> <p>PP8 Performing a solo or taking a leadership role within a performance.</p>	<p>PP2 Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>PP5 Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>PP6 Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>PP7 Playing a simple chord progression with accuracy and fluency.</p> <p>PP8 Performing a solo or taking a leadership role within a performance.</p>

Creating and developing musical ideas (Create and Compose)

Skills	<p>Adds sound effects to stories using instruments. Leads or is led by other children in their music making, ie being a conductor. Operates equipment such as CD players, MP3 players, handheld devices, keyboards. Creates music based on a theme eg creates the sounds of the seaside. Finds and records sounds using recording devices. Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.</p>	<p>CC1 Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. CC2 Combining instrumental and vocal sounds within a given structure. CC3 Creating simple melodies using a few notes. CC4 Choosing dynamics, tempo and timbre for a piece of music. CC5 Creating a simple graphic score to represent a composition. CC6 Beginning to make improvements to their work as suggested by the teacher.</p>	<p>CC1 Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. CC2 Successfully combining and layering several instrumental and vocal patterns within a given structure. CC3 Creating simple melodies from 5 or more notes. CC4 Choosing appropriate dynamics, tempo and timbre for a piece of music. CC5 Using letter name and graphic notation to represent the details of their composition. CC6 Beginning to suggest improvements to their own work.</p>	<p>CC1 Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). CC2 Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). CC5 Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. CC6 Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>CC1 Composing a coherent piece of music in a given style with voices, bodies & instruments. CC2 Developing melodies using rhythmic variation, transposition, inversion, and looping. CC3 Creating a piece of music with at least four different layers and a clear structure. CC5 Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. CC6 Suggesting improvements to others work, using musical vocabulary. CC7 Beginning to improvise musically within a given style (Rock and roll).</p>	<p>CC1 Composing a detailed piece of music from a given stimulus with voices, bodies & instruments (Remix, Colours, Stories, Drama). CC3 Combing rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. CC5 Using staff notation to record rhythms and melodies. CC6 Suggesting and demonstrating improvements to own and others' work. CC7 Improvising coherently within a given style. (Blues). CC8 Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p>	<p>CC1 Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. CC5 Using staff notation to record rhythms and melodies. CC6 Suggesting and demonstrating improvements to own and others' work. CC7 Improvising coherently within a given style. CC8 Record own composition using appropriate forms of notation and/or technology</p>
	Listening, responding and reviewing (Appraising skills)						

Skills	<p>Listens and responds to others in pair/group music making. Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. May play along to the beat of the song they are singing or music being listened to. May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to.</p>	<p>AS1 Recognising and understanding the difference between pulse and rhythm. AS2 Understanding that different types of sounds are called timbres. AS3 Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter & higher/lower). AS4 Describing the character, mood, or 'story' of music they listen to, both verbally & through movement. AS5 Describing the differences between two pieces of music. AS6 Expressing a basic opinion about music (like/dislike)</p> <p>L1 Listening to and repeating short, simple rhythmic patterns. L2 Listening and responding to other performers by playing as part of a group.</p>	<p>AS2 Recognising timbre changes in music they listen to AS3 Recognising structural features in music they listen to. AS5 Identifying melodies that move in steps. AS6 Beginning to use musical vocabulary to describe music. AS7 Listening to and recognising instrumentation.</p> <p>L1 Listening to and repeating a short, simple melody by ear. L3 Suggesting improvements to their own and others' work.</p>	<p>AS2 Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. AS3 Recognising and beginning to discuss changes within a piece of music, using musical vocabulary. AS5 Understanding that music from different parts of the world, and different times, have different features. AS6 Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). AS8 Beginning to show an awareness of metre.</p> <p>L3 Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>AS2 Recognising the use and development of motifs in music. AS2 Recognising, naming and explaining the effect of the interrelated dimensions of music. AS3 Identifying gradual dynamic and tempo changes within a piece of music AS3 Identifying scaled dynamics (crescendo/ decrescendo) within a piece of music. AS4 Using musical vocabulary to discuss the purpose of a piece of music. AS5 Identifying common features between different genres, styles and traditions of music. AS6 Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock & Roll, Blues)</p> <p>L3 Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>AS5 Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical). AS4 Representing the features of a piece of music justifying their choices with reference to musical vocabulary. AS6 Comparing, discussing and evaluating music using detailed musical vocabulary. original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. AS9 Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>L3 Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. L4 Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p>	<p>AS5 Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical). AS4 Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. AS6 Comparing, discussing and evaluating music using detailed musical vocabulary. AS9 Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>L3 Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. L4 Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p>
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Vocabulary – Taught each cycle and reviewed regularly to embed

<p>song music beat soft / loud fast / slow</p>	<p>instrument sound pulse rhythm notation high / low compose</p>	<p>timbre pitch dynamics melody breathing forte allegro adagio crotchet minim phrase percussion</p>	<p>crescendo diminuendo quaver staccato legato ostinato fortissimo allegretto andante largo</p>
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*Inter-related dimensions of music (dynamics):

PULSE: the steady beat of a piece of a piece of music
 PITCH: the melody and the way the notes change from low to high and vice versa.
 RHYTHM: or duration is the pattern of long and short sounds in a piece of music
 DYNAMICS: Loud and soft
 TEMPO: Fast and slow
 TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
 TEXTURE: Layers of sound (number of instruments or voices playing together)
 STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.




The 6Cs and Music

How our 6Cs will be evident through our music curriculum

 <p>Character</p>	 <p>Citizenship</p>	 <p>Communication</p>
<p>Children will build confidence in themselves as they perform with and to other people, experimenting with different instruments. They will develop perseverance as they compose and create music, coming to see mistakes and failures as opportunities to learn.</p>	<p>Through listening to and appreciating music from different times and cultures, children will become familiar with ideas, viewpoints and experiences beyond their own. They will recognise how music helps bring people together, share in and contribute to community music events.</p>	<p>Children will develop the key skill of listening within their music learning. They will recognise how focusing on others' expression helps them to contribute effectively and constructively. They will experiment with different styles of music in order to communicate a message or emotion.</p>
 <p>Collaboration</p>	 <p>Creativity</p>	 <p>Critical thinking</p>
<p>Children will regularly work together to compose and perform music. They will work together to ensure everyone plays their part in songs and performances and understand how different performers support one another.</p>	<p>Children will have several opportunities to create music with others, experimenting with new ideas, developing them and expressing themselves through composition.</p>	<p>One of the main strands of the Music curriculum is to appraise. Children will listen to music critically and analytically, responding to and comparing the music they listen to. They will use musical vocabulary to express their responses clearly.</p>

Kapow music curriculum coverage:

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reception		Celebration Music (5 lessons)	Exploring sound (5 lessons)	Music and movement (5 lessons)	Musical stories (5 lessons)	Big band (5 lessons)
Year 1	Pule & rhythm: All About Me (5 lessons)	Timbre & rhythmic pattern: Fairy Tales (5 lessons)	Pitch & tempo: Superheroes (5 lessons)	Musical vocabulary: Under the sea (5 lessons)	Vocal and body sounds: By the sea (5 lessons)	Classical music, dynamics & tempo: Animals (5 lessons)
Year 2	On This Island: British songs and sounds (5 lessons)	Nativity (singing)	Orchestral instruments: Traditional Stories (5 lessons)	Dynamics, timbre, tempo & motifs: Space (5 lessons)	Myths and Legends (5 lessons)	African call & response song: Animals (5 lessons)
Year 3	Pentatonic melodies & composition: Chinese New Year (5 lessons)	Creating compositions in response to an animation: Mountains (5 lessons)	Y4 unit- Adapting and transposing motifs: Romans (5 lessons)	Recorder – Unit 1- South Africa	Recorder – Unit 2 (2023- Application from animations unit)	Jazz (5 lessons)
Year 4	Body and tuned percussion: Rainforests (5 lessons)	Haiku, music & performance: Hanami (5 lessons)	Y3 unit- Developing singing techniques & keeping in time: The Vikings (5 lessons)	Rock and Roll (5 lessons)	Samba & carnival sounds & instruments: South America (5 lessons)	Changes in pitch, tempo & dynamics : Rivers (5 lessons)
Year 5	Looping & remixing: Dance music (5 lessons)	Composing notation: Egyptians (5 lessons)	Pyramid Concert (singing)	Blues (5 lessons)	Composition to represent the festival of colour: Holi (5 lessons)	Musical Theatre (5 lessons)
Year 6	Dynamics, pitch and texture. Coasts (5 lessons)	Theme and variation- pop art	Advanced rhythm- body percussion		Film music	Leavers' Song (6 lessons) Or Songs of World War II

