	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary Interrelated Dimensions of Music (Dimensions-building blocks of music)	**The words listed for Reception are to prepare the children for the learning in Year 1. These words will be revisited in Year 1 for consolidation.** **Words you need to know:** *Pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, the names of the percussion instruments regularly used in class eg glockenspiel, drum, bells, woodblock.*	**Words you need to know:** *Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk groove, audience, imagination.*	**Words you need to know:** *Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.*	**Vocabulary:** *Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, electric guitar, organ, backing vocals, hook, riff, Reggae, pentatonic scale, imagination, Disco*	**Vocabulary:** *Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.*	**Vocabulary:** *Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, synthesizer, deck, backing loops, Funk, scratching, unison, pitch, tempo, dynamics, timbre, texture, Soul, groove bass line, brass section, harmony.*	**Vocabulary:** *style indicators, melody, compose, improvise/improvisation, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, by ear, ostinato, phrases Urban Gospel, civil rights, gender equality, unison, harmony.*
National Curriculum		*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*		*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* *Play and perform in solo and ensemble contexts, using their voices and playing 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 from different traditions and from great composes and musicians* *Develop an understanding of the history of music*			

1

| Listen and Appraise | To know twenty nursery rhymes off by heart.

To know the stories of some of the nursery rhymes.

To know twenty nursery rhymes off by heart.

To know the stories of some of the nursery rhymes.

To learn that music can touch your feelings. | To know 5 songs off by heart. To know what the songs are about.

To know and recognise the sound and names of some of the instruments they use.

To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | To know 5 songs off by heart.

To know some songs have a chorus or a response/answer part.

To know that songs have a musical style.

To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

To learn how songs can tell a story or describe an idea. | To know 3 songs from memory and who sang or wrote them.

To know the style of 3 songs.

To be able to talk about the lyrics, musical dimensions, main sections and instruments in a song.

To identify and move to the pulse.

To think about what the words of a song mean.

To take it in turns to discuss how the song makes them feel. | To know 3 songs from memory and who sang or wrote them.

To know the style of 3 songs.

To be able to talk about the style indicators (musical characteristics that give the song style) lyrics, musical dimensions, main sections and instruments in a song.

To identify and move to the pulse.

To discuss the musical dimensions of songs. | To know 3 songs from memory, who sang or wrote them, when they were written and (if possible) why?

To know the style of 3 songs and name other songs in that style.

To choose 2/3 songs and be able to talk about using musical vocabulary:

- The style indictors of the songs (musical characteristics that give the songs style).
- The lyrics: what the songs are about
- Musical dimensions in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) | To know 3 songs from memory, who sang or wrote them, when they were written and (if possible) why?

To know the style of 3 songs and name other songs in that style.

To choose 2/3 songs and be able to talk about using musical vocabulary:

- The style indictors of the songs (musical characteristics that give the songs style).
- The lyrics: what the songs are about
- Musical dimensions in the songs and where they are used (texture, dynamics, |
|---|---|---|---|---|---|---|---|

				To listen carefully and respectfully to other people's thoughts about the music.	To talk about music and how it makes them feel using musical words. To listen carefully and respectfully to other people's thoughts about the music.	- Identify the main sections of songs (intro, verse, chorus etc.) - The instruments in the songs - Historical context of the songs. What else was going on at this time? To think about the message of song and discuss how it makes you feel. To compare 2 songs of the same style, discussing what stands out musically in them, their similarities and their differences. Listen carefully and respectfully to the views of others about music.	tempo, rhythm and pitch) - Identify the structure of songs (intro, verse, chorus etc.) - The instruments in the songs - Historical context of the songs. What else was going on at this time? To talk about how we all have a musical identity. To think about the message of song and discuss how it makes you feel. To compare 2 songs of the same style, discussing what stands out musically
	To enjoy moving to music by dancing, marching, being animals or Pop stars.						

Inter-related dimensions of music						
						in them, their similarities and their differences.
						Listen carefully and respectfully to the views of others about music.
	To find a pulse by copying a character. *To copy basic rhythm patterns of single words, building to short phrases.* *Explore using high and low voices and listen to high and low sounds.*	*To know that music has a steady pulse like a heartbeat.* *To know that we can create rhythms from words, our names, favourite food, colours and animals.*	*To know that music has a steady pulse, like a heartbeat.* *To know that we can create rhythms from words, our names, favourite food, colours and animals.* *Rhythms are different from a steady pulse.*	*To find and demonstrate the pulse.* *To know the difference between rhythm and pulse.* *To know how pulse, rhythm and pitch work together to create a song.*	*To be able to define pulse, rhythm and pitch.* *To be able to talk about:* - *How pulse, rhythm and pitch work together* - *The difference between rhythm and pulse* - *How to keep an internal pulse*	*To be able to talk about:* - *How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.* - *How to keep the internal pulse* - *Musical leadership: creating musical ideas for the group to copy and respond to*	*To be able to talk about:* - *How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song.* - *How to keep the internal pulse* - *Musical leadership: creating musical ideas for the group to*

			Adding high and low sounds, pitch, when we sing or play instruments.	To know that every piece of music has a steady pulse. To know the difference between a musical question and an answer.	To create musical ideas for a group to copy or respond to.		copy and respond to
Singing	To sing or rap nursery rhymes and simple songs from memory. To know songs have sections. To sing along with pre-recorded songs and add actions. To sing along with the backing track.	To confidently sing or rap 5 songs and sing them in unisons. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.	To confidently know and sing 5 songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice eg. Rapping (spoken word) To know why we need to warm up our voices.	To be able to talk about: - Singing in a group can be called a choir - Leader/Conductor is the person who the choir/group follow - Songs can make you feel different things – eg. Happy, energetic etc. - Singing in an ensemble/large group means you must listen to ech other - To know why you must warm up your voice. To sing in unison and simple two-parts.	To be able to talk about: - Singing in a group can be called a choir - Leader/Conductor is the person who the choir/group follow - Songs can make you feel different things – eg. Happy, energetic etc. - Singing in an ensemble/large group means you must listen to ech other - Texture: how a solo singer makes a thinner texture than a large group - Why you must warm up your voice	To confidently sing 3 songs with memory and to sing them with an internal pulse. To choose and song and be able to talk about: - The main features - Singing in unison, the solo, the lead vocal, backing vocals or rapping - What the song is about and the meaning of the lyrics - The importance of warming up your voice	To confidently sing 3 songs with memory and to sing them with an internal pulse. To represent the style, feeling and context of the songs to an audience. To choose and song and be able to talk about: - The main features - Singing in unison, the solo, the lead vocal, backing

		Learn to start and stop singing when following a leader.	*Learn about voices singing notes of different pitches (high and low).* *Learn that they can make different types of sounds with their voices – you can rap.* *To find a comfortable singing position.* *To start and stop singing when following a leader.*	*To demonstrate a good singing posture.* *To follow a leader when singing.* *To explore singing solo.* *To sing with awareness of being in tune.* *To have an awareness of the pulse internally when singing.*	*To sing in unison and simple two-parts.* *To demonstrate a good singing posture.* *To follow a leader when singing.* *To explore singing solo.* *To sing with awareness of being in tune.* *To rejoin a song if lost.* *To listen to a group when singing.*	*To sing in unison and sing backing vocals.* *To enjoy exploring singing solo.* *To listen to the group when singing.* *To demonstrate a good singing posture.* *To follow a leader when singing.* *To experience rapping and solo singing.*	*vocals or rapping* - *What the song is about and the meaning of the lyrics* - *The importance of warming up your voice* *To sing in unison and sing backing vocals.* *To demonstrate a good singing posture.* *To follow a leader when singing.* *To experience rapping and solo singing.*

						To listen to each other and be aware how to fit into the group when singing.	*To listen to each other and be aware how to fit into the group when singing.*
						To sing with awareness of being 'in tune'.	*To sing with awareness of being 'in tune'.*
Instruments	*To listen to high and low sounds on a glockenspiel.*	*To learn the names of the instruments they are playing.*	*Know the names of untuned percussion instruments they are playing in class.*	*To be able to talk about the instruments used in class.*	*To be able to talk about the instruments used in class and other instruments they might play.*	*Play a musical instrument with correct technique and context.*	*Play a musical instrument with correct technique and context.*
				To treat instruments carefully and with respect.			
		Treat instruments carefully and with respect.	*Treat instruments carefully and with respect.*		*To treat instruments carefully and with respect.*	*Select and learn an instrumental part; one note, simple or medium part of the melody from memory or using notation.*	*Select and learn an instrumental part; one note, simple or medium part of the melody from memory or using notation.*
				To play between 1 and 4 different parts on a tuned instrument.	*To play between 1 and 4 different parts on a tuned instrument.*		
		Play a tuned instrument part with the song they perform.	*Learn to play a tuned instrumental part that matches their musical challenge.*			*To rehearse and perform their part within the context of the song.*	*To rehearse and perform their part within the context of the song.*
				To rehearse and perform their part in a song.	*To rehearse and perform their part in a song.*		
		Listen to and follow musical	*Play the part in time with a steady pulse.*			*To listen to and follow instructions from a musical leader.*	*To listen to and follow instructions from a musical leader.*

		instructions from a leader.	*Listen to and follow musical instructions from a leader.*	*To listen to and follow musical instructions from a leader.*	*To listen to and follow musical instructions from a leader.* *To experience leading the playing by making sure everyone plays in the playing section of a song.*	*To lead a rehearsal session.*	*To lead a rehearsal session.*
Improvisation		*To know that improvisation is about making up your own tunes on the spot.* *To listen to a rhythm and clap back an answer.* *To listen and sing/play your own answer using one or two notes.*	*To know that improvisation is about making up your own tunes on the spot.* *To listen to a rhythm and clap back an answer.* *To listen and sing/play your own answer using one or two notes.*	*To be able to talk about improvisation:* - *Improvisation is making up your own tunes on the spot* - *Using one or two notes confidently is better than using 5* - *If you improvise using the notes you are given you cannot make mistakes.* *To listen and sing, play and copy back using instruments and 2 different notes.*	*To be able to talk about improvisation:* - *Improvisation is making up your own tunes on the spot* - *Using one or two notes confidently is better than using 5* - *If you improvise using the notes you are given you cannot make mistakes.* *To listen to riffs and use them in improvisations.*	*To know and be able to talk about improvisation:* - *Improvisation is making up your own tunes on the spot* - *When someone improvises they make up their own tune they make up their own tune on the spot* - *If you improvise using the notes you are given you cannot make mistakes.*	*o know and be able to talk about improvisation:* - *Improvisation is making up your own tunes on the spot* - *When someone improvises they make up their own tune they make up their own tune on the spot* - *Using one, two or three notes confidently is better than using five* - *If you improvise using the notes you are given*

					To improvise using instruments in the context of the song they are listening to.	*To listen to riffs and use them in improvisations.* *To know some well-known improvising musicians.*	*you cannot make mistakes.* *To use riffs and licks in improvisations.* *To know some well-known improvising musicians.*
Composition	*Invent a pattern using one pitched note and begin to create simple 2-note patterns to accompany the song.*	*To know that composition is like writing a story with music.* *Help create a simple melody using one, two or three notes.* *Learn how the notes of the composition can be written down and changed if necessary.*	*To know that composition is like writing a story with music.* *Help create three simple melodies using one, three or five different notes.* *Learn how the notes of the composition can be written down and changed if necessary.*	*To be able to talk about a composition:* - *Music that is created by you and kept in some way. It can be played and performed again.* - *Different ways to record compositions (letter names, symbols, audio etc.)* *Help create a simple melody using one, three or five different notes.*	*To be able to talk about a composition:* - *Music that is created by you and kept in some way. It can be played and performed again.* - *Different ways to record compositions (letter names, symbols, audio etc.)* *Help create a simple melody using one, three or five different notes.*	*To know and be able to talk about:* - *A composition: music that is created by you and kept in some way* - *A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.* *To create simple melodies using up to 5 different notes*	*To know and be able to talk about:* - *A composition: music that is created by you and kept in some way* - *A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.*

				Plan and create a section of music that can be performed in context. Be able to talk about how it was created. *Listen to and reflect upon compositions making musical decisions about pulse, rhythm, pitch, dynamics and tempo.* *Record compositions in any way appropriate (graphic/pictorial notation).*	*Plan and create a section of music that can be performed in context. Be able to talk about how it was created.* *Listen to and reflect upon compositions making musical decisions about pulse, rhythm, pitch, dynamics and tempo.* *Record compositions in any way appropriate (graphic/pictorial notation).*	*and simple rhythms that work in a musical style.* *Explain the keynote or home note and the structure of the melody.* *Listen to and reflect upon developing compositions and make musical decisions about how the melody connects with the song.* *Record compositions in any way appropriate (graphic/pictorial notation).*	*To create simple melodies using up to 5 different notes and simple rhythms that work in a musical style.* *Explain the keynote or home note and the structure of the melody.* *Listen to and reflect upon developing compositions and make musical decisions about how the melody connects with the song.* *Record compositions in any way appropriate (graphic/pictorial notation).*
Performance	*To know that performance is sharing music.*	*To know that a performance is sharing music with other people called the audience.*	*To know that a performance is sharing music with other people called the audience.*	*To be able to talk about:* - *Performing is sharing music with other people, an audience.*	*To be able to talk about:* - *Performing is sharing music with*	*To be able to talk about:* - *Performing is sharing music with*	*To be able to talk about:* - *Performing is sharing music with other*

					other people, an audience.	other people, an audience.	people, an audience.
	Perform any of the nursery rhymes by singing and adding actions or dance.	*To choose a song and perform it.*	*To know that a performance can be a special occasion and involve a class, a year group or a whole school.*	- *A performance doesn't have to be a drama – it can be one person to each other* - *You have to plan everything for it to be performed* - *You must rap and sing words clearly and with confidence* - *A performance can be a special occasion. It is planned for each occasion.* - *Performance involves communicating feelings, thoughts and ideas about a song or music.*	- *A performance doesn't have to be a drama – it can be one person to each other* - *You have to plan everything for it to be performed* - *You must rap and sing words clearly and with confidence* - *A performance can be a special occasion. It is planned for each occasion.* - *Performance involves communicating feelings, thoughts and ideas about a song or music.*	- *A performance doesn't have to be a drama – it can be one person to each other* - *You have to plan and learn everything for it to be performed* - *You must rap and sing words clearly and with confidence* - *A performance can be a special occasion. It is planned for each occasion.* - *Performance involves communicating feelings, thoughts and ideas about a song or music.*	- *A performance doesn't have to be a drama – it can be one person to each other* - *You have to plan and learn everything for it to be performed* - *You must rap, sing and play clearly and with confidence* - *A performance can be a special occasion. It is planned for each occasion.* - *Performance involves communicating feelings, thoughts and ideas about a song or music.*
	Perform any nursery rhymes or songs adding a simple instrumental part.	*To add their own ideas to a performance.*	*To know that an audience can include your parents and friends.*				
	Record the performance to talk about.	*To record a performance and say how they were feeling about it.*	*To choose a song and perform it.*	*To choose what to perform and create a programme.*			
			To add their own ideas to a performance.				
				To communicate the meaning of words and clearly articulate them.	*To choose what to perform and create a programme.*		
			To record a performance and say how they were feeling about it.			*To choose what to perform and create a programme.*	*To choose what to perform and create a programme.*

				To talk about the best place to perform and how to stand or sit. *To record the performance and say how they were feeling, what they were pleased with, what they would change and why.*	*To present a musical performance designed to capture the audience.* *To communicate the meaning of words and clearly articulate them.* *To talk about the best place to perform and how to stand or sit.* *To record the performance and say how they were feeling, what they were pleased with, what they would change and why.*	*To communicate the meaning of words and clearly articulate them.* *To talk about the venue and how to use it to the best effect.* *To record the performance and compare it to a previous performance.* *To discuss and talk musically about a performance: what went well, what would make it better etc.*	*To communicate the meaning of words and clearly articulate them.* *To talk about the venue and how to use it to the best effect.* *To discuss and talk musically about a performance: what went well, what would make it better etc.*
Notation		*To learn the names of the notes in their instrumental part from memory or*	*To learn the names of the notes in their instrumental part from memory or when written down.*	*Help create at least one simple melody using one, three, or five different notes.*	*Help create at least one simple melody using one, three, or five different notes.*	*To know and be able to talk about:*	*To know and be able to talk about:*

		when written down.				

					Column 6	Column 7

- *Different ways of writing music down*
- *The notes C, D, E, F, G, A, B + C on the treble stave*
- *The instruments they might play or be played in a band or orchestra or by their friends.*

To recognise the connection between sound and symbol.

- *Different ways of writing music down*
- *The notes C, D, E, F, G, A, B + C on the treble stave*
- *The instruments they might play or be played in a band or orchestra or by their friends*

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	*Me!*	*My Stories*	*Everyone!*	*Our World*	*Big Bear Funk*	*Reflect, rewind and replay*
Year 1	*Hey you!*	*Rhythm in the way we walk and Banana Rap*	*In the Groove*	*Round and Round*	*MAPAS Glockenspiel Lessons*	
Year 2	*MAPAS Glockenspiel Lessons*		*Hands, Feet, Heart*	*I wanna play in a band*	*Zoo time*	*Friendship Song*
Year 3	*Let Your Spirit Fly*	*Three Little Birds*	*MAPAS Recorder Lessons*		*The Dragon Song*	*Bringing Us Together*
Year 4	*Mamma Mia*	*Stop*	*MAPAS Recorder Lesson*		*Lean on Me*	*Blackbird*
Year 5	*Livin' on a prayer*	*Make You Feel My Love*	*The Fresh Prince of Bel-air*	*Dancing in the Street*	*MAPAS Violin Lessons*	
Year 6	*MAPAS Violin Lessons*		*Happy*	*You've got a friend*	*Music and Me*	*Production Rehearsal*