

**MUSIC**

rhythm  
MELODY  
GENRE  
dynamics  
TEMPO  
puls  
pitch

notes  
structure  
mood  
WOODWIND  
strings  
composer  
rests  
harmony  
duration  
BRASS  
instrument  
percussion  
pitch

**Music at Sir Martin Frobisher Academy**

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## Subject Leadership 2024/25

### Subject Leadership at SMFA

Subject Leaders provide professional leadership for a subject or group of subjects to secure high-quality first teaching, a rich curriculum and the effective use of resources. The success of this will be measured by the impact on learning and progress for pupils.

We do not expect Subject Leaders to be an 'expert' in the subject they lead. What is important is that they have the overview of what is going well and what needs to be improved – based on evidence.

Subject leaders at SMFA are part of both the Middle Leadership and the SMFA Extended Leadership Teams  
Each Subject Leader has an assigned Mentor (from SLT)

### All Subject Leaders will

Be part of our distributed leadership

Utilise the expertise, passion, pedagogical awareness and strengths of other leadership team members

Establish a collective responsibility for demonstrating that everyone makes a difference

Moving the school forward through driving the implementation aspect of each subject

Professionally develop themselves and other staff team members

Raise standards across all aspects of the curriculum

Enrich the curriculum

Share knowledge, expertise, skill, passion and enthusiasm

### How does the role of Subject Leader fit into SMFA's Ofsted Statement of Action?

#### AFI 1 – Curriculum

Most of the curriculum has been reviewed and newly implemented to take into account what pupils know. This process is further ahead in its development in reading and mathematics. In these areas, leaders consider the starting points of pupils carefully, so they build knowledge and understanding step by step. Teachers receive effective training and support. As a result, teachers plan learning that helps pupils build on prior learning. This ensures that pupils deepen their learning and are consequently generally achieving well.”

Most of the curriculum has been reviewed and newly implemented. Aside from English and mathematics, leaders have identified gaps in pupils' learning and are further refining the curriculum to include what knowledge pupils need to learn to catch up. This includes pupils' knowledge of subject-specific vocabulary. Leaders should ensure that the curriculum they intend to offer is planned well, using the information they know about what pupils need to learn. Leaders should ensure that teachers are trained to implement the curriculum so that their delivery adheres to leaders' specification, ensuring that pupils catch up and are ready for the next stages of their education.

## Aligning INTENT, IMPLEMENTATION AND IMPACT to ensure we meet the criteria for a good quality of education in the Education Inspection Framework

### Intent:

The intention of the Kapow Primary music scheme is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school. Kapow Primary's Music scheme of work enables pupils to meet the end of key stage attainment targets outlined in the National curriculum and the aims of the scheme align with those in the National curriculum.

### Implementation:

Kapow Primary's Music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise, demonstrate and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary

## Impact:

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and at the end of each unit there is often a performance element where teachers can make a summative assessment of pupils' learning. Knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge and vocabulary. After the implementation of Kapow Primary Music, pupils should leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives. The expected impact of following the Kapow Primary Music scheme of work is that children will:

- ✓ Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- ✓ Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- ✓ Understand the various ways in which music can be written down to support performing and composing activities.
- ✓ Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- ✓ Meet the end of key stage expectations outlined in the National curriculum for Music.

# Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<a href="#">Exploring sound</a>	<a href="#">Celebration music</a>	<a href="#">Music and movement</a>	<a href="#">Musical stories</a>	<a href="#">Transport</a>	<a href="#">Big band</a>
<b>Year 1</b>	<a href="#">Keeping the pulse (My favourite things)</a>	<a href="#">Tempo (Snail and mouse)</a>	<a href="#">Dynamics (Seaside)</a>	<a href="#">Sound patterns (Fairytale)</a>	<a href="#">Pitch (Superheroes)</a>	<a href="#">Musical symbols (Under the sea)</a>
<b>Year 2</b>	<a href="#">Call and response (Animals)</a>	<a href="#">Instruments (Musical storytelling)</a>	<a href="#">Singing (On this island)</a>	<a href="#">Contrasting dynamics (Space)</a>	<a href="#">Structure (Myths and Legends)</a>	<a href="#">Pitch (Musical me)</a>
<b>Year 3</b>	<a href="#">Ballads</a>	<a href="#">Creating compositions in response to an animation (Theme: Mountains)</a>	<a href="#">Developing singing technique (Theme: The Vikings)</a>	<a href="#">Pentatonic melodies and composition (Theme: Chinese New Year)</a>	<a href="#">Jazz</a>	<a href="#">Traditional instruments and improvisation (Theme: India)</a>
<b>Year 4</b>	<a href="#">Body and tuned percussion (Theme: Rainforests)</a>	<a href="#">Rock and roll</a>	<a href="#">Changes in pitch, tempo and dynamics (Theme: Rivers)</a>	<a href="#">Haiku, music and performance (Theme: Hanami)</a>	<a href="#">Samba and carnival sounds and instruments</a>	<a href="#">Adapting and transposing motifs (Theme: Romans)</a>
<b>Year 5</b>	<a href="#">Composition notation (Theme: Ancient Egypt)</a>	<a href="#">Blues</a>	<a href="#">South and West Africa</a>	<a href="#">Composition to represent the festival of colour (Theme: Holi festival)</a>	<a href="#">Looping and remixing</a>	<a href="#">Musical theatre</a>
<b>Year 6</b>	<a href="#">Dynamics, pitch and texture (Theme: Fingal's Cave)</a>	<a href="#">Songs of WW2</a>	<a href="#">Film music</a>	<a href="#">Theme and variations (Theme: Pop Art)</a>	<a href="#">Baroque</a>	<a href="#">Composing and performing a Leavers' Song (6 lessons)</a>

# Progression of Skills and Knowledge



	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
<b>Listening and responding to music</b>	<p>Listening appropriately to someone leading a short musical phrase, song or rhyme.</p> <p>Exploring spontaneous movement with different parts of their body in response to music.</p> <p>Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).</p> <p>Using artwork or creative play as a way of expressing feelings and responses to music.</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<p>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>
			<p><b>Coordinating the speed of their movements to match the speed of the music (not the beat).</b></p> <p><b>Beginning to move in time with the beat of the music.</b></p> <p>Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)</p>	<p><b>Confidently moving in time with the beat of the music when modelled.</b></p> <p><b>Beginning to keep movements to the beat of different speeds of music.</b></p> <p>Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</p>	
<b>Analysing</b>	<p>Identifying and imitating sounds from a variety of music.</p> <p>Considering whether background music and sound effects can enhance storytelling.</p>		<p>Identifying some common instruments when listening to music.</p> <p><b>Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).</b></p> <p><b>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</b></p> <p><b>Recognising simple patterns and repetition in pitch (e.g. do re mi).</b></p> <p>Talking about the tempo of music using the vocabulary of fast and slow.</p> <p>Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</p> <p>Talking about the pitch of music, using the vocabulary of high and low.</p>		

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
<b>Evaluating</b>	Showing preferences for certain music or sounds.	Children in reception will be learning to: <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<p>Stating what they enjoyed about their peers' performances.</p> <p><i>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</i></p> <p><i>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</i></p>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>
<b>Cultural and historical awareness of music</b>	Listening to music from a wide variety of cultures and historical periods.		Appreciating music from a wide variety of cultures and historical periods.		
	To recognise and name at least two instruments from Groups A and B.		<p>To recognise and name the following instruments: up to three instruments from Group A and B.</p> <p><i>To know that sections of music can be described as fast or slow and the meaning of these terms.</i></p> <p><i>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</i></p> <p><i>To know that sounds within music can be described as high or low sounds and the meaning of these terms.</i></p>		

## Progression of skills

## Listening and evaluating

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
<b>Listening and responding to music</b>	Explaining their preferences for a piece of music using musical vocabulary.		Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.		Pupils should be taught to: <ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>
<b>Analysing</b>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of <b>metre</b>.</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>Representing the features of a piece of music using graphic notation, and <b>colours</b>, justifying their choices with reference to musical vocabulary.</p>	<p>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>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p>	

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
<b>Evaluating</b>	Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Comparing, discussing and evaluating music using detailed musical vocabulary.  Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Use musical vocabulary correctly when describing and evaluating the features of a piece of music.  Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.  Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	Pupils should be taught to: <ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>
<b>Cultural and historical awareness of music</b>	Understanding that music from different times has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	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.	

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
<b>Singing repertoire*</b>	Singing short, rhythmic rhymes and songs.	Children in reception will be learning to: <ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	Singing simple songs, chants and rhymes from memory.  Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.		Pupils should be taught to: <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>
			Competently singing songs with a very small pitch range (two notes that are different but close together).	Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).	
<b>Singing technique</b>	Using both speaking and singing voices.  Unconsciously beginning to sing to the pulse of a song.  Exploring vowel sounds through call and response activities.		Breathing at appropriate times when singing.  Exploring changing their singing voice in different ways.  Singing a range of call and response chants, attempting to match the pitch and tempo they hear.	Adapting their singing voice to be loud or soft at the direction of a leader.  Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy.  Singing part of a given song in their head (using their 'thinking voice').	

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
<b>Instruments</b>	<p>Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.)</p> <p>Exploring different ways of holding a range of instruments. (Groups A, B and C.)</p> <p>Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.)</p> <p>Using instruments expressively to music. (Group B.)</p> <p>Using instruments to begin to follow a beat, with guidance. (Group A.)</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)</p> <p>Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)</p> <p>Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)</p> <p>Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)</p> <p>Starting to understand how to produce different sounds on pitched instruments. (Group C.)</p>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically.</li> </ul>
<b>Posture</b>	<p>Finding a comfortable static position when playing instruments or singing.</p>		<p>Maintaining a comfortable position when sitting or standing to sing and play instruments.</p>		

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1	
<b>Understanding notation</b>	N/A	The Development Matters Non-statutory curriculum guidance has no statements related to notation of music.	Reading different types of <u>notation</u> by moving eyes from left to right as sound occurs.  To know that notation is read from left to right.		The National curriculum attainment targets for Key Stage 1 do not refer to music notation.	
<b>Representing pitch</b>	Developing an awareness of high and low through pictorial representations of sound.		To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.	<del>Recognising</del> pitch patterns using dots.		Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).
<b>Representing rhythm</b>	Developing an awareness of how simple marks or objects can show single beats and single beat rests.		Using pictorial representations to stay in time with the pulse when singing or playing.  Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).  Beginning to read simple rhythmic patterns which include two half beats (quavers).  To know that pictorial representations of rhythm show sounds and rests.			

**Please note:** **Notation** is now its own strand in our curriculum, and the Key Stage 1 content has been updated to introduce musical notation more gradually. This will help pupils understand notation as a way to communicate pitch and duration of notes before they start learning more about staff notation in Key Stage 2.

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
<b>Understanding notation</b>	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 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure ( <u>organisation</u> ) of music.  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 '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 chord progressions are represented in music by Roman numerals.	Pupils should be taught to: <ul style="list-style-type: none"> <li>Use and understand staff and other musical notations.</li> </ul>
<b>Representing pitch and rhythm</b>	Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.  Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	Using staff notation to record rhythms and melodies.	Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.  Performing with accuracy and fluency from graphic and staff notation and from their own notation.	



	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of key stage 1
<b>Stimulus and purpose</b>	Exploring and imitating sounds from their environment and in response to events in stories.	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>
<b>Improvising</b>	Exploring and imitating sounds.		Improvising simple question and answer phrases, using untuned percussion or voices.		
<b>Creating and selecting sounds</b>	<p>Experimenting with creating sound in different ways using instruments, body percussion and voices.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Selecting sounds that make them feel a certain way or remind them of something.</p>		<p>Experimenting with creating different sounds using a single instrument.</p> <p><b>Experimenting with creating loud, soft, high and low sounds.</b></p> <p>Selecting objects and/or instruments to create sounds to represent a given idea or character.</p>	<p><b>Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</b></p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p>	
	<b>Sequencing</b>		Playing sounds at the relevant point in a storytelling.	Playing and combining sounds under the direction of a leader (the teacher).	Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
<b>Stimulus and purpose</b>	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.	Pupils should be taught to: <ul style="list-style-type: none"> <li>Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> </ul>
<b>Improvising</b>	Beginning to improvise musically within a given style using their voice.	Beginning to improvise musically within a given style using an instrument.	Improvising coherently within a given style.	Improvising coherently and creatively within a given style, incorporating given features.	
<b>Creating and selecting sounds</b>	Suggesting and implementing improvements to their own work, using musical vocabulary.	Developing melodies using rhythmic variation, transposition, inversion, and looping.	Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.  Suggesting and demonstrating improvements to own and others' work.	Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.  Constructively critique their own and others' work, using musical vocabulary.	
<b>Sequencing</b>	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	Creating a piece of music with at least four different layers and a clear structure.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.	

## Progression of skills

## Performing

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
<b>Understanding and evaluating performance</b>	Beginning to say what they liked about others' performances.	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	Offering positive feedback on others' performances.		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>
<b>Awareness of music</b>	N/A		Starting to maintain a steady beat throughout short singing performances.		
<b>Awareness of self</b>	<p>Facing the audience when performing.</p> <p>Spontaneously expressing feelings around performing.</p>		<p>Keeping head raised when singing.</p> <p>Keeping instruments still until their part in the performance.</p>	<p>Standing or sitting appropriately when performing or waiting to perform.</p> <p>Beginning to acknowledge their own feelings around performance.</p>	<ul style="list-style-type: none"> <li>• Play tuned and untuned instruments musically.</li> </ul>
<b>Awareness of others</b>	<p>Performing actively as part of a group.</p> <p>Demonstrating being a good audience member, by looking, listening and maintaining attention.</p>		<p><b>Performing actively as part of a group; keeping in time with the beat.</b></p> <p>Showing awareness of leader particularly when starting or ending a piece.</p>	<p><b>Performing actively as a group, clearly keeping in time with the beat.</b></p> <p>Following a leader to start and end a piece appropriately.</p>	

## Progression of skills

## Performing

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
<b>Understanding and evaluating performance</b>	Offering constructive feedback on others' performances.		Using musical vocabulary to offer constructive and precise feedback on others' performances.		Pupils should be taught to: <ul style="list-style-type: none"> <li>• Sing and play musically with increasing confidence and control.</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>
<b>Awareness of music</b>	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	<p>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>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Playing a simple chord progression with accuracy and fluency.</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Performing by following a conductor's cues and directions.</p>	
<b>Awareness of self and others</b>	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	Working 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>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>Performing a solo or taking a leadership role within a performance.</p>	

# Vocabulary Progression

## Music vocabulary

EYFS



### Exploring sound

voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds

### Celebration music

music, dance, tempo, move, Diwali, celebration, traditional, Hanukkah, Hora, kinnor, harp, flute, Jewish, trumpet, cymbals, tambourine, shofar, Kwanzaa, Africa, culture, call, response, drum, rhythm, beat, instrument, Christmas, Christian, sleigh bells, actions, action songs, voice sounds, body percussion

### Music and movement

actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform, performance, audience

### Musical stories

classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance

### Transport

car, boat, train, beat, fast, slow, speed, cruise, rowing, water, symbols, slower, faster, stopping, journey, score

### Big band

music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass

## Music vocabulary

Year 1

### Pulse and rhythm (Theme: All about me)

**pulse, singing voice, speaking voice, thinking voice**

### Tempo (Theme: Snail and mouse)

**beat, fast, singing voice, slow, speaking voice, warm up**

### Dynamics (Theme: Seaside)

**dynamics, instrument, seaside, soundscape, symbol, volume**

### Sound patterns (Theme: Fairy Tales)

**character, voice, sound pattern**

### Pitch and tempo (Theme: Superheroes)

**high, low, pattern, performance, pitch, tempo**

### Vocal and Body sounds (Theme: Under the sea)

**dynamics, pitch, rest (gap), sound pattern, tempo**

## Music vocabulary

Year 2



### Call and response (Theme: Animals)

**call and response, sound pattern, dynamics**

### Instruments (Musical storytelling)

**dynamics, encore, instrumental sound, sound effect, tempo**

### Contrasting dynamics (Space)

**composer, dynamics, pitch pattern, planet, representation, soundscape, tempo**

### Singing (On this island)

**composer, composition, dynamics, inspiration, pitch**

### Structure (Myths and legends)

**legend, myth, composition, notation, rest, rhythm, structure, tempo, two half beats, one beat.**

### Pitch (Musical Me)

**dot, low, notation, phrase, pitch, stave**



## Music vocabulary

Year 3



### Ballads

**ballad**, chorus, compose, dynamics, emotions, **ensemble**, facial expressions, **features**, feelings, instrumentals, lyrics, melody, **nonsense words**, performance, **phrases**, **poem**, pop songs, rehearse, rhyme, solo, **stanza**, **story mountain**, **summarize**, tune, verse, vocabulary, volume

### Creating compositions in response to an animation (Theme: Mountains)

atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, **melodic pattern**, melody, opinion, notation, pitch, **repeated rhythm**, represent, sound effect, soundscape, story, tempo, timbre, tuned percussion, untuned percussion,

### Developing singing technique (Theme: The Vikings)

accuracy, backing track, beat, body percussion, call and response, **co-ordinated**, **crotchet**, discipline, duration, dynamics, in-time, in-tune, layer, lyrics, **key change**, **major key**, **minim**, **minor key**, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, **tension**, tune, vocal warm-up,

### Pentatonic melodies and composition (Theme: Chinese New Year)

accuracy, **crescendo**, **control**, composition, duration, dynamics, expression, features, **fluency**, **folk music**, glockenspiel, **grid notation**, **harmony**, **layered melodies**, letter notation, melody, **musical terminology**, notation, notes, **octaves**, **pentatonic melody**, **pentatonic scale**, **phrases**, **scale**, timbre, tempo, untuned percussion,

### Jazz

call and response, **traditional jazz**, improvisation, **jazz**, **off-beat**, motif, pitch, **ragtime**, rhythm, **scat singing**, **straight quaver**, **strung quaver**, **swung rhythm**, **swing music**, **syncopated rhythm**, **syncopation**, tune,

### Traditional instruments and improvisation (Theme: India)

**Bollywood**, compose, **drone**, dynamics, **harmonium**, improvise, **Indian flute**, lyrics, melodic line, notation, opinion, pitch, repeated rhythm, rhythm, **rag**, **sarangi**, **sitar**, **tabla**, **tala**, tempo,

## Music vocabulary

Year 4



### Body and tuned percussion (Theme: Rainforests)

body percussion, combine, compose, **contrasting rhythms**, dynamics, inspiration, layers, **loop**, **organisation**, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion

### Rock and Roll

**bass line**, beat, chorus, dynamics, **flat notes**, **hand jive**, in-time, in-tune, notation, **originate**, pitch, rhythm, rhythmic patterns, **rock and roll**, sections, sequence, **sharp notes**, style, tempo, untuned percussion, verse, vocals, **walking bass line**

### Changes in pitch, tempo and dynamics (Theme: Rivers)

**a capella**, **breath control**, **cue**, **diction**, directing, dynamics, expression, **harmony line**, layer, melody, mood, notation, opinion, **ostinato**, percussion, **in the round**, parts, rhythm, staff notation, tempo, texture, **vocal ostinato**

### Haiku, music and performance (Theme: Hanami festival)

composing, **col legno**, descriptive, dynamics, duration, effect, **forte**, **glissando**, **haiku**, inspiration, inter-related dimensions of music, melody, **piano**, pitch, **pizzicato**, represent, silent, **sliding pitch**, sound, sound effects, **staccato**, structure, syllable, tempo, texture, timbre, verse, vocabulary

### Samba and carnival sounds and instruments (Theme: South America)

**agogo**, **bateria**, **caixa**, **carnival**, **chocalho**, composition, crescendo, **cowbell**, dynamics, ensemble, features, **ganza**, influenced, **metronome**, off-beat, percussion, pulse, **repique**, rhythm, **rhythmic break**, **samba**, **samba breaks**, structure, **surdo**, **syncopated rhythms**, **tamborim**, texture, unison, untuned percussion

### Adapting and transposing motifs (Theme: Romans)

backing track, bass line, beat, call and response, compose, **crotchet**, **dotted minim**, flats, graphic notation, in-time, in-tune, key, **key signature**, loop, lyrics, **minim**, motif, notation, **ostinato**, pitch, **quavers**, repeating patterns, repetition, rhythm, rhythmic notation, riff, **semibreve**, sharps, tempo, **transpose**, tuned instrument, **vocal warm-ups**

## Music vocabulary

Year 5



### Composition notation (Theme: Ancient Egypt)

accuracy, backing track, **balance**, composition, control, crotchet, **dotted minim**, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, **pitch notation**, quaver, repeating, rhythm, semibreve, **sheet music**, **staff notation**, **stave**, structure, tempo, tune, tuned percussion, unison, vocal warm-ups

### Blues

**12-bar blues**, **ascending scale**, backing track, **bar**, bent notes, blues, **blues scale**, **chord**, convey, **descending scale**, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation

### South and West Africa

a capella, **break**, call and response, chords, chord progression, **diction**, **djembe**, duo, dynamics, **eight-beat break**, ensemble, expression, improvisation, major chord, **master drummer**, metronome, performance, **polyrhythms**, **pronunciation**, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals

### Composition to represent the festival of colour (Theme: Holi festival)

dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, **synesthesia**, tempo, texture, timbre, **visual representation**, vocal sounds

### Looping and remixing

accuracy, backbeat, body percussion, **fragment**, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure

### Musical theatre

**action song**, **backdrop**, **book musical**, **character song**, **choreographer**, composer, **comic opera**, **costumes**, **designer**, **dialogue**, **director**, duet, ensemble, **hip-hop musical**, **jukebox musical**, **librettist**, **libretto**, **lyricist**, **musical director**, **musical theatre**, **opera**, **operetta**, performers, **props**, **rock musical**, **scene**, solo, tempo, timbre, **transitions**

## Music vocabulary

Year 6



### Dynamics, pitch and texture

classical, **characterise**, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture

### Songs of World War 2

accuracy, backing track, compare, contrast, **complement**, control, **counter-melody**, diaphragm, dynamics, **era**, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, **morale**, **notate**, octave, parts, performance techniques, phrase, **phrasing**, pitch, purpose, **score**, **Solfa**, **Solfa ladder**, tempo

### Film music

accelerando, body percussion, brass, **characteristics**, chords, **chromatics**, **clashing**, composition, **conversation**, convey, crescendo, descending, dynamics, emotion, **evoke**, features, **imagery**, improvise, **interpret**, **interval**, **major**, **melodic**, melody, **military**, **minor**, **modulate**, musical, orchestral, pitch, **polished**, sequence, solo, soundtrack, symbol, **timpani**, tension, texture, **tremolo**, unison, **urgency**

### Theme and variations (Theme: Pop Art)

**3/4 time**, **4/4 time**, **accidentals**, body percussion, diaphragm, **legato**, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, **semi-quaver**, staccato, tempo, theme, **TIKI-TIKI**, **TI-TIKI**, **TIKI-TI**, **translate**, **variations**, vocal line, woodwind

### Baroque

**Baroque**, **bass clef**, **bass instrument**, **canon**, counter melody, **counter-subject**, **fugue**, **ground bass**, improvise, melodic ostinato, melody, musical structure, opera, ostinato part, pitch, **polyphonic**, oratorio, **recitative**, a round, rhythmic ostinato, **sharp note**, staff notation, **subject**, texture

### Composing and performing a Leavers' song

allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, **diminuendo**, dynamics, evaluate, forte, **largo**, lyrics, melody, mood, musical features, notation, piano, **poetic structure**, repetitive, rhyme, **ritardando**, tempo, sequence, stave notation, structure, upbeat, verse



# Planning Examples

## Year 1 – Tempo (Snail & Mouse)

Learning objective	Success criteria
<ul style="list-style-type: none"> <li>To use voices and bodies expressively, while exploring tempo.</li> </ul>	<ul style="list-style-type: none"> <li>I can move my body in different ways when music is played</li> <li>I can use my voice to start to reflect different music speeds.</li> <li>I can use my body to start to reflect different music speeds.</li> </ul>
<b>Before the lesson</b>	
<p style="text-align: center;"><b>Have ready:</b></p> <ul style="list-style-type: none"> <li>Presentation: Snail and mouse in the garden               <ul style="list-style-type: none"> <li>Audio: Slow (see Attention grabber)</li> <li>Audio: Fast (see Attention grabber)</li> </ul> </li> <li>Audio: Snail and mouse rhyme with pulse (see Main event)</li> <li>Audio: Snail and mouse rhyme without pulse (see Main event)</li> </ul> <p style="text-align: center;"><b>Print in advance:</b></p> <ul style="list-style-type: none"> <li>Resource: Knowledge organiser: Music – Tempo</li> <li>Resource: Key vocabulary (optional - one class set for display)</li> <li>Resource: Snail and mouse rhyme (one for the teacher)</li> </ul>	
<b>Recap and recall</b>	
<p style="text-align: center;">Check children can recall:</p> <ul style="list-style-type: none"> <li>How to engage different voices (speaking and singing)</li> <li>How to follow ‘my turn, your turn’ to learn a rhyme or song.</li> </ul>	
<b>Attention grabber</b>	

Invite the children to sit in their own space. Explain to the children that they will hear two pieces of music and once they have heard them, they will move their bodies according to the music.

Play the *Audio: Slow* (up to 00:15).

Ask the children to stand up in a space, play the audio again and ask them to move around the room in a way that reflects the music. Observe their movements and offer praise for those who move according to the music they hear (for example, moving slowly or calmly).

Next, play the *Audio: Fast* (up to 00:15).

Again, ask the children to move according to the music.

Invite the children to sit down and encourage them to think about the differences between the two audio tracks they heard (mainly, one was fast and one was slow). Take feedback on the children's observations.

Play the two audio tracks again and ask a small group of children to demonstrate their movements to the two audios to the rest of the class.

Ask the following questions:

- Why did you move like that?
- How did the music make you feel?
- Can you think of anything that moves fast or slow? (Answers could include; slow: tortoise, snail; fast: mouse, cheetah, car, etc.)
- What animals could the two pieces of music represent? (*Audio: Fast* could represent mice or animals that move fast. *Audio: Slow* could represent snails or animals that move slowly.)

### Main event

Explain to the children that the two pieces of music could represent two animals: a mouse and a snail. Display slide 1 of the *Presentation: Snail and mouse in the garden*

Divide the class into two groups and explain that one group will be the mice, and the other group will be the snails. Ask the children to imagine they are in a beautiful garden, like in the picture on slide 1.

Say the following words and make the sounds twice, once slowly and once fast. You may wish to perform the slow sounds directly to the 'snail' group and the fast sounds to the 'mice' group, asking them to repeat the slow sounds if they are snails and the fast sounds if they are mice.

*I'm moving along a twig (slap alternate thighs).*

*I'm rustling through some leaves (rub hands).*

*I'm hungry (nibbling sound).*

*I'm thirsty (slurping sound).*

*I'm tired (yawn).*

*I'm sleeping (snoring).*

Swap the groups over so that the whole class has demonstrated being both the mouse and snail.

### **Snail and mouse rhyme**

Ask the children if they can think of words to describe how the mouse and snail move (the mouse: quickly, in a hurry; the snail: taking time, slowly).

Explain to the children that they are going to learn a rhyme to explore how the mouse and snail move.

Use 'my turn, your turn' and the *Resource: Snail and mouse rhyme (one for the teacher)* to share the rhyme, ensuring the snail verse is slow and the mouse verse is fast or alternatively play the following *Audio: Snail and mouse rhyme (with pulse)* or *Audio: Snail and mouse rhyme (without pulse)*.

*Audio: Snail and mouse rhyme (with pulse):*

*Audio: Snail and mouse rhyme (without pulse):*

Model the actions to go alongside the rhyme. Hold out one arm and use the fingers from the other hand to slowly mimic the finger creeping up the arm to the beat of the snail moving as you say the first part of the rhyme. Repeat this for the actions of the mouse, scurrying quickly as you say the second part of the rhyme. Invite the children to copy the hand movements.

Say the rhyme together using the actions at the same time, emphasising keeping to the beat and showing a contrast in speed between the mouse and snail.

### Wrapping up

Display slide 2 of the *Presentation: Snail and mouse in the garden* to the children and explain that you will share some movements for them to mimic while they hear the audio from the start of the lesson.

Invite the children to stand up. Ask them to move like the mouse rustling through some leaves, saying “Crunch” quickly while playing the mouse audio button.

Then, ask them to move like the snail rustling through some leaves, saying “Crunch” slowly while playing the snail audio button.

Ask half the children to sit down and repeat the activity with the half stood up. Invite feedback from the children sat down as to what they noticed about the movements and sounds (the snail movements were slower than the mouse). Repeat with the other half of the class.

## Year 5 – Looping and Remixing – Looping Fragments

Learning objective	Success criteria
<ul style="list-style-type: none"> <li>To select a section of a tune and perform it as a loop</li> </ul>	<ul style="list-style-type: none"> <li>I can choose a fragment of the tune to turn into a loop</li> <li>I can accurately play a section of the tune as a loop</li> <li>I can play in time to the backbeat</li> </ul>
<b>Before the lesson</b>	
<p style="text-align: center;"><b>Watch:</b></p> <ul style="list-style-type: none"> <li><i>Teacher video: Looping fragments</i></li> </ul> <p style="text-align: center;"><b>Have ready:</b></p> <ul style="list-style-type: none"> <li>Presentation: Backbeats 1, 2 &amp; 3 (see Main Event)</li> <li>Keyboards or other tuned percussion (one per pair of pupils)</li> </ul> <p style="text-align: center;"><b>Print in advance:</b></p> <ul style="list-style-type: none"> <li>Activity: Somewhere Over the Rainbow notation (see Classroom Resources) – one per pupil             <ul style="list-style-type: none"> <li>Activity: Fragmented notation (see Classroom Resources) – one per pupil</li> <li>Activity: Fragmented notation with lyrics (see Classroom Resources) – one per pupil</li> <li>Activity: Fragmented notation with letters (see Classroom Resources) – one per pupil</li> </ul> </li> </ul>	

- Activity: Fragmented notation answer sheet (see Classroom Resources) – one per pupil

### Attention grabber

Explain to the class that they will review how well they have remembered the melody to 'Somewhere over the rainbow'. They will need to work out the correct order for five melody fragments to make the tune.

Hand out the *Activity: Fragmented notation* sheets as needed. Each sheet shows the jumbled-up notation for the melody, but with differing levels of support:

- *Activity: Fragmented notation with lyrics* – lyrics and note names (for pupils needing extra support)
- *Activity: Fragmented notation with letters* – note names (for pupils secure in what they have learned so far)
- *Activity: Fragmented notation* - just staff notation (for pupils working at greater depth)

Challenge the children to put these sections in the correct order without using the instruments. Answers can be recorded by writing numbers on the sheet or by cutting and sticking the notation fragments.

#### Key questions:

- What is a loop? (A repeated melodic or rhythmic phrase)
- What is meant by 'a fragment'? (Short section of music)
- What is a backbeat? (Rhythmic beat going along in the background to accompany the music)

## Main event

Pupils will be using or creating fragments of the *Somewhere Over the Rainbow* tune which can then be looped, using their knowledge of how to play the melody from Lesson 3.

They will then be playing these over a drum beat. You can use the backbeats in the *Presentation: Backbeat 1, 2 & 3* or keyboards to select an appropriate backbeat. Keyboards are ideal because they can play the melody and backing rhythm on the same instrument.

Working in pairs, give pupils five minutes to recap how to play the tune. Then demonstrate how to chop the tune up into sections and choose a section they like, to loop it over and over.

You can show the section from the teacher video, although a live presentation is better. Pupils write down their fragment and then practise playing it as a loop (over and over), before introducing a backbeat.

They should then spend 10 minutes rehearsing how to accurately play their fragment in time with the backing.

### **Differentiation:**

Pupils needing extra support: Choose their fragment for them – the notes to 'Over the Rainbow' work well for this.

Pupils working at greater depth: Should choose a second fragment and then loop one section and then the next.

### **Wrapping Up:**

Ask a few different groups (preferably some who chose different fragments to each other) to perform their loops and backbeats to the class. Get the rest of the class to offer feedback, based on the same points from the last lesson: accuracy, playing in time and confidence.



# **Knowledge Organisers (examples)**

## Year 1: Pitch and tempo (Superheroes)

### Musical style: Film and television music

Listening and dancing to superhero theme tunes!

Film and TV music is designed to add to the mood of the action you are watching.



It can help you to feel excited, terrified, sad and happy along with the characters on screen.

#### Pitch

How high or low a sound is.



#### Tempo

The speed of the music (fast or slow).



### Vocabulary

#### Accelerando

A musical term to describe when the speed of the music gets faster and faster.

#### Compose

To create or write an original (new) piece of music.

### Instruments

#### Percussion instruments

Instruments which are played by shaking, tapping or scraping with your hand or a beater.

#### Tuned percussion

Percussion instruments you **can** play tunes on.

#### Glockenspiel



#### Chime bars



#### Xylophone

#### Untuned percussion

Percussion instruments you **cannot** play a tune on.

#### Drum



#### Tambourine



#### Maracas



#### Claves



## Year 3: Ballads

### Musical style: Ballads

Ballads are songs which tell a story. They can be in many styles, such as pop and musical theatre and were used in ancient times to carry news and legends across countries.



### Vocabulary

<b>Ballad</b>	A song which tells a story - similar to a poem.
<b>Compose</b>	To create an original piece of music.
<b>Stanza</b>	A short section of text, sometimes known as a verse in a song or poem.
<b>Solo</b>	Performing alone.
<b>Ensemble</b>	A small group of musicians who perform together.
<b>Expression</b>	Making your thoughts or feelings known when reading, singing or performing.
<b>Lyrics</b>	The words in a song.
<b>Chorus</b>	Repeated section of music with the same tune and lyrics.
<b>Nonsense words</b>	Words which have no meaning and are often used for filling time in songs - e.g. 'la', 'do', 'oooh'.

### Story mountain

Ballads tell a story and usually have a similar structure to stories.



- OPENING** - Describes the setting, introduces the characters.
- BUILD UP** - Excitement and tension grows, gives emotion.
- CLIMAX** - Major dilemma.
- RESOLUTION** - Characters find a route through their difficulties.
- ENDING** - Happily ever after.



Year 5: Exploring the associations between music, sounds and colour

Musical feature: Composition

In this unit we compose our own musical composition to represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil.

Holi celebrations include people throwing and smearing each other with vibrant, multi-coloured paints and powders.



Vocabulary

Graphic score

A way of writing down music on the page without using traditional stave notation, using symbols and images to represent the music.



Synaesthesia: A condition where you 'see' music as colours.

Major: A tonality where the music sounds happy or bright.

Minor: A tonality where the music sounds sad or tense.

Layering: An overlapping of different music or instruments to create a 'thick' texture in a musical piece.

