



Ball Green Primary School

Music – Listening

Music

Listen and Appraise	In EYFS, we will...	In Years 1 & 2, we will . . .	In Years 3 & 4, we will . . .	In Years 5 & 6, we will . . .
Knowledge	<ul style="list-style-type: none"> • Thinks abstractly about music and express this physically or verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs." • Distinguish and describe changes in music and compares pieces of music, e.g. "this music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth." • Associate genres of music with characters and stories. • Accurately anticipates changes in music, e.g. when music is going to get faster, louder, slower. 	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music. • Listen to a variety of musical styles from different times, traditions and composers. • Learn to and recognise the sound of musical instruments and basic features of key musical styles. • Encourage discussions using musical language. 	<ul style="list-style-type: none"> • 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. • Understand and appreciate a variety of musical styles from different times and traditions. • Continue to recognise the sound of musical instruments and basic features of key musical styles. • Encourage discussion using more accurate musical language. 	<ul style="list-style-type: none"> • Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • Continue to listen to a variety of musical styles from different times and traditions. • Recognise instruments and features of key musical styles. • Encourage confident discussion using accurate musical language.
Skills [Applied Knowledge]	<ul style="list-style-type: none"> • Express feelings in music by responding to different moods in a musical score. • Listen to music and respond by using hands and whole body movements. • Listen to different sounds (animal noise, water etc.) and respond with voice and movement. 	<ul style="list-style-type: none"> • Begin to recognise very basic style indicators and start to recognise different instruments. • Have fun finding the pulse together and start to understand what pulse is/does/means etc. • Start to use correct musical language during discussion and when describing feelings. • Begin to recognise the sound of the musical instruments used. • Understand basic musical structure - the purpose of the song and context within history. • Describe how music makes us feel. • Understand about the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. • Start to use correct musical language and describe how the music makes us feel through safe and respectful discussion. 	<ul style="list-style-type: none"> • Begin to recognise very basic style indicators and start to recognise different instruments. • Have fun finding the pulse together and deepen our understanding of what pulse is/does/means etc. • Continue to recognise the sound of the musical instruments used and basic musical structure. • Continue to use correct musical language and describe how the music makes us feel through safe and respectful discussion. • The purpose of the song and context within history. • Continue to deepen our understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure. 	<ul style="list-style-type: none"> • Recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments. • Deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. • When listening to the music, find and internalise the pulse using movement confidently and independently. • Understand the pulse and its role as the foundation of music. • Listen with security/confidently recognise/identify different style indicators and different instruments and their sounds. • Use correct musical language to confidently describe the music we are listening to and our feelings towards it. • Listen, comment on and discuss with confidence, ideas together as a group. • Appropriately and confidently discuss other dimensions of music and how they fit into the music we are listening to.

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Ball Green Primary School

Music – Musical games

Music

Musical games	In EYFS, we will...	In Years 1 & 2, we will . . .	In Years 3 & 4, we will . . .	In Years 5 & 6, we will . . .
Knowledge	<ul style="list-style-type: none"> Creates music based on a theme e.g. creates the sounds of the seaside. Finds and records sounds using recording devices. Play instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g. playing quietly with quiet parts within music, stopping with the music when it stops. Keep a steady beat whilst playing instruments – his or her own steady beat in his or her own creative music making. ☑ Taps rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song. Create rhythms using instruments and body percussion. May play along to the beat of the song they are singing or music being listened to. May play along with the rhythm in music, e.g. may play along with the lyrics in songs they are singing or listening to. 	<ul style="list-style-type: none"> Learn to sing and to use our voices, to create and compose music on our own and with others. Have the opportunity to learn a musical instrument. Use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Begin to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games. 	<ul style="list-style-type: none"> Use our voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned 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 interrelated dimensions of music. Build on previous learning how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games. 	<ul style="list-style-type: none"> Learn to sing and to use our voices, to create and compose music on our own and with others. Have the opportunity to learn a musical instrument. Use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Have the opportunity to progress to the next level of musical excellence.
Skills [Applied Knowledge]		<ul style="list-style-type: none"> Have fun finding the pulse together. Copy back simple rhythms, clapping. Copy back simple rhythms related to animals, food etc. Rhythm copy back - It's Your Turn! Create your own simple rhythms. Pitch copy back including vocal warm-ups. Using voices and related to the song we are learning. 	<ul style="list-style-type: none"> Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning about: Pulse - a steady beat. Rhythm - copy simple patterns and how they work with pulse. Pitch - what it is, to copy it and to warm up their voices. Progress through the differentiated Bronze, Silver and Gold Challenges. Rhythm copy back - progress from teacher to pupil-led games. Pitch copy back - using voices then instruments; one or two notes dependent on ability and song. Build on the understanding that pulse is the foundation of music upon which the other dimensions are built. Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music. 	<ul style="list-style-type: none"> Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Rhythm and Pitch Copy Back using one, two or three notes. Question and Answer using one, two or three notes. Security, confidence and ease, will start to be apparent through: Body movement and within the context of the Games Track being used. Know, understand and demonstrate how pulse and rhythm work together. Understand how the other dimensions of music are sprinkled through songs and pieces of music.

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Ball Green Primary School

Music – Singing

Music

Singing	In EYFS, we will...	In Years 1 & 2, we will . . .	In Years 3 & 4, we will . . .	In Years 5 & 6, we will . . .
Knowledge	<ul style="list-style-type: none"> Pitch matches, ie. reproduces with his or her voice the pitch of a tone sung by another. Be able to sing the melodic shape (moving melody, e.g. up and down, down & up) of familiar songs. Sings entire songs. May enjoy performing, solo and or in groups. Internalises music, eg sings songs inside his or her head. 	<ul style="list-style-type: none"> Learn to sing and to use our voices, to create and compose music on their own and with others Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Start to sing songs/raps together in a group/ensemble. 	<ul style="list-style-type: none"> Use our voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music. Learn and understand more about preparing to sing. Explore a range of vocal activity e.g. rapping, beatboxing. Perhaps sing as a soloist or as part of a larger group and/or in parts. 	<ul style="list-style-type: none"> Learn to sing and to use our voices, to create and compose music on their own and with others, Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Have the opportunity to progress to the next level of musical excellence. Understand with greater depth about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.
Skills [Applied Knowledge]	<ul style="list-style-type: none"> Sing echo songs and perform music to a steady beat. Explore singing at different speeds and pitch to create moods and feelings. Discover how to use the voice to create loud and soft sounds. 	<ul style="list-style-type: none"> Know the importance of working together in an ensemble or as part of a group. Understand how important it is and why we warm up our voices. Understand how to join in and stop as appropriate - learn how to follow a leader/conductor. Understand how melody and words should be interpreted. Know how to sing with good diction. Know how to perform with a good sense of pulse and rhythm. 	<ul style="list-style-type: none"> Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. Know how important it is and why we warm up our voices, posture, breathing and voice projection. Know how to join in and stop as appropriate – continue to to follow a leader/conductor confidently. Understand how melody and words should be interpreted. Know how to sing with good diction. Know to perform with a good send of pulse and rhythm. 	<p>Sing within an appropriate vocal range with clear diction and continue to understand:</p> <ul style="list-style-type: none"> The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. How important it is and why we warm up our voices, posture, breathing and voice projection. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. Have a greater understanding of melody, words and their importance and how to interpret a song musically. Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.

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Ball Green Primary School

Music - Playing

Music

Playing	In EYFS, we will...	In Years 1 & 2, we will . . .	In Years 3 & 4, we will . . .	In Years 5 & 6, we will . . .
Knowledge	<ul style="list-style-type: none"> Explore how music is created, produced and communicated. 	<ul style="list-style-type: none"> Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Have the opportunity to progress to the next level of musical excellence Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble. 	<ul style="list-style-type: none"> Play tuned and un-tuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music. Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts. 	<ul style="list-style-type: none"> have the opportunity to learn a musical instrument use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Have the opportunity to progress to the next level of musical excellence. Use glocks, recorders or band instruments. Play together with more confidence and deeper understanding in a band or ensemble.
Skills [Applied Knowledge]	<ul style="list-style-type: none"> Play instruments to a steady beat. Understand how to hold and play an instrument with care. Explore the different sound that instruments make. Choose an instrument to create a specific sound. 	<ul style="list-style-type: none"> Start to learn to play together in a band or ensemble. Join in and stop as appropriate. Start to respond to simple musical cues such as starting and stopping etc. Learn how to follow a leader/conductor. Play and move between differentiated parts with a sound-before-symbol approach, according to ability. Learn to play your instrument correctly and treat it with respect. 	<ul style="list-style-type: none"> Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate. Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond to musical cues such as starting and stopping. Learn how to follow a leader/conductor. Learn to treat each instrument with respect and use the correct techniques to play them. Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate. 	<p>With a greater depth of understanding:</p> <ul style="list-style-type: none"> Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse. Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. Continue to treat each instrument with respect and use the correct techniques to play them. Build on understanding the basics and foundations of formal notation - an introduction.

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Ball Green Primary School

Music - Improvisation

Music

Improvisation	In EYFS, we will...	In Years 1 & 2, we will . . .	In Years 3 & 4, we will . . .	In Years 5 & 6, we will . . .
Knowledge		<ul style="list-style-type: none"> Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. 	<ul style="list-style-type: none"> Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. Inventing musical ideas. 	<ul style="list-style-type: none"> Know and understand that when we make up our own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.
Skills [Applied Knowledge]		<ul style="list-style-type: none"> Clap and improvise (simple rhythmic patterns). Copy back. Question and Answer. Sing and Improvise (simple patterns). Copy back using voices. Question and Answer using voices. Play and Improvise (simple patterns). Copy back using instruments. Question and Answer using instruments. Improvise! Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> Through differentiated challenges, the children will deepen their knowledge and understanding of improvisation. Sing, Play and Copy back - clapping progressing to using instruments. Copy back a musical idea. Play and Improvise - using instruments. Invent a musical answer using one or two notes. Improvise! - using two notes on instruments. Listen to each other's musical ideas. 	<ul style="list-style-type: none"> Deepen our understanding of what musical improvisation means. Continue to improvise and perform confidently in solo and ensemble contexts, use quality not quantity of notes. Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies. Clapping riffs. Playing riffs using one, two or three notes. Question and Answer using one, two or three notes. Improvise using one, two or three notes.

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Music – Composition

Music

Composition	In EYFS, we will...	In Years 1 & 2, we will . . .	In Years 3 & 4, we will . . .	In Years 5 & 6, we will . . .
Knowledge		<ul style="list-style-type: none"> Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way so that you can play/perform them again with your friends. 	<ul style="list-style-type: none"> Continue to learn and understand that composition is creating musical ideas, recorded in sound or written using any appropriate notation. 	<ul style="list-style-type: none"> Know and understand that composition is creating our own melody within given boundaries. It can be notated or recorded in some way
Skills [Applied Knowledge]		<ul style="list-style-type: none"> Begin to understand the differences between composition and improvisation. Create our own simple melodies within the context of the song that is being learnt. Compose using one or two notes. Record the composition in any way appropriate. Notate music in different ways, using graphic/video, ICT. Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations. 	<ul style="list-style-type: none"> Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. Listen to the sound of the composition as it unfolds and make decisions about it. Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate 	<ul style="list-style-type: none"> Continue to create our own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class. Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.

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Music – Perform and Share

Music

Perform and share	In EYFS, we will...	In Years 1 & 2, we will . . .	In Years 3 & 4, we will . . .	In Years 5 & 6, we will . . .
Knowledge	<ul style="list-style-type: none"> • Move to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum. • Combine moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing. • Move in time to the pulse of the music being listened to and physically responds to changes in the music, e.g. jumps in response to loud/sudden changes in the music. • Replicate familiar choreographed dances e.g. imitates dance and movements associated with pop songs. • Choreographs his or her own dances to familiar music, individually, in pairs/small groups. 	<ul style="list-style-type: none"> • Use our voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and un-tuned instruments musically. • Perform together in an ensemble/band. 	<ul style="list-style-type: none"> • Use our voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and un-tuned instruments musically. • Perform together in an ensemble/band. 	<ul style="list-style-type: none"> • Perform, understand and explore how music is created, produced and communicated. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Skills [Applied Knowledge]	<ul style="list-style-type: none"> • Encourage children to sway, walk or play instruments whilst listening to music. • Play movement and listening games that use different sounds for different movements, e.g. march to the sound of the drum, creep to the sound of the maraca, ask for the children’s ideas. • Invite children to share their dance routines that they create. 	<ul style="list-style-type: none"> • Start to perform together in an ensemble/band. • Sing, play, improvise and play back compositions as part of your ensemble/band. • Do all of this in front of an audience. • Learn about performance and building confidence. • Understand about practice. • Record a performance and learn from watching it back. 	<ul style="list-style-type: none"> • Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance. • Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. • Do all of this in front of an audience with more understanding of their needs. • Learn about performance and building confidence. • Understand about practice. • Record a performance and learn from watching it back. 	<ul style="list-style-type: none"> • Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically. • Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy. • Do all of this in front of an audience with more understanding of their needs. • Communicate ideas, thoughts and feelings through the performance. • Understand about practice. • Record a performance and learn from watching it back. Respond to feedback and offer positive comment.

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Music – Vocabulary

Music

Vocabulary	Year 1	Year 2	Year 3
	<p>(Elements and notation) Pulse, rhythm, high pitched, low pitched, loud, soft, fast slow, long, short, repeat, composer, conductor, compose</p> <p>(Instruments and performance) Drum, tambourine, maracas, triangle, castanets, cymbal, bells, shaker, beater, glockenspiel, piano, guitar, orchestra, instrument, djembe</p> <p>(Traditions) Baroque, classical, romantic</p>	<p>(Elements and notation) Pulse, rhythm, high, low, pitch, loud, soft, fast, slow, tempo, long, short, repeat, composer, notes, stave, compose, rest</p> <p>(Instruments and performance) Drum, tambourine, maracas, triangle, castanets, cymbal, bells, shaker, beater, glockenspiel, piano, guitar, percussion, recorder, conductor, orchestra, violin</p> <p>(Traditions) pentatonic, China, scale, Beethoven, classical, modern, baroque, renaissance</p>	<p>(Elements and notation) Pulse, rhythm, high, low, pitch, loud, forte, piano (p), fast, slow, tempo, long, short, repeat, compose, conductor, effect, timbre, section, stave, bar, crotchet, minim, dotted minim, semibreve, chord, major, minor, chorus, verse, melody, rest</p> <p>(Instruments) drum, tambourine, maracas, triangle, castanets, cymbal, bells, shaker, guiro, agogo block, wood block, claves, beater, glockenspiel, piano, guitar, orchestra, strings, woodwind, harp, violin, clarinet, flute, soloist, brass, vocal cords, ukulele, recorder, audience</p> <p>(Traditions) Romantic, Prokofiev, Japan, Hawaii, US, Canada, classical, Beethoven, Mozart, Hadyn, baroque, Vivaldi, popular, modern</p>
	Year 4	Year 5	Year 6
	<p>(Elements, notation and composition) Pulse, rhythm, high, pitch, low, loud, forte, piano (p), fast, slow, tempo, long, short, repeat, compose, conductor, effect, timbre, section, stave, bar, crotchet, rest, minim, dotted minim, semibreve, ostinato, pattern, evaluate, hook, jingle, melody, chorus, verse</p> <p>(Instruments) Drum, tambourine, maracas, triangle, castanets, cymbal, bells, shaker, guiro, agogo block, wood block, claves, beater, piano, guitar, orchestra, strings, woodwind, harp, violin, clarinet, flute, soloist, brass, vocal cords, ukulele, frets, fretboard, strum, pluck, minor, major, chord, bass guitar, drum kit, bass drum, snare drum, cymbals, keyboard, lead guitar, rhythm guitar, synthesized, microphone, audience</p> <p>(Traditions) popular, recorder, modern, jazz, swing, blues, djembe, Africa, chant, tribe, gospel, community, traditional, culture, spiritual, Egypt, rock, popular</p>	<p>(Elements, notation and composition) pulse, rhythm, high, pitch, low, loud, soft, forte, piano (p), fast, slow, tempo, long, short, repeat, compose, conductor, effect, timbre, section, stave, bar, crotchet, rest, minim, dotted minim, semibreve, ostinato, pattern, evaluate, hook, metronome, graphical score, time signature, chorus, verse, graphical score, time signature, theme</p> <p>(Instruments) beater, glockenspiel, orchestra, strings, woodwind, soloist, brass, percussion, vocal cords, ukulele, frets, fretboard, strum, pluck, minor, major, chord, harp, djembe, audience</p> <p>(Traditions) modern, waltz, baroque, dance, Ceili, romantic, Grieg, Saint-Saens, baroque, renaissance, Bach</p>	<p>(Elements, notation and composition) pulse, rhythm, high, pitch, low, loud, forte, piano (p), fast, slow, tempo, long, short, repeat, compose, conductor, effect, timbre, section, stave, bar, crotchet, rest, minim, dotted minim, semibreve, ostinato, pattern, evaluate, hook, metronome, graphical score, time signature, theme, melody, chorus, verse, audience</p> <p>(Instruments) vocal cords, ukulele, frets, fretboard, strum, pluck, minor, major, chord, banjo, guitar, violin, fiddle, bass guitar, drum kit, bass drum, snare drum, cymbals, keyboard, lead guitar, rhythm guitar, microphone</p> <p>(Traditions) folk, traditional, modern, ballad, story, rock, community, oral tradition</p>

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