



Music Curriculum and Progression of Skills at Scargill CE Primary School 2021/2022

National Curriculum 2014 and EYFS Framework 2021

EYFS:

Reception (ELGs)

Sing a range of well-known nursery rhymes & songs

Perform songs, rhymes, poems and stories with others and (where appropriate) try to move in time to the music

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations



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- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

At Scargill we follow the Charanga music scheme, which gives the children a progressive and wide range of learning the elements of music with practical application.

Key Music Learning- Knowledge Progression

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Early Learning Goal:</p> <p>Children talk about their own ideas and processes which have led them to make music.</p> <p>They can talk about the features of their own and others work (compositions), recognising the differences between them and the strengths of others</p>	<p><input type="checkbox"/> Know how to use my voice to speak, sing and chant.</p> <p><input type="checkbox"/> Know how to use instruments to perform.</p> <p><input type="checkbox"/> Know how to clap short rhythmic patterns.</p> <p><input type="checkbox"/> Know how to make different sounds with my voice and with instruments.</p> <p><input type="checkbox"/> Know how to repeat short rhythmic and melodic patterns.</p>	<p><input type="checkbox"/> Know how to sing and follow a melody.</p> <p><input type="checkbox"/> Know how to perform simple patterns and accompaniments keeping a steady pulse.</p> <p><input type="checkbox"/> Know how to play simple rhythmic patterns on an instrument.</p> <p><input type="checkbox"/> Know how to sing or clap increasing and decreasing tempo.</p> <p><input type="checkbox"/> Know how to order sounds to create a beginning, middle and an end.</p>	<p><input type="checkbox"/> Know how to sing a tune with expression.</p> <p><input type="checkbox"/> Know how to play clear notes on instruments.</p> <p><input type="checkbox"/> Know how to use different elements in my composition.</p> <p><input type="checkbox"/> Know how to create repeated patterns with different instruments.</p> <p><input type="checkbox"/> Know how to compose melodies and songs.</p> <p><input type="checkbox"/> Know how to create</p>	<p><input type="checkbox"/> Know how to sing songs from memory with accurate pitch.</p> <p><input type="checkbox"/> Know how to perform a simple part rhythmically.</p> <p><input type="checkbox"/> Know how to improvise using repeated patterns.</p> <p><input type="checkbox"/> Know how to use notation to record and interpret sequences of pitches.</p> <p><input type="checkbox"/> Know how to use notation to record compositions in a</p>	<p><input type="checkbox"/> Know how to breathe in the correct place when singing.</p> <p><input type="checkbox"/> Know how to maintain my part whilst others are performing their part.</p> <p><input type="checkbox"/> Know how to improvise within a group using melodic and rhythmic phrases.</p> <p><input type="checkbox"/> Know how to change sounds or organise them differently to change the effect.</p> <p><input type="checkbox"/> Know how to compose music</p>	<p><input type="checkbox"/> Know how to sing in harmony confidently and accurately.</p> <p><input type="checkbox"/> Know how to perform parts from memory.</p> <p><input type="checkbox"/> Know how to take the lead in a performance.</p> <p><input type="checkbox"/> Know how to use a variety of different musical devices in my composition (including melody, rhythms and chords).</p>



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	<input type="checkbox"/> Know how to make a sequence of sounds. <input type="checkbox"/> Know how to respond to different moods in music. <input type="checkbox"/> Know how to choose sounds to represent different things. <input type="checkbox"/> Know how to follow instructions about when to play and sing. <input type="checkbox"/> Know how to say whether I like or dislike a piece of music.	<input type="checkbox"/> Know how to create music in response to different starting points. <input type="checkbox"/> Know how to choose sounds which create an effect. <input type="checkbox"/> Know how to use symbols to represent sounds. <input type="checkbox"/> Know how to make connections between notations and musical sounds. <input type="checkbox"/> Know how to improve my own work. <input type="checkbox"/> Know how to listen out for particular things when listening to music	accompaniments for tunes. <input type="checkbox"/> Know how to combine different sounds to create a specific mood or feeling. <input type="checkbox"/> Know how to use musical words to describe a piece of music and compositions. <input type="checkbox"/> Know how to use musical words to describe what I like and do not like about a piece of music. <input type="checkbox"/> Know how to improve my work; explaining how it has been improved. <input type="checkbox"/> Know how to recognise the work of at least one famous composer	small group or on my own. <input type="checkbox"/> Know how to explain why silence is often needed in music and explain what effect it has. <input type="checkbox"/> Know how to identify the character in a piece of music. <input type="checkbox"/> Know how to identify and describe the different purposes of music. <input type="checkbox"/> Know how to begin to identify the style of work of different famous composers.	which meets specific criteria. <input type="checkbox"/> Know how to use notation to record groups of pitches (chords). <input type="checkbox"/> Know how to choose the most appropriate tempo for a piece of music. <input type="checkbox"/> Know how to describe, compare and evaluate music using musical vocabulary. <input type="checkbox"/> Know how to explain why I think music is successful or unsuccessful Know how to contrast the work of a famous composer with another, and explain my preferences.	<input type="checkbox"/> Know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created. <input type="checkbox"/> Know how to analyse features within different pieces of music. <input type="checkbox"/> Know how to compare and contrast the impact that different composers from different times have had on people of that time.
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Key Music Learning- Skills Progression

Performing with voices:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use their voice to speak/sing/chant <input type="checkbox"/> Join in with singing <input type="checkbox"/> Clap short rhythmic patterns	Using their voices: <input type="checkbox"/> Speak and chant together <input type="checkbox"/> Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) <input type="checkbox"/> Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment <input type="checkbox"/> Co-ordinate actions to go with a song <input type="checkbox"/> Sing in time to a steady beat <input type="checkbox"/> Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing	Using their voices: <input type="checkbox"/> Sing a variety of songs with more accuracy of pitch <input type="checkbox"/> Sing words clearly and breathing at the end of phrases <input type="checkbox"/> Convey the mood or meaning of the song <input type="checkbox"/> Sing with a sense of control of dynamics (volume) and tempo (speed) <input type="checkbox"/> Echo sing a short melodic phrases <input type="checkbox"/> Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices <input type="checkbox"/> Follow a leader (teacher) starting and stopping together	Using their voices: <input type="checkbox"/> Sing songs in a variety of styles with confidence, singing an increasing number from memory <input type="checkbox"/> Show increasing accuracy of pitch and awareness of the shape of a melody. <input type="checkbox"/> Imitate increasingly longer phrases with accuracy <input type="checkbox"/> With an awareness of the phrases in a song <input type="checkbox"/> Understand that posture, breathing and diction are important. <input type="checkbox"/> Demonstrate an awareness of character or style in performance. <input type="checkbox"/> Chant or sing a round in two parts	Using their voices: <input type="checkbox"/> Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody <input type="checkbox"/> Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context) <input type="checkbox"/> Sing two/three part rounds with more confidence and increasing pitch accuracy <input type="checkbox"/> Sing confidently as part of a small group or solo being aware of posture and good diction. <input type="checkbox"/> Copy short phrases and be	Using their voices: <input type="checkbox"/> Sing confidently in a wide variety of styles with expression <input type="checkbox"/> Communicate the meaning and mood of the song <input type="checkbox"/> Sing a simple second part of a two part song with confidence <input type="checkbox"/> Maintain own part in a round <input type="checkbox"/> Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion.	Using their voices: <input type="checkbox"/> Sing confidently in a wide variety of styles with expression <input type="checkbox"/> Communicate the meaning and mood of the song <input type="checkbox"/> Sing a simple second part of a two part song with confidence <input type="checkbox"/> Maintain own part in a round <input type="checkbox"/> Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion.



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			<input type="checkbox"/> Sing songs with a recognised structure (verse and chorus/ call and response)	able to sing up and down in step independently.		
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Performing with instruments:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<input type="checkbox"/> Experiment with creating sounds with different instruments	Using instruments: <input type="checkbox"/> Play instruments by shaking, scraping, rattling, tapping etc <input type="checkbox"/> Play in time to a steady beat, using instruments or body sounds <input type="checkbox"/> Play loudly, quietly, fast, slow <input type="checkbox"/> Imitate a rhythm pattern on an instrument <input type="checkbox"/> Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song <input type="checkbox"/> Play a single pitched note to accompany a song (drone) <input type="checkbox"/> Play with help the rhythmic pattern of	Using instruments: <input type="checkbox"/> Play with control: ➤a) maintaining steady beat ➤b) getting faster or slower ➤c) getting louder or quieter <input type="checkbox"/> Perform a repeated two note melodic ostinato to accompany a song <input type="checkbox"/> Perform a rhythm accompaniment to a song <input type="checkbox"/> Perform a sequence of sounds using a graphic score <input type="checkbox"/> Work and perform in smaller groups <input type="checkbox"/> Follow a leader (teacher) starting	Using instruments: Keep a steady beat on an instrument in a group or individually <input type="checkbox"/> Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat <input type="checkbox"/> Use tuned percussion with increasing confidence <input type="checkbox"/> Copy a short melodic phrase by ear on a pitched instrument <input type="checkbox"/> Play using symbols including graphic and / or	Using instruments: Maintain two or more different ostinato patterns in a small instrumental group against a steady beat <input type="checkbox"/> Play music that includes RESTS <input type="checkbox"/> Use tuned percussion instruments with increasing confidence to accompany songs and improvise <input type="checkbox"/> Play by ear – find known phrases or short melodies using tuned instruments	Using instruments: Perform on a range of instruments in mixed groups to an audience, with confidence <input type="checkbox"/> Read and play with confidence from conventional or graphic notation <input type="checkbox"/> Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. <input type="checkbox"/> Perform with sensitivity to different dynamics, tempi	Using instruments: Perform on a range of instruments in mixed groups to an audience, with confidence <input type="checkbox"/> Read and play with confidence from conventional or graphic notation <input type="checkbox"/> Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. <input type="checkbox"/> Perform with sensitivity to different dynamics, tempi



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	a spoken sentence, e.g. 'Hungry caterpillar' <input type="checkbox"/> Follow simple hand signals indicating: loud/quiet and start/stop	and stopping together <input type="checkbox"/> Demonstrate some confidence in performing as a group and as an individual	simple traditional notation <input type="checkbox"/> Follow simple hand directions from a leader <input type="checkbox"/> Perform with an awareness of others <input type="checkbox"/> Combine musical sounds with narrative and movement Perform a composed piece to a friendly audience, as a member of a group or class	<input type="checkbox"/> Play music in a metre of two or three time <input type="checkbox"/> Read and play from some conventional music symbols <input type="checkbox"/> Combine instrumental playing with narrative and movement <input type="checkbox"/> Follow a leader, stopping / starting, playing faster/ slower and louder / quieter. <input type="checkbox"/> Perform to an audience of adults, an assembly or other classes with increasing confidence.	<input type="checkbox"/> Lead/conduct a group of instrumental performers <input type="checkbox"/> Maintain a rhythmic or melodic accompaniment to a song <input type="checkbox"/> Maintain own part on a pitched instrument in a small ensemble <input type="checkbox"/> Perform own compositions to an audience <input type="checkbox"/> Use an mp3 recorder/video recorder to keep a record of work in progress and record performances. <input type="checkbox"/> Know what makes a good performance	<input type="checkbox"/> Lead/conduct a group of instrumental performers <input type="checkbox"/> Maintain a rhythmic or melodic accompaniment to a song <input type="checkbox"/> Maintain own part on a pitched instrument in a small ensemble <input type="checkbox"/> Perform own compositions to an audience <input type="checkbox"/> Use an mp3 recorder/video recorder to keep a record of work in progress and record performances. <input type="checkbox"/> Know what makes a good performance
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Explore & Compose:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Clap short, rhythmic patterns	Explore: <input type="checkbox"/> Different sounds	Explore: <input type="checkbox"/> Ways in which	Explore: Longer – shorter /	Explore: <input type="checkbox"/> Sounds to create	Explore: <input type="checkbox"/> Chords/harmony	Explore: <input type="checkbox"/> Chords/harmony



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<ul style="list-style-type: none"> □ Make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc...- timbre) □ Make a range of sounds with their voice □ Make a range of sounds with instruments □ Represent sounds pictorially □ Begin to sequence sounds to create a rhythm or beat □ repeat (short rhythmic and melodic) patterns Begin to read pictorial representations of music? (e.g. colour-coded bells, music story maps) 	<p>made by the voice and hands (timbre)</p> <ul style="list-style-type: none"> □ High and low sounds (pitch) □ Long and short sounds (duration) □ Loud and quiet sounds (dynamics) □ Fast and slow sounds (tempo) □ Pitch shapes (moving up and down) and rhythmic patterns <p>Composing:</p> <ul style="list-style-type: none"> □ Add sound effects to a story □ Choose musical sound effects to follow a story line or match a picture □ Use graphics/symbols to portray the sounds they have made 	<p>sounds are made (tapped, blown, scraped, shaken), and can be changed</p> <ul style="list-style-type: none"> □ Long and short sounds (rhythm – duration) □ The rhythm patterns of words and sentences □ Changes in pitch (higher and lower) □ Sequences of sound (structure) □ Sounds in response to a stimulus (visual or aural) □ How sounds can be manipulated to convey different effects and moods <p>Compose:</p> <ul style="list-style-type: none"> □ Short melodic phrases □ Short repeated rhythmic patterns (ostinato) 	<p>faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices.</p> <ul style="list-style-type: none"> □ Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them) □ Symbols to represent sound (graphic scores / traditional notation) □ The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods □ The different sounds (timbres) that one instrument can make 	<p>particular effects (timbre)</p> <ul style="list-style-type: none"> □ Rhythm patterns in music from different times and places (duration) □ The pentatonic scale □ Pitched notes that move by steps and/ or leaps to make short phrases/melodies □ Music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics, different tempi, different timbres etc. □ Combining and controlling sounds to achieve a desired effect □ Music that incorporates effective silences (rests) □ Different groupings of beats (metre of 2/3) 	<p>– concord and discord</p> <ul style="list-style-type: none"> □ Scales, such as PENTATONIC, RAG, BLUES □ Texture created by layering rhythmic and/or melodic ostinatos □ Developing ideas, using musical devices such as repetition, question and answer, ostinato. □ Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc. □ Improvising in a variety of styles. <p>Compose/ Arrange: (always considering the musical elements)</p> <ul style="list-style-type: none"> □ Create own simple songs reflecting the meaning of the words 	<p>– concord and discord</p> <ul style="list-style-type: none"> □ Scales, such as PENTATONIC, RAG, BLUES □ Texture created by layering rhythmic and/or melodic ostinatos □ Developing ideas, using musical devices such as repetition, question and answer, ostinato. □ Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc. □ Improvising in a variety of styles. <p>Compose/ Arrange: (always considering the musical elements)</p> <ul style="list-style-type: none"> □ Create own simple songs reflecting the meaning of the words
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	<input type="checkbox"/> Sequence these symbols to make a simple structure (score) <input type="checkbox"/> Compose own sequence of sounds without help and perform.	<input type="checkbox"/> Rhythm patterns from words <input type="checkbox"/> A piece of music that has a beginning, middle and end (structure) <input type="checkbox"/> Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups <input type="checkbox"/> Music that conveys different moods	<input type="checkbox"/> How the musical elements can be combined to compose descriptive music Compose: <input type="checkbox"/> Words and actions to go with songs <input type="checkbox"/> A simple rhythmic accompaniment to go with a song, using ostinato patterns <input type="checkbox"/> Music that has a recognisable structure; Beginning, Middle and End or verse/chorus Music that tells a story, paints a picture or creates a mood <input type="checkbox"/> Music that uses repetition / echo	Compose: <input type="checkbox"/> A simple rhythmic accompaniment to a song using ostinato patterns and drones <input type="checkbox"/> A simple melody from a selected group of notes(i.e. a pentatonic scale) <input type="checkbox"/> Music that has a recognisable structure. <input type="checkbox"/> A piece of music that reflects images/and atmosphere, that has a clearly defines plan, making subtle adjustments to achieve the intended effect. <input type="checkbox"/> Arrange a song using tunes and untuned accompaniments developed from	<input type="checkbox"/> Compose music, a rap, a melody with an ostinato accompaniment <input type="checkbox"/> Arrange a song for class performance with appropriate pitched and unpitched accompaniment <input type="checkbox"/> Refine own compositions after discussion <input type="checkbox"/> Use a range of Symbols (conventional/ graphic) to record compositions. <input type="checkbox"/> Use ICT (computers/iPad /tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes/ Compositions.	<input type="checkbox"/> Compose music, a rap, a melody with an ostinato accompaniment <input type="checkbox"/> Arrange a song for class performance with appropriate pitched and unpitched accompaniment <input type="checkbox"/> Refine own compositions after discussion <input type="checkbox"/> Use a range of Symbols (conventional/ graphic) to record compositions. <input type="checkbox"/> Use ICT (computers/iPad /tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes/
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				the song and perform to a friendly audience. Use a range of ICT to sequence, compose, record and share work.		
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Listen, Reflect & Appraise

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Say if they like or dislike a piece of music</p> <p><input type="checkbox"/> Identify and distinguish environmental sounds</p> <p><input type="checkbox"/> Begin to describe the sounds (e.g. loud, quiet, high, low, fast, slow)</p> <p><input type="checkbox"/> Begin to express how music makes them feel?</p>	<p>Listening:</p> <p><input type="checkbox"/> Listen to a piece of music and move in time to its steady beat.</p> <p><input type="checkbox"/> Recognise and respond through movement /dance to the different musical characteristics and moods of music</p> <p><input type="checkbox"/> Recognise the sounds of the percussion instruments used in the classroom and identify and</p>	<p><input type="checkbox"/> Listen with increased concentration</p> <p><input type="checkbox"/> Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds</p> <p><input type="checkbox"/> Recognise how sounds are made – tapping, rattling, scraping, blowing etc</p> <p>Identify different qualities of sound such as smooth,</p>	<p>• Listen with concentration to longer pieces / extracts of music</p> <p>• Listen to live/recorded extracts of different kinds of music and identify where appropriate - a steady beat / no steady beat - a specific rhythm pattern or event - the speed (TEMPO) of the music - the volume (DYNAMICS) - the melody using appropriate musical terms/language</p>	<p><input type="checkbox"/> Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.</p> <p><input type="checkbox"/> Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre)</p>	<p>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation.</p> <p><input type="checkbox"/> Identify and discuss 'what happens when...' within simple musical structures.</p> <p><input type="checkbox"/> Recognise and identify features of expression (phrasing, melody, harmony, different, dynamics, metre and tempi) in an</p>	<p>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation.</p> <p><input type="checkbox"/> Identify and discuss 'what happens when...' within simple musical structures.</p> <p><input type="checkbox"/> Recognise and identify features of expression (phrasing, melody, harmony, different, dynamics, metre and tempi) in an</p>



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	<p>name them</p> <p>Appraising:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin to use musical terms (louder/quieter, faster/slower, higher/lower) <input type="checkbox"/> Begin to articulate how changes in speed, pitch and dynamics effect the mood 	<p>scratchy, clicking, ringing (timbre)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch <input type="checkbox"/> Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc.) <input type="checkbox"/> Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly) 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify common characteristics <input type="checkbox"/> Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc) <input type="checkbox"/> Identify repetition in music ie a song with a chorus <input type="checkbox"/> Recognise aurally wooden, metal, skin percussion instruments and begin to know their names <input type="checkbox"/> Listen to their own compositions and use musical language to describe what 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise music from different times and countries identifying key elements that give it its unique sound. <input type="checkbox"/> Identify repeated rhythmic or melodic phrases in live or recorded music <input type="checkbox"/> Identify whether a song has a verse/ chorus or call and response structure <input type="checkbox"/> Identify the use of metre in 2 or 3 in a piece of recorded or live music <input type="checkbox"/> Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings. 	<p>extract of live or recorded music.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences. <input type="checkbox"/> Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, tradition and cultures, including performances of their own and others' compositions. <input type="checkbox"/> Use musical vocabulary and knowledge to help identify areas for development or refinement when composing. 	<p>extract of live or recorded music.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences. <input type="checkbox"/> Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, tradition and cultures, including performances of their own and others' compositions. <input type="checkbox"/> Use musical vocabulary and knowledge to help identify areas for development or refinement when composing.
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Musical Elements

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	Duration – steady beat, short and long sounds <input type="checkbox"/> Pitch – high and low <input type="checkbox"/> Tempo – fast and slow <input type="checkbox"/> Dynamics – loud and quiet <input type="checkbox"/> Timbre – the tone quality of the sound – rough, smooth, scratchy etc. <input type="checkbox"/> Structure – phrases of a song, overall plan of a piece.	Pitch - high, low, getting higher, getting lower <input type="checkbox"/> Dynamics - loud, quiet, getting louder or quieter <input type="checkbox"/> Tempo - fast, slow, getting faster or slower <input type="checkbox"/> Structure - phrases of a song, overall plan of a piece of music <input type="checkbox"/> Timbre - the tone quality of the sound i.e. Smooth scratchy, heavy, light, cold, warm, dull, bright. <input type="checkbox"/> Duration - long and short sounds, beat, rhythm	<input type="checkbox"/> Duration – beat (pulse), rhythm, longer, shorter, sustained. <input type="checkbox"/> Texture – layering of sounds. <input type="checkbox"/> Tempo – steady, faster, slower. <input type="checkbox"/> Dynamics – louder, quieter <input type="checkbox"/> Structure – beginning, middle, end, repetition. <input type="checkbox"/> Pitch – notes moving by step/leap. <input type="checkbox"/> Timbre – sound quality of individual instruments	Duration–beat (pulse), rhythm, longer, shorter, sustained. <input type="checkbox"/> Texture – layers of sound. <input type="checkbox"/> Timbre– different instruments/tone quality <input type="checkbox"/> Pitch– pentatonic scales <input type="checkbox"/> Structure– repetition, verse chorus/ call and response, plan <input type="checkbox"/> Metre–the organisation of beats into groups. <input type="checkbox"/> Tempo– the speed of the music.	Duration (beat, rhythm, metre) <input type="checkbox"/> Pitch (melody, harmony), texture <input type="checkbox"/> Timbre <input type="checkbox"/> Dynamics <input type="checkbox"/> Structure <input type="checkbox"/> Tempo	<input type="checkbox"/> Duration (beat, rhythm, metre) <input type="checkbox"/> Pitch (melody, harmony), texture <input type="checkbox"/> Timbre <input type="checkbox"/> Dynamics <input type="checkbox"/> Structure <input type="checkbox"/> Tempo