

Listening, Responding & Appraising

| Year Group | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|---|---|--|--|---|---|---|
| Achieve | I know how to move to music and respond showing whether it is happy or sad | I know how to answer a question about dynamics or tempo in music I have heard | I know how to talk about the mood of the music and identify changes in dynamic and tempo | I know how to listen to music, identify and discuss musical dimensions | I know how to listen to music and describe it accurately using correct musical vocabulary | I know how to talk about how sounds are put together and the different effects used to show the composers intention | I know how to identify musical features, genres, form and structure |
| Challenge | I know how to identify and describe extreme contrasts within a piece of music | I know how to articulate how changes in speed and dynamics affect the piece | I know how to identify different percussion instruments by sound | I know how to identify simple structures within music eg. C&R verse & chorus | I know how to recognise the combined effect of different textures/layers of sound | I know how to compare two different arrangements of the same piece of music using musical vocabulary | I know how to identify and discuss 'what happens when' within simple musical structures |

Vocabulary: Listening & Appraising

KS1 Is it.....?

loud or quiet

fast or slow

high or low

calm or exciting

smooth or jerky

one instrument or many

happy or sad

voice or instrument

KS2 Describe the ...

Pitch high & low, getting higher ascending, getting lower descending

Tempo fast & slow, Allegro - fast & lively. Andante - at a walking speed, Lento - slow, Largo - very slow

Dynamics - loud & quiet, p - piano - quiet, f - forte - loud, Crescendo - getting louder, Diminuendo - getting quieter

Timbre - What is making the sound? What sort of instruments can you hear?

Woodwind Brass Percussion Strings

Texture thin texture - one layer of sound, thick texture - several layers of sound

Articulation smooth or jerky, staccato - short & detached, legato - smooth

accent - sudden forced note

Mood - calm or exciting, dolce - sweetly

tranquillo - calmly energico - with energy

misterioso - mysteriously leggiero lightly

risoluto - bold & strong

Singing & The Voice

| Year Group | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|--|--|--|---|---|---|--|
| Achieve | I know how to use my voice to sing | I know how to sing a short song in a group from a given starting pitch | I know how to use the starting pitch to sing a short song on my own | I know how to sing a short song on my own and stay 'in tune' | I know how to control my voice and sing at different dynamics | I know how to maintain a melody as part of a small group in a 2-part song | I know how to perform a song with an even tone across a wide vocal range eg. an octave |
| Challenge | I know I have found and can use my singing voice | I know how to sing a short song alone from a given starting pitch | I know how to sing clearly, in tune breathing at the start of song phrases | I know how to show awareness of phrase & sing accurately at different tempi | I know how to sing with good posture, good diction and good projection. | I know how to communicate the mood and meaning of a song | I know how to sing a part song with accuracy, fluency, control & expression |

Related Vocabulary

| | |
|---|---|
| <p>Choir a group of singers who sing and perform together</p> <p>Chorus part of a song; the words and the tune are the same each time the chorus is sung; the chorus is usually sung between verses</p> <p>Phrase a line in a song, (breathe at the beginning of each phrase)</p> <p>groups enter at different times singing the same melodic material</p> | <p>Round groups enter at phrase ends singing the identical material</p> <p>Unison all singing the same tune together at the same time</p> <p>Verse part of a song; the words are different in each verse and are sung to the same melody each time</p> <p>Projection singing to be heard at a distance (not shouting)</p> <p>Diction pronunciation of spoken words & sung lyrics</p> |
|---|---|

Musicianship: Pulse, Rhythm, Tempo, Metre

| Year Group | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|---|---|---|---|--|---|---|
| Achieve | <p>I know how to move to the beat and maintain the pulse</p> <p>I can echo a short rhythm correctly</p> | <p>I know how to identify the beat (pulse) and perform at different speeds (tempi)</p> <p>I know I can talk about duration, long and short notes. I can echo and improvise 4 beat rhythm patterns</p> | <p>I know how to maintain the beat when singing and when tapping a song rhythm</p> <p>I know I can read and construct a 4 beat pattern using ta and te-te (crotchet and paired quavers)</p> | <p>I know how to notate the rhythm of simple songs and rhymes using ta and te-te crotchet and quavers</p> | <p>I know how to read and write short rhythm patterns using ta (crotchet) and te-te (paired quavers)</p> | <p>I know how to write and perform a 2-part rhythmic piece in a group</p> | <p>I know how to read and write using note values whole note, half note, quarter note, eighth note, sixteenth note (semibreve to semiquaver, minim, crotchet, quaver, semiquaver)</p> |
| Challenge | <p>I know how to respond quickly to changes in tempo</p> | <p>I know how to maintain actions to the beat while singing.</p> | <p>I know how to walk/play the beat accurately while singing</p> | <p>I know how to divide rhythmic music into bars 2/4/ time</p> | <p>I know how to use a minim correctly (2 beats)</p> | <p>I know how to use a dotted minim correctly (3 beats)</p> | <p>I know how to use semiquavers correctly (4 x 1/16 note patterns)</p> |

Musicianship: Pitch

| Year Group | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|---|---|--|---|--|---|--|
| Achieve | I know how to respond accurately to high or low sounds through movement | I know how to identify changes in pitch and talk about pitch using correct vocabulary high/low higher/lower | I know how to sing a simple song showing the pitch with gesture (soh me) | I know how to relate pitch to symbols eg. la soh-me listen and copy patterns accurately | I know how to represent pitched sounds to perform from a score 1 line and 2 line stave or more | I know how to read and perform from a pitched stave of 3-5 lines (with pitch names) | I know how to read and perform from a treble stave within a pitch range of C-C |
| Challenge | I know how to pitch match as part of a group | I know how to pitch match accurately at an individual level | I know how to change the pitch setting "off we go" (higher or lower) | I know how to sing simple phrases and songs in solfa | I know how to compose, read and sing from simple rhythm solfa solfa lsm / mrd | I know how to compose sing and play in rhythm solfa solfa lsmrd | I know how to read, sing and play in solfa and using real name notes |

Key Vocabulary

Pulse - the steady beat that never changes

Duration - long and short sounds

Rhythm - a pattern of long and short sounds (notes) of definite length

Pitch - how high or low a note is

Tempo - speed of the music

Dynamics - volume

Timbre - the quality of the sound

Texture - layers of sound

Ostinato - repeated pattern

Melody - the tune

Listening related vocabulary - see above

Types of Voice - whisper, talk, loud, quiet, high, low singing, thinking

Thinking Voice - singing inside the head, internalization

Phrase - a musical sentence or idea

Chord - 2 or more notes played simultaneously

Accompaniment - music which supports the main melody

Ensemble - More than 1 person performing in a group at a time

Solo - 1 performer **Duet** - 2 performers **Trio** - 3 performers

Rhythm time names and real names

Crochet - ta 1 beat

Paired Quavers - te-te (each quaver is worth half a crotchet)

Minim - two-oo 2 beats

Dotted Minim - 3 beats ta-a-a

Metre - how the music is divided up, strong and weak beats

Bar or Measure - is a segment of time corresponding to a specific number of beats in which each beat is represented by a particular note value and the boundaries of the bar are indicated by vertical **bar lines**.

Composition, Improvisation, Timbre & Texture

| Year Group | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Achieve | I know how to put sounds together to create a piece | I know how to compose a piece using short sequences of sound within a structure | I know how to put sounds together that have a beginning middle-end | I know how to work in a group to control a variety of sounds from one instrument. I can use and change dynamics & timbres | I know how to create a group accompaniment to a piece or a song | I know how to compose and notate a piece of music in a small group controlling the pitch and dynamics according to the score | I know how to compose and write a piece of music in a group within a given structure, rehearse and perform it from a score. |
| Challenge | I know how to sort and name sounds | I know how to sequence symbols to create a piece | I know how to add changes in tempo/ dynamic to my piece | I know how to create a simple rhythmic accompaniment to a song | I know how to compose a group piece with a given structure | I know how to refine a group composition after the group discussion | I know how to compose music that reflects given intentions |

Instruments

| Year Group | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|---|--|---|--|---|--|---|
| Achieve | I know how to handle percussion instruments correctly | I know how to recognise and identify 6 untuned percussion instruments | I know how to listen to, identify and group instruments according to sound and how they are played (tap, scrape, shake) | I know how to create and control a variety of sounds from one instrument, using dynamics and different timbres | I know how to choose, play and perform a layered piece in a group using instruments appropriate to the task | I know how to work in a group to perform a piece adjusting pitch and dynamics according to the score | I know how to change the timbre effectively within a group piece by making appropriate choices of instrumentation |
| Challenge | I know how to sort and name different instruments | I know how to choose musical sound effects to follow a storyline / match a picture | I know how to compose a piece of music with a beginning middle-end in a group | I know how to compose a simple accompaniment for a song or rhyme | I know how to compose a piece with a recognisable structure | I know how to refine a group composition after discussion | I know how to use a range of symbols (conventional and/or graphic) to record compositions |

Percussion instruments instruments played by shaking, striking, shaking the surface of the instrument

Un-tuned percussion instruments: percussion instruments which do not produce definite pitch when struck, shaken or scraped e.g. drum, tambourine, maracas etc.

Tuned Percussion percussion instruments on which a tune or melody can be played

Xylophone tuned percussion instrument made from wood **Glockenspiel** tuned percussion instrument with bars made from **metal**

Metallophone tuned percussion instrument with bars made from **metal**

Performing

| Year Group | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|--|---|---|--|--|--|--|
| Achieve | I know how to perform a song or rhyme with my friends in the class | I know how to perform appropriately in a Call & Response song | I know how to perform an additional part in a song or rhyme in a group (beat, ostinato) | I know how to perform a 2 part piece using pulse and rhythm in class | I know how to perform a group piece to an audience | I know how to perform within a group to a large audience | I know how to perform with attention to musical detail |
| Challenge | I know how to perform a song or rhyme on my own | I know how to lead a Call & Response song | I know how to perform an additional part in a song or rhyme on my own | I know how to perform a solo to my class | I know how to model dynamic contrast within a song | I know how to perform with sensitivity to different dynamics and tempi | I know how to take the lead within a performance |