

## Year R

	<b>Key Knowledge and Skills</b>	<b>Key Vocabulary</b>
Throughout the year	<ul style="list-style-type: none"><li>● I can listen attentively to music.</li><li>● I can move to music.</li><li>● I can talk about how a piece of music makes me feel.</li><li>● I can sing in a group and match my pitch to follow the melody.</li><li>● I can engage in music making and dance.</li><li>● I can perform as part of a group.</li><li>● I can listen carefully to rhymes and songs, paying attention to how they sound.</li><li>● I can learn new songs and rhymes</li></ul>	<ul style="list-style-type: none"><li>● High / low</li><li>● Pitch</li><li>● Fast / slow</li><li>● Tempo</li><li>● Beat</li></ul>

## Year 1

	Key Knowledge and Skills	Key Vocabulary
	<p>Use their voices expressively to speak and chant.</p> <p>Sing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copy back short rhythmic and melodic phrases on percussion instruments.</p> <p>Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Perform from graphic notation.</p> <p>Recognise and understand the difference between pulse and rhythm.</p> <p>Understand that different types of sounds are called timbres.</p> <p>Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter &amp; higher/lower).</p> <p>Describe the character, mood, or 'story' of music they listen to, both verbally &amp; through movement.</p> <p>Describe the differences between two pieces of music.</p> <p>Express a basic opinion about music (like/dislike)</p> <p>Listen to and repeat short, simple rhythmic patterns.</p> <p>Listen and respond to other performers by playing as part of a group.</p> <p>Select and create short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combine instrumental and vocal sounds within a given structure.</p> <p>Create simple melodies using a few notes.</p> <p>Choose dynamics, tempo and timbre for a piece of music.</p> <p>Create a simple graphic score to represent a composition.</p> <p>Begin to make improvements to their work as suggested by the teacher.</p>	
Autumn 1	<p>ALL ABOUT ME</p> <ul style="list-style-type: none"> <li>● Say and clap a rhythm</li> <li>● Know what the pulse is (clap in time to the music)</li> <li>● Repeat short rhythmic patterns</li> <li>● Create a rhythm</li> </ul>	<ul style="list-style-type: none"> <li>● Rhythm</li> <li>● Pulse</li> </ul>
Autumn 2	<p>ANIMALS</p> <ul style="list-style-type: none"> <li>● Listen to music and understand how tempo and timbre can be used to suggest animals</li> <li>● Use instruments to create different sounds</li> <li>● Change the tempo (fast/slow) of my playing</li> <li>● Change the dynamics (loud/quiet) of my playing</li> <li>● Sing back a section of a song from memory</li> </ul>	<ul style="list-style-type: none"> <li>● Fast</li> <li>● Slow</li> <li>● Quiet</li> <li>● Dynamics</li> <li>● Tempo</li> <li>● Musical composition</li> </ul>
Spring 1	<p>SUPERHEROES</p> <ul style="list-style-type: none"> <li>● Recognise fast and slow music</li> <li>● Perform fast and slow music</li> <li>● Create a pattern using two pitches</li> <li>● Compose as part of a group</li> <li>● Perform as part of a group</li> </ul>	<ul style="list-style-type: none"> <li>● Pitch</li> <li>● Dynamics</li> <li>● Tempo</li> </ul>
Spring 2	<p>FAIRSTORIES</p> <ul style="list-style-type: none"> <li>● Join in with repeated phrases and patterns</li> <li>● Respond to hand signals</li> <li>● Compose and play a rhythm</li> <li>● Keep the pulse using untuned instruments</li> </ul>	<ul style="list-style-type: none"> <li>● Timbre</li> <li>● Rhythm</li> <li>● Pulse</li> </ul>
Summer 1	<p>UNDER THE SEA</p>	<ul style="list-style-type: none"> <li>● Pulse</li> </ul>

	<ul style="list-style-type: none"> <li>● Change the dynamic of my playing</li> <li>● Change the tempo of my actions</li> <li>● Explain what pulse and tempo are</li> <li>● Explain what dynamics and timbre are</li> <li>● Explain what pitch and rhythm are</li> </ul>	<ul style="list-style-type: none"> <li>● Tempo</li> <li>● Dynamics</li> <li>● Timbre</li> <li>● Pitch</li> <li>● Rhythm</li> </ul>
Summer 2	<p>BY THE SEA</p> <ul style="list-style-type: none"> <li>● Say why a piece of music sounds like the sea</li> <li>● Match my movements to sounds</li> <li>● Select instruments to match seaside sounds</li> <li>● Create a simple picture (graphic score) to describe my music</li> <li>● Perform my piece of music from my picture (graphic score)</li> </ul>	<ul style="list-style-type: none"> <li>● Dynamics</li> <li>● Pitch</li> <li>● Instruments</li> </ul>

## Year 2

	Key Knowledge and Skills	Key Vocabulary
	<p>Use their voices expressively when singing, including the use of basic dynamics (loud and quiet).            Sing short songs from memory, with melodic and rhythmic accuracy.            Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.            Perform expressively, using timbre to alter sounds as appropriate.            Sing back short melodic patterns by ear and play short melodic patterns from letter notation.</p> <p>Recognise timbre changes in music they listen to.            Recognise structural features in music they listen to.            Listen to and recognise instrumentation.            Begin to use musical vocabulary to describe music.            Identify melodies that move in steps.            Listen to and repeat a short, simple melody by ear.            Suggest improvements to their own and others' work.</p> <p>Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.            Successfully combine and layer several instrumental and vocal patterns within a given structure.            Create simple melodies from 5 or more notes.            Choose appropriate dynamics, tempo and timbre for a piece of music.            Use letter names and graphic notation to represent details of their composition.            Begin to suggest improvements to their own work.</p>	
Autumn 1	<p>BRITISH SONGS &amp; SOUNDS</p> <ul style="list-style-type: none"> <li>● Sing a song accurately</li> <li>● Find multiple ways of making the same sound</li> <li>● Use musical vocabulary to talk about the music I hear</li> </ul>	<ul style="list-style-type: none"> <li>● Dynamics</li> <li>● Pitch</li> <li>● Structure</li> <li>● Texture</li> <li>● Timbre</li> <li>● Tempo</li> <li>● Duration</li> </ul>
Autumn 2	<p>MYTHS &amp; LEGENDS</p> <ul style="list-style-type: none"> <li>● Create different rhythms</li> <li>● Put rhythms into an order or structure</li> <li>● Write a graphic score with layers to show texture</li> <li>● Compose a piece of music with a given structure</li> </ul>	<ul style="list-style-type: none"> <li>● Rhythm</li> <li>● Structure</li> <li>● Texture</li> <li>● Myth</li> <li>● Legend</li> <li>● Beat</li> <li>● Dynamics</li> <li>● Graphic score</li> <li>● Notation</li> <li>● Pitch</li> <li>● Timbre</li> <li>● Tempo</li> </ul>
Spring 1	<p>SPACE</p> <ul style="list-style-type: none"> <li>● Play a simple motif</li> <li>● Create a motif</li> <li>● Notate or create a visual representation of my motif</li> <li>● Recognise different instruments and begin to name them</li> <li>● Explain the mood of the music</li> </ul>	<ul style="list-style-type: none"> <li>● soundscape</li> <li>● texture</li> <li>● dynamics</li> <li>● timbre</li> <li>● brass</li> <li>● woodwind</li> <li>● strings</li> <li>● percussion</li> <li>● motif</li> <li>● score</li> </ul>
Spring 2	<p>TRADITIONAL STORIES</p> <ul style="list-style-type: none"> <li>● Name the four sections or families of the orchestra</li> </ul>	<ul style="list-style-type: none"> <li>● brass</li> <li>● woodwind</li> <li>● strings</li> </ul>

	<ul style="list-style-type: none"> <li>● Begin to identify specific musical instruments when listening to a piece of music</li> <li>● Select appropriate sounds to match events, characters and feelings in a story</li> <li>● Work in a group to perform a story</li> </ul>	<ul style="list-style-type: none"> <li>● percussion</li> <li>● orchestra</li> <li>● Tempo</li> <li>● dynamics</li> <li>● timbre</li> <li>● stave</li> </ul>
Summer 1	<p>AFRICAN SONGS &amp; ANIMALS</p> <ul style="list-style-type: none"> <li>● Make the sounds of an animal by changing my tempo and dynamics</li> <li>● Recognise some written rhythms</li> <li>● Perform a call and response song with actions</li> <li>● Play my call and response using a simple rhythm on an untuned percussion instrument</li> <li>● Copy a short rhythm and recognise simple notation</li> </ul>	<ul style="list-style-type: none"> <li>● Timbre</li> <li>● Dynamics</li> <li>● Tempo</li> <li>● Call and response</li> <li>● Rhythm</li> <li>● Structure</li> <li>● notation</li> </ul>
Summer 2	<p>MUSICAL ME</p> <ul style="list-style-type: none"> <li>● Sing a song and play the pulse using my instrument</li> <li>● Take part in a class performance, singing and playing the pulse at the same time</li> <li>● Play a melody from letter notation</li> <li>● Play my melody back from the letter names I have written</li> <li>● Change the dynamics and timbre in my performance to alter the emotion of the song</li> </ul>	<ul style="list-style-type: none"> <li>● Rhythm</li> <li>● Pulse</li> <li>● Dynamics</li> <li>● Timbre</li> <li>● Beat</li> <li>● Melody</li> <li>● Notation</li> </ul>

### Year 3

	Key Knowledge and Skills	Key Vocabulary
	<p>Sing and play in unison and in parts with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Develop instrumental skills and techniques, responding to aural and visual instructions in a performance.</p> <p>Perform from basic staff notation, incorporating rhythm and pitch, and be able to identify these symbols using musical terminology.</p> <p>Start to develop rehearsal and practice routines and strategies in preparation for a performance</p> <p>Discuss stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understand that music from different parts of the world and different times have different features.</p> <p>Recognise and explain the changes within a piece of music using musical vocabulary.</p> <p>Describe the timbre, dynamic and textural details of a piece of music, both verbally and through movement.</p> <p>Begin to show an awareness of metre.</p> <p>Recognise and begin to discuss changes within a piece of music.</p> <p>Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p> <p>Compose a piece of music in a given style with voices and instruments.</p> <p>Combine melodies &amp; rhythms to compose a multi-layered composition in a given style.</p> <p>Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggest and implement improvements to their own work, using musical vocabulary.</p>	
<p>Autumn 1 &amp; 2</p> <p>Ukulele (Hants Music)</p>	<ul style="list-style-type: none"> <li>● Know string names</li> <li>● Pluck strings using thumb and index finger</li> <li>● Maintain a steady beat when plucking</li> <li>● play an ostinato pattern using non adjacent strings</li> <li>● concept of notation of different notes on a stave</li> <li>● C Chord and ukulele chord diagram linked to C chord.</li> <li>● sing songs in layers (partner songs)</li> <li>● Perform together – developing good ensemble skills</li> <li>● Develop a good posture and instrument hold – rest and playing position</li> <li>● Strum open strings using RH thumb or first finger</li> <li>● Learn rhythmic notation – understand the value of crotchets, quavers, minims and link to the time signature</li> <li>● Recognise position of open string notes on treble clef stave</li> <li>● Play simple plucking tunes using G, C, E, A from standard notation</li> <li>● Play A minor chord, link to ukulele chord diagram</li> <li>● Use more complex strumming using both a down and up stroke</li> <li>● Play F chord and link to ukulele chord diagram</li> <li>● Change between C and F chord</li> <li>● Play G Chord, link to ukulele chord diagram</li> <li>● Change between C, F and G chords</li> <li>● Explore 3 metre</li> </ul>	<ul style="list-style-type: none"> <li>● strum</li> <li>● pluck</li> <li>● parts of a uke: head, neck, body, string, tuning pegs, bridge, frets, finger board</li> <li>● string names: GCEA</li> <li>● relative pitch</li> <li>● ostinato</li> <li>● string family</li> <li>● ensemble playing</li> <li>● crochet, quaver, minim</li> <li>● time signature</li> <li>● stave</li> <li>● treble clef</li> <li>● major/minor</li> <li>● chord</li> <li>● chord diagram</li> </ul>

	<ul style="list-style-type: none"> <li>● Practise changing between C F and G</li> <li>● Sing and play partner songs using C F and G chords</li> </ul>	
Spring 1 & 2 Violin	<ul style="list-style-type: none"> <li>●</li> </ul>	
Summer 1 & 2 African Drums	<ul style="list-style-type: none"> <li>●</li> </ul>	

Nb. Year 3 units provided by Hampshire Music Services- Key Knowledge being added throughout the year.

## Year 4

	Key Knowledge and Skills	Key Vocabulary
	<p>Sing 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>Sing and play in time with peers, with accuracy and awareness of their part in the group performance.</p> <p>Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Play syncopated rhythms with accuracy, control and fluency.</p> <p>Play simple chord sequences.</p> <p>Perform from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</p> <p>Recognise the use and development of motifs in music.</p> <p>Identify gradual dynamic and tempo changes within a piece of music.</p> <p>Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identify common features between different genres, styles and traditions of music.</p> <p>Recognise, name and explain the effect of interrelated dimensions of music.</p> <p>Identify scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Use musical vocabulary to discuss the purpose of a piece of music.</p> <p>Use musical vocabulary (related to the interrelated dimensions of music) when discussing improvements to their own and others' work.</p> <p>Compose a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Begin to improvise musically within a given style.</p> <p>Develop melodies using rhythmic variation, transposition, inversion and looping.</p> <p>Create a piece of music with at least 4 different layers and a clear structure.</p> <p>Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Suggest improvements to others' work, using musical vocabulary.</p>	
Autumn 1	<p>ROMAN MUSIC</p> <ul style="list-style-type: none"> <li>● Recognise a motif in a piece of music</li> <li>● Play a motif on a tuned instrument</li> <li>● Compose a motif</li> <li>● Use graphic notation to record my motif</li> <li>● Develop and transpose a musical motif</li> </ul>	<ul style="list-style-type: none"> <li>● Tempo</li> <li>● Motif</li> <li>● Repeating patterns</li> <li>● Mosaic</li> <li>● Quaver</li> <li>● Beat</li> <li>● Minim</li> <li>● Dotted minim</li> <li>● Semibreve</li> <li>● Rhythm</li> <li>● Flat</li> <li>● Sharp</li> <li>● Composition</li> <li>● Repetition</li> <li>● Pattern</li> <li>● Transposing</li> </ul>
Autumn 2	<p>TRADITIONAL INDIAN</p> <ul style="list-style-type: none"> <li>● Know some instruments used in Indian music</li> <li>● Improvise using given notes</li> <li>● Use rag and drone to improvise</li> <li>● Play the tune of the song from musical notation</li> </ul>	<ul style="list-style-type: none"> <li>● Sitar</li> <li>● Tanpura</li> <li>● Tabla</li> <li>● Tala</li> <li>● Rag</li> <li>● Tempo</li> <li>● Dynamics</li> <li>● Drone</li> </ul> <p>Notation</p>
Spring 1	<p>VIKINGS</p> <ul style="list-style-type: none"> <li>● Recognise stylistic features of different genres, styles and traditions of music,</li> </ul>	<ul style="list-style-type: none"> <li>● Dynamics</li> <li>● Crescendo/decrescendo</li> <li>● Tempo</li> </ul>



	<p>and begin to explain how these have developed over time.</p> <ul style="list-style-type: none"> <li>● Work in a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>● Compose a detailed piece of music from a given stimulus with voices, bodies and instruments.</li> </ul>	<ul style="list-style-type: none"> <li>● Timbre</li> <li>● Rhythm</li> <li>● Chant</li> <li>● Ensemble</li> <li>● Chant</li> <li>● Ensemble</li> </ul>
Spring 2	<p>BALLADS</p> <ul style="list-style-type: none"> <li>● Name the key features of a ballad</li> <li>● Write lyrics for a ballad</li> <li>● Follow the tune of a ballad</li> <li>● Accurately perform my lyrics with confidence</li> </ul>	<ul style="list-style-type: none"> <li>● Ballad</li> <li>● Ensemble</li> <li>● verse</li> <li>● chorus</li> </ul>
Summer 1	<p>VOLCANOES</p> <ul style="list-style-type: none"> <li>● Identify melodic shape and explore scale patterns - major, chromatic.</li> <li>● Identify rhythm patterns for a steady beat using 2,3 and 4 metre.</li> <li>● Identify and use different types of texture, including ostinato and simple harmony</li> <li>● Play an instrument with increasing accuracy and musicality.</li> </ul>	<ul style="list-style-type: none"> <li>● pitch</li> <li>● ostinato</li> <li>● bass</li> <li>● harmony</li> <li>● major scale</li> <li>● ostinato</li> <li>● sharp</li> <li>● flat</li> <li>● chromatic scale</li> <li>● melodic phrase</li> <li>● unison/round</li> </ul>
Summer 2	<p>New unit: Jazz</p>	<ul style="list-style-type: none"> <li>● ragtime</li> <li>● syncopation</li> <li>● tempo</li> <li>● jazz</li> <li>● off beat</li> <li>● call and response</li> <li>● scat</li> <li>● straight quaver,</li> <li>● swung quaver</li> <li>● swing music</li> </ul>

Year 5

	Key Knowledge and Skills	Key Vocabulary
	<p>Sing songs in two or more parts, in a variety of musical styles, from memory, with accuracy, fluency, control and expression.</p> <p>Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Perform with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency</p> <p>Recognise and discuss confidently the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time.</p> <p>Represent the features of a piece of music using graphic notation and colours, justifying choices with reference to musical vocabulary.</p> <p>Compare, discuss and evaluate music using detailed musical vocabulary.</p> <p>Develop confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work.</p> <p>Compose a detailed piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Improvise coherently within a given style.</p> <p>Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Use staff notation to record rhythms and melodies.</p> <p>Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggest and demonstrate improvements to their own and others' work.</p>	
Autumn 1	<p>ROCK AND ROLL</p> <ul style="list-style-type: none"> <li>● Know where rock and roll music came from</li> <li>● List the main instruments used in rock and roll</li> <li>● Play a walking bass line on tuned percussion</li> <li>● Read graphic notation to know which notes to play</li> </ul>	<ul style="list-style-type: none"> <li>● Rock and Roll</li> <li>● Hand jive</li> <li>● Tempo</li> <li>● Dynamic</li> <li>● Walking bass</li> <li>● Notation</li> </ul>
Autumn 2	<p>AFRICA</p> <ul style="list-style-type: none"> <li>● Use tuned percussion to play a chord progression</li> <li>● Play a major chord on tuned percussion</li> <li>● Play a two-chord progression</li> <li>● Create a break that fills eight counts</li> <li>● Play my break in the correct place and in time</li> <li>● Play African inspired rhythms using percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>● a cappella</li> <li>● call and response</li> <li>● Dynamics</li> <li>● Performance</li> <li>● Chord</li> <li>● Improvisation</li> <li>● Ostinato</li> <li>● Break</li> <li>● Poly-rhythms</li> <li>● Syncopation</li> </ul>
Spring 1	<b>New unit: Hindu Festival of Colour</b>	●
Spring 2	<p>ELEANOR RIGBY</p> <ul style="list-style-type: none"> <li>● Begin to recognise and use song structure (introduction, verse, chorus and bridge)</li> <li>● Recognise different scale patterns including minor and chromatic.</li> <li>● Use a range of notation (graphic notation and core stave notation).</li> <li>● Discuss and share informed opinions about the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Pitch</li> <li>● Minor scale</li> <li>● Structure</li> <li>● Phrase</li> <li>● Chorus</li> <li>● Verse</li> <li>● Bridge</li> <li>● Accompaniment</li> </ul>

Summer 1	<p>BLUES</p> <ul style="list-style-type: none"> <li>● Name three key features of Blues music</li> <li>● Know what a chord is</li> <li>● Play the Blues scale</li> <li>● Use vocal expression to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>● Chord</li> <li>● Blues</li> <li>● 12-bar Blues</li> <li>● Bar</li> <li>● Scale</li> <li>● Blues scale</li> <li>● Bent notes</li> <li>● Ascending scale</li> <li>● Descending scale</li> </ul>
Summer 2	<p>ANCIENT GREEK &amp; PENTATONICS</p> <ul style="list-style-type: none"> <li>● Recognise and discuss confidently the stylistic features of different genres, styles and traditions of music</li> <li>● Compose a detailed piece of music using pentatonic scale</li> <li>● Use staff notation to record rhythms and melodies.</li> <li>● Perform with accuracy and fluency from graphic and simple staff notation.</li> <li>● Work as a partner to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> </ul>	<ul style="list-style-type: none"> <li>● Notation</li> <li>● Pentatonic scale</li> <li>● Major scale</li> <li>● Opera</li> <li>● Aria</li> <li>● Tenor</li> </ul>

Year 6

	Key Knowledge and Skills	Key Vocabulary
	<p>Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.            Work 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.            Perform a solo or take a leadership role within a performance.            Identify the way that features of a song can complement one another to create a coherent overall effect.            Use musical vocabulary correctly when describing and evaluating the features of a piece of music.            Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.            Evaluate how the venue, occasion and purpose affect the way a piece of music sounds.            Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.            Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.            Record own composition using appropriate forms of notation and/or technology.</p>	
Autumn 1	<p>FILM MUSIC</p> <ul style="list-style-type: none"> <li>● Identify characteristics of music and interpret their meaning</li> <li>● Use graphic scores to interpret different emotions in film music</li> <li>● Play a sequence of musical ideas to convey emotion</li> <li>● Notate my ideas using my own symbols on a graphic score</li> <li>● Interpret my own graphic score and perform the sounds accurately</li> </ul>	<ul style="list-style-type: none"> <li>● Musical</li> <li>● Soundtrack</li> <li>● Emotion</li> <li>● Imagery</li> <li>● Graphic score</li> <li>● Higher and lower</li> <li>● Composition</li> <li>● Accelerando</li> <li>● Crescendo</li> <li>● Performance</li> <li>● Improvise</li> </ul>
Autumn 2	<p>SONGS OF WW2</p> <ul style="list-style-type: none"> <li>● Use musical vocabulary to identify features of different eras of music</li> <li>● Follow a melody line</li> <li>● Sing a counter-melody while listening to another melody</li> <li>● Improve accuracy in pitch and control, singing with expression and dynamics</li> </ul>	<ul style="list-style-type: none"> <li>● Contrast</li> <li>● Tempo</li> <li>● Diaphragm</li> <li>● Phrase</li> <li>● Counter-melody</li> <li>● Melody</li> <li>● Harmony</li> <li>● Phrasing</li> </ul>
Spring 1	<p>ICE MUSIC/POP ART</p> <ul style="list-style-type: none"> <li>● Evaluate how the venue, occasion and purpose affect the way a piece of music sounds.</li> <li>● Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</li> <li>● Work 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.</li> <li>● Replanning with new Pop Art Unit</li> </ul>	<ul style="list-style-type: none"> <li>● Resonate</li> <li>● Minor scale</li> <li>● Home note</li> <li>● Structure</li> <li>● Musical phrase</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>● Replanning with new Pop Art Unit</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
Summer 1	<p>AMAZING MACHINES</p>	<ul style="list-style-type: none"> <li>● Beat</li> <li>● Rhythm</li> <li>● Ostinato</li> </ul>

	<ul style="list-style-type: none"> <li>● Identify and understand more complex rhythm patterns and metres counting in 8.</li> <li>● Understand and identify the composer's intent and how this was achieved.</li> <li>● Recognise which refinements need to be made and know how to make them.</li> <li>● Demonstrate precise and confident instrumental skills and perform with musical awareness.</li> </ul>	<ul style="list-style-type: none"> <li>● Metre</li> <li>● Major scale</li> </ul>
Summer 2	Summer Show - performance skills	