







Music

Progression of knowledge, skills and understanding

| | Class 3 | Class 4 | Class 5 |
|------------------------|--|---|---|
| Autumn | Charanga unit | Charanga unit | Charanga unit |
| term 1 – Listening, | Mamma Mia (Y4) | Fresh Prince of Bel Air – Will Smith (Y5) | Dancing in the street - Martha Reeves and the Vandellas (Y5) |
| responding, | Listen and appraise: | Listen and appraise: | |
| singing | Identify the piece's structure using | Identify the piece's structure using correct | Listen and appraise: |
| and | correct vocabulary. | vocabulary. | Identify the piece's structure using correct |
| language | Identify some of the instruments/voices. | Identify the instruments/voices: | vocabulary. |
| acquisition. | Find the pulse whilst listening. | Find the pulse whilst listening. | Find the pulse whilst listening |
| | | Sometimes identify changes in tempo, dynamics | Identify changes in tempo, dynamics and |
| | Singing: | and texture. | texture. |
| | Vocalise with appropriate phrasing/ | | |
| | breathing and good posture. | Singing: | Singing: |
| | Sing with a larger range of notes. | Sing with a range of an octave or more. | Sing in two parts. |
| | Sing in two parts. | Make adjustments to intonation. | Copy back rhythm and pitch. |
| | Sing with clear diction. | Breathe when vocalising without interrupting | Contribute to the performance by singing. |
| | Sing songs from different musical | the musical line. | Record the performance and discuss their |
| | genres/cultures. | Sing in unison by rapping. | thoughts and feelings towards it. |
| | Copy back rhythm and pitch. | Copy back rhythm and pitch. | Sing with a range of an octave or more. |
| | | Contribute to the performance by singing. | Make adjustments to intonation. |
| | | Record the performance and discuss their | Breathe when vocalising without interrupting |
| | | thoughts and feelings towards it. | the musical line. |
| | | | Sing songs in two parts that have contrasting melodies and countermelodies. |

| | Vocabulary: Introduction, verse, chorus, bridge, keyboard, electric guitar, bass, | Vocabulary: rock, structure, pulse, rhythm, pitch, timbre, bridge, backbeat, amplifier, | Vocabulary: structure, introduction, verse, chorus, bridge, soul, groove, riff, bass line, |
|--------------|--|--|--|
| | drums, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, | tempo, texture, dynamics, introduction, verse, chorus, bridge, riff, hook, solo, loops, samples, | backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, |
| | hook, riff, solo, pentatonic scale, unison. | decks, scratching, drums, bass, synthesizer, | rhythm, pitch, tempo, dynamics, timbre, |
| | riook, rijj, solo, pertiatorite scale, artisori. | rapper, old-school, hip hop, rap, backing loops, | texture. |
| | | funk, unison, melody. | texture. |
| Autumn | Tchaikovsky - focus musician | Beethoven – focus musician | Holst - focus musician |
| Term 2 – | Listen to and begin to respond to music | Listen to, discuss and understand a wide range | Develop an understanding of the history of |
| Responding | drawn from different traditions and | of high quality live and recorded music drawn | music from different, cultures, traditions, |
| and | great composers and musicians. | from different traditions, great composers and | composers and musicians. |
| Language | Identify the piece's structure using | musicians. | Compare and contrast the impact that different |
| Acquisition. | correct vocabulary. | Identify the piece's structure using correct | composers from different times will have had on |
| | Describe and give their opinion on a | vocabulary. | the people of the time. |
| | piece of music using correct vocabulary. | Describe and give their opinion on a piece of | Analyse features within different pieces of music |
| | Comment on the ways sounds can be | music using correct vocabulary. | using correct vocabulary. |
| | combined and used expressively. | Compare different types of music using correct vocabulary. | Describe, and evaluate music using correct vocabulary. |
| | https://www.bbc.co.uk/teach/ten- | Evaluate different types of music using correct | Compare and evaluate music using correct |
| | pieces/intro-films-and-orchestral- | vocabulary. | vocabulary. |
| | films/zv2gqp3 (2 pieces from the | Discuss and understand how music has changed | Explain how tempo changes the character of |
| | nutcracker by the BBC orchestra) | over time and what influences its creation. | music. |
| | | https://www.bbc.co.uk/teach/ten-pieces/intro- | https://www.bbc.co.uk/teach/ten-pieces/intro- |
| | | films-and-orchestral-films/zv2gqp3 | films-and-orchestral-films/zv2gqp3 |
| | | (full performance of Symphony no.5 by the BBC orchestra) | (full performance of Mars by the BBC orchestra) |
| | Vocabulary: timbre, pitch, tempo, | Vocabulary: timbre, texture, pitch, tempo, | Vocabulary: timbre, texture, pitch, tempo, |
| | dynamics, pulse, rhythm, composer, | dynamics, pulse, rhythm, composer, conductor, | dynamics, pulse, rhythm, composer, conductor, |
| | orchestra, strings, woodwind, percussion, brass | orchestra, strings, woodwind, percussion, brass | orchestra, strings, woodwind, percussion, brass, unison, harmony |

| Spring term 3 - Notation | Charanga unit Bob Marley – Three little birds (Y3) | Charanga unit Lean on Me - Bill Withers (Y4) | Charanga unit Classroom Jazz 2 (Y6) |
|--------------------------------|---|---|--|
| | Read and play instrumental parts: Play simple rhythms from traditional notation/graphic notation. Play accurately and in time, as part of the performance. Read and play notes: C & A and maybe D & G. Recognise and use the note names: crotchet, quaver, minim, rest. | Read and play instrumental parts: Play simple rhythms from traditional notation/graphic notation. Play accurately and in time, as part of the performance. Read and play notes G F & C and maybe A by ear and from notation. Recognise and use the note names: crotchet, quaver, minim, rest, treble clef, key. | Play rhythms/tunes from traditional notation/graphic notation. Read and play notes C, D, E, F, G, A and maybe B Recognise and use the note names: crotchet, quaver, minim, rest, treble clef, key, semibreve. |
| | Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing, vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody, reggae, pentatonic scale, crotchet, quaver, minim, rest. | Vocabulary: unison, by ear, notation, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo, crotchet, quaver, minim, rest, treble clef, key | Vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note, names, big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo, crotchet, quaver, minim, rest, treble clef, key, semibreve. |
| Spring term 4 - Notation | Charanga unit Dragon Song (Y3) | Charanga Unit Classroom Jazz 1 (Y5) | Charanga unit You've got a friend (Y6) |
| rotation | Read and play instrumental parts Play accurately and in time, as part of the performance. Play simple rhythms from traditional notation/graphic notation. Read and play notes G, B and A. Recognise and use the note names: crotchet, quaver, minim, rest. | Read and play instrumental parts Play accurately and in time, as part of the performance. Play simple rhythms from traditional notation/graphic notation. Read and play notes G, A, B and maybe D & E. Recognise and use the note names: crotchet, quaver, minim, rest, treble clef, key. | Read and play instrumental parts Play accurately and in time, as part of the performance Play rhythms/tunes from traditional notation/graphic notation. Play and read notes C, D, E, F and maybe G and A Recognise and use the note names: crotchet, quaver, minim, rest, treble clef, key, semibreve. |
| | Vocabulary: keyboard, drums, bass, pentatonic, scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, | Vocabulary: appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo. | Vocabulary: melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, |

| | compose, improvise, hook, melody, crotchet, quaver, minim, rest. | | texture, structure, dimensions of music, hook, riff, solo, unison, harmony, crotchet, quaver, minim, rest, treble clef, key, semibreve. |
|------------|--|--|---|
| Summer | Charanga Unit. | Charanga Unit. | Charanga Unit. |
| term 5 – | Glocks: Act 1 – first notes, learn glocks. | Glocks: Act 3 – more notes, learn glocks. | Glocks: Act 3 – More notes, learn glocks. |
| Playing | Suggested steps: Introducing B, A and | Suggested steps: Autumn Day, March Hare | Suggested steps: Reflections |
| and | G. | Play longer and more complex rhythms. | Play from more complex notations including |
| composing. | Keep a steady pulse. | Play a simple melody in 2 parts with 'step by | pitch, dynamic, rhythm and expressive contexts. |
| | Play simple rhythms from traditional | step' movement. | Play more complex rhythms. |
| | notation/graphic notation. | Play a selection of simple chords. | Play a melody with 'step by step' movement, |
| | Demonstrate the difference between | Play showing 2 techniques on an instrument | larger leaps, repetition and appropriate |
| | pulse and rhythm. | (e.g. Glockenspiel – letting the beater bounce | phrasing/articulation. |
| | Play a simple melody solo or in a group | back, vibrato). | Play a chord sequence. |
| | Play an accompaniment part (e.g. | Follow a conductor adapting to changes in | Make choices about appropriate blending in an |
| | drone, repeating rhythmic part) | dynamics and tempo. | ensemble. |
| | Interpret simple graphic score. | Discuss and refine performances, deciding on | Show and understand the etiquette of |
| | Show awareness and blend with others | appropriate tempo and dynamics. | performance and communicate with confidence |
| | when performing. | Experiment with taking control of tempo and | to an audience. |
| | Self-correct when going out of time. | dynamics in group playing. | Improvise freely using given notes within a |
| | Improvise freely using 3 given notes. | Improvise with call and response ideas. | structure e.g. drone, 12 bar blues, beatbox |
| | Clap back a different simple rhythm. | Improvise and compose using pentatonic notes | Compose a simple chord sequence and suitable |
| | Create a simple rhythmic passage. | over a drone or chord pattern. | melody. |
| | Create and play a simple graphic score | Compose a simple chord sequence. | Compose an ostinato/riff for an accompaniment |
| | on a theme. | Compose and notate a piece with more than one | Collaborate, compose and notate a song with |
| | Layer different rhythms against each | section. | more than one section. |
| | other to create a piece of music. | Include musical variations such as texture, | |
| | Create a soundscape or story – include, | dynamic, tempo (this could be in response to | |
| | pitch, tempo and a start/ending. | story, poem, picture etc.) | |
| | Vocabulary: compose, composer, | Vocabulary: compose, composer, conductor, | Vocabulary: compose, composer, conductor, |
| | rhythm, melody, notation, blend, score. | rhythm, melody, notation, blend, score, chord, | rhythm, melody, notation, blend, score, chord, |
| | | pentatonic scale. | pentatonic scale, structure, chord sequence, |
| | | | ostinato, riff. |
| Summer | Charanga Unit. | Charanga Unit. | Charanga Unit. |
| term 6 – | Glocks: Act 2 – playing together, learn | Glocks: Act 3 – more notes, learn glocks: | Glocks: Act 3 - More Notes: Suggested steps: |
| Playing | glocks: Suggested steps: Classroom | Suggested steps: Sugarplum Waltz, Make it | Moving On |
| and | Rock/Holidays. | Funky. | Play from more complex notations including |
| composing. | Keep a steady pulse. | Play longer and more complex rhythms. | pitch, dynamic, rhythm and expressive contexts. |
| | | | Play more complex rhythms. |

Play simple rhythms from traditional Play a simple melody in 2 parts with 'step by Play a melody with 'step by step' movement, larger leaps, repetition and appropriate notation/graphic notation. step' movement. Demonstrate the difference between Play a selection of simple chords. phrasing/articulation. Play showing 2 techniques on an instrument pulse and rhythm. Play a chord sequence. Play a simple melody solo or in a group (e.g. Glockenspiel – letting the beater bounce Make choices about appropriate blending in an Play an accompaniment part (e.g. back, vibrato). ensemble. drone, repeating rhythmic part) Follow a conductor adapting to changes in Show and understand the etiquette of Interpret simple graphic score. dunamics and tempo. performance and communicate with confidence Show awareness and blend with others Discuss and refine performances, deciding on to an audience. when performing. appropriate tempo and dynamics. Improvise freely using given notes within a Self-correct when going out of time. Experiment with taking control of tempo and structure e.g. drone, 12 bar blues, beatbox Improvise freely using 3 given notes. dynamics in group playing. Compose a simple chord sequence and suitable Clap back a different simple rhythm. Improvise with call and response ideas. melody. Improvise and compose using pentatonic notes. Create a simple rhythmic passage. Compose an ostinato/riff for an accompaniment Create and play a simple graphic score over a drone or chord pattern. Collaborate, compose and notate a song with on a theme. Compose a simple chord sequence. more than one section. Layer different rhythms against each Compose and notate a piece with more than one other to create a piece of music. section. Create a soundscape or story - include, Include musical variations such as texture. pitch, tempo and a start/ending. dynamic, tempo (this could be in response to story, poem, picture etc.) Vocabulary: compose, composer, **Vocabulary:** compose, composer, conductor, **Vocabulary:** compose, composer, conductor, rhythm, melody, notation, blend, score. rhythm, melody, notation, blend, score, chord, rhythm, melody, notation, blend, score, chord, pentatonic scale. pentatonic scale, structure, chord sequence, ostinato, riff.

| | Class 3 | Class 4 | Class 5 |
|--------------|--|---|--|
| Autumn | Charanga unit | Charanga unit | Charanga sing unit |
| term 1 – | Let your spirit fly (Y3) | Make you feel my love – Adele (Y5) | Joseph's Dreams – KS2 |
| Listening, | | | |
| responding, | Listen and appraise | Listen and appraise | Listen and appraise |
| singing | Identify the piece's structure using | Identify the piece's structure using correct | Identify the piece's structure using correct |
| and | correct vocabulary. | vocabulary. | vocabulary. |
| language | Identify some of the instruments/voices. | Identify the instruments/voices: | Find the pulse whilst listening |
| acquisition. | Find the pulse whilst listening. | Find the pulse whilst listening. | Identify changes in tempo, dynamics and |
| | | Sometimes identify changes in tempo, dynamics | texture. |
| | Singing | and texture. | |
| | Vocalise with appropriate phrasing/ | | Singing |
| | breathing and good posture. | Singing | Sing in two parts. |
| | Sing with a larger range of notes. | Sing with a range of an octave or more. | Copy back rhythm and pitch. |
| | Sing in two parts (e.g. a round in a | Make adjustments to intonation. | Contribute to the performance by singing. |
| | large group). | Breathe when vocalising without interrupting | Record the performance and discuss their |
| | Sing with clear diction. | the musical line. | thoughts and feelings towards it. |
| | Sing songs from different musical genres/cultures. | Sing songs in two parts that have contrasting melodies and countermelodies. | Sing with a range of an octave or more Make adjustments to intonation. |
| | Copy back rhythm and pitch. | Sing in unison by rapping. | Breathe when vocalising without interrupting |
| | Copy back ringthin and pitch. | Copy back rhythm and pitch. | the musical line. |
| | | Contribute to the performance by singing. | Sing songs in two parts that have contrasting |
| | | Record the performance and discuss their | melodies and countermelodies. |
| | | thoughts and feelings towards it. | metodies and countermetodies. |
| | Vocabulary: Structure, introduction, | Vocabulary: Ballad, verse, chorus, interlude, | Vocabulary: structure, introduction, verse, |
| | verse, chorus, improvise, compose, pulse, | tag, ending, strings, piano, guitar, bass, drums, | chorus, bridge, bass line, backbeat, harmony, |
| | rhythm, pitch, tempo, dynamics bass, | melody, compose, improvise, cover, pulse, | parts, hook, melody, compose, improvise, cover, |
| | drums, guitar, keyboard, synthesizer, | rhythm, pitch, tempo, dynamics, timbre, | pulse, rhythm, pitch, tempo, dynamics, timbre, |
| | hook, melody. Male/female voices. | texture, structure. | texture, musical, stage show, story-telling. |
| Autumn | Bach - focus musician | Saint-Saens – focus musician | John Williams (film composer)- focus musician |
| term 2 - | To listen to and begin to respond to | To listen to, discuss and understand a wide | To develop an understanding of the history of |
| Language | music drawn from different traditions | range of high quality live and recorded music | music from different, cultures, traditions, |
| acquisition | and great composers and musicians. | drawn from different traditions, great | composers and musicians. |
| | Identify the piece's structure using | composers and musicians. | |
| | correct vocabulary. | | |

| | Describe and give their opinion on a piece of music using correct vocabulary. Comment on the ways sounds can be combined and used expressively. https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gap3 (Toccata and Fugue in D minor played by the BBC orchestra) | Identify the piece's structure using correct vocabulary. Describe and give their opinion on a piece of music using correct vocabulary. Compare different types of music using correct vocabulary. Evaluate different types of music using correct vocabulary. Discuss and understand how music has changed over time and what influences its creation. (Carnival of the Animals – Danse Macabre, The Swan, Aquarium) | Compare and contrast the impact that different composers from different times will have had on the people of the time. Analyse features within different pieces of music using correct vocabulary. Describe, and evaluate music using correct vocabulary. Compare and evaluate music using correct vocabulary. Explain how tempo changes the character of music. (Theme tunes from Harry Potter, Star Wars, Indiana Jones and Jurassic Park) |
|--------------------------------|--|---|---|
| | Vocabulary: pulse, rhythm, pitch, tempo, dynamics, melody, composer, classical. | Vocabulary: melody, pitch, duration, timbre, dynamics, tempo, pulse, rhythm, composer, classical. | Vocabulary: melody, pitch, pulse, rhythm, pitch, tempo, dynamics, producer, melody, ostinato, harmony, texture, timbre, classical, composer, film score. |
| Spring term 3 - Notation | Charanga unit Glockenspiel Stage 1 (Y3) Read and play instrumental parts Play simple rhythms from traditional notation/graphic notation. Read and play notes C, D, E and F. Play accurately and in time, as part of the performance. Recognise and use the note names: crotchet, quaver, minim, rest. | Charanga unit The Beatles - Blackbird (Y4) Read and play instrumental parts Play simple rhythms from traditional notation/graphic notation. Read and play notes C, D & E Play accurately and in time, as part of the performance. Recognise and use the note names: crotchet, quaver, minim, rest, treble clef, key. | Charanga unit Don't Stop Believing – Journey (KS2 units) Read and play instrumental parts Play rhythms/tunes from traditional notation/graphic notation. Copy back, play, invent rhythmic and melodic patterns. Read and play notes F, G, A and Bb Play accurately and in time, as part of the performance. Recognise and use the note names: crotchet, quaver, minim, rest, treble clef, key, semibreve. |

| | Vocabulary: introduction, verse, chorus, bridge, notation, note, rest, crotchet, tempo, crotchet, quaver, minim, rest. | Vocabulary: introduction, verse, chorus, bridge, notation, note, rest, crotchet, tempo, crotchet, quaver, minim, rest, treble clef, key. | Vocabulary: introduction, verse, chorus, bridge, ending, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, introduction, verse, chorus, bridge, crotchet, quaver, minim, rest, treble clef, key, semibreve. |
|--------------------------------|--|---|---|
| Spring term 4 - Notation | Charanga Glockenspiel Stage 2 (Y4) | Charanga unit Livin' on a prayer (Y5) | Charanga unit Happy (Y6) |
| Notation | Read and play instrumental parts Play simple rhythms from traditional notation/graphic notation. Read and play notes C, D, E, F and G. Play accurately and in time, as part of the performance. Recognise and use the note names: crotchet, quaver, minim, rest. | Read and play instrumental parts Play simple rhythms from traditional notation/graphic notation. Read and play notes B, A and G. Play accurately and in time, as part of the performance. Recognise and use the note names: crotchet, quaver, minim, rest, treble clef, key. | Read and play instrumental parts Play rhythms/tunes from traditional notation/graphic notation. Copy back, play, invent rhythmic and melodic patterns. Read and play notes B, G & A Play accurately and in time, as part of the performance. Recognise and use the note names: crotchet, quaver, minim, rest, treble clef, key, semibreve. |
| | Vocabulary: introduction, verse, chorus, bridge, notation, note, rest, crotchet, tempo, crotchet, quaver, minim, rest. | Vocabulary: Structure, introduction, chorus, verse, bridge, pulse, rhythm, pitch, bridge, tempo, crotchet, quaver, minim, rest, treble clef, key. | Vocabulary: Structure, introduction, chorus, verse, bridge, groove, riff, bass line, brass section, harmony, melody, pulse, rhythm, pitch, tempo, crotchet, quaver, minim, rest, treble clef, key, semibreve. |
| Summer | Charanga Unit. | Charanga Unit. | Charanga Unit. |
| term 5 – Playing | Glocks: Act 1 - first notes, learn glocks. Suggested steps: Introducing B, A and | Glocks: Act 3 – more notes, learn glocks. Suggested steps: Accordiality, Bossa Grover | Glocks: Act 4 – Finale: Prepare for Glass band: Classroom Folk, Classroom Groove. |
| and composing. | G Come together, One More Time, In Three. Keep a steady pulse. Play simple rhythms from traditional notation/graphic notation. Demonstrate the difference between pulse and rhythm. Play a simple melody solo or in a group Play an accompaniment part (e.g. drone, repeating rhythmic part) Interpret simple graphic score. | Play longer and more complex rhythms. Play a simple melody in 2 parts with 'step by step' movement. Play a selection of simple chords. Play showing 2 techniques on an instrument (e.g. Glockenspiel – letting the beater bounce back, vibrato). Follow a conductor adapting to changes in dynamics and tempo. Discuss and refine performances, deciding on appropriate tempo and dynamics. | Play from more complex notations including pitch, dynamic, rhythm and expressive contexts. Play more complex rhythms. Play a melody with 'step by step' movement, larger leaps, repetition and appropriate phrasing/articulation. Play a chord sequence. Make choices about appropriate blending in an ensemble. Show and understand the etiquette of performance and communicate with confidence to an audience. |

| | Show awareness and blend with others when performing. Self-correct when going out of time. Improvise freely using 3 given notes. Clap back a different simple rhythm. Create a simple rhythmic passage. Create and play a simple graphic score on a theme. Layer different rhythms against each other to create a piece of music. Create a soundscape or story – include, pitch, tempo and a start/ending. | Experiment with taking control of tempo and dynamics in group playing. Improvise with call and response ideas. Improvise and compose using pentatonic notes over a drone or chord pattern. Compose a simple chord sequence. Compose and notate a piece with more than one section. Include musical variations such as texture, dynamic, tempo. This could be in response to story, poem, picture etc. | Improvise freely using given notes within a structure e.g. drone, 12 bar blues, beatbox Compose a simple chord sequence and suitable melody. Compose an ostinato/riff for an accompaniment Collaborate, compose and notate a song with more than one section. |
|--|---|---|--|
| | Vocabulary: compose, composer, rhythm, melody, notation, blend, score. | Vocabulary: compose, composer, conductor, rhythm, melody, notation, blend, score, chord, pentatonic scale. | Vocabulary: compose, composer, conductor, rhythm, melody, notation, blend, score, chord, pentatonic scale, structure, chord sequence, ostinato, riff. |
| Summer term 6 – Playing and composing. | Charanga Unit. Glocks: Act 2 - playing together, Large ensembles for everyone, "I Wanna Play in a Band" and "The 'Be Yourself' Beat". Keep a steady pulse. Play simple rhythms from traditional notation/graphic notation. Demonstrate the difference between pulse and rhythm. Play a simple melody solo or in a group Play an accompaniment part (e.g. drone, repeating rhythmic part) Interpret simple graphic score. Show awareness and blend with others when performing. Self-correct when going out of time. Improvise freely using 3 given notes Clap back a different simple rhythm. Create a simple rhythmic passage. Create and play a simple graphic score | Charanga Unit. Glocks: Act 3 - more notes, learn glocks: Suggested steps: Roy's a Rockin', Charles and David. Play longer and more complex rhythms. Play a simple melody in 2 parts with 'step by step' movement. Play a selection of simple chords. Play showing 2 techniques on an instrument (e.g. Glockenspiel - letting the beater bounce back, vibrato). Follow a conductor adapting to changes in dynamics and tempo. Discuss and refine performances, deciding on appropriate tempo and dynamics. Experiment with taking control of tempo and dynamics in group playing. Improvise with call and response ideas. Improvise and compose using pentatonic notes over a drone or chord pattern. Compose a simple chord sequence. | Charanga Unit. Glocks: Act 4 - Finale: Prepare for Glass band: Classroom Folk, Classroom Groove. Play from more complex notations including pitch, dynamic, rhythm and expressive contexts. Play more complex rhythms. Play a melody with 'step by step' movement, larger leaps, repetition and appropriate phrasing/articulation. Play a chord sequence. Make choices about appropriate blending in an ensemble. Show and understand the etiquette of performance and communicate with confidence to an audience. Improvise freely using given notes within a structure e.g. drone, 12 bar blues, beatbox Compose a simple chord sequence and suitable melody. Compose an ostinato/riff for an accompaniment Collaborate, compose and notate a song with |

| Layer different rhythms against each | Compose and notate a piece with more than one | |
|---|--|--|
| other to create a piece of music. | section. Include musical variations such as | |
| Create a soundscape or story – include, | texture, dynamic, tempo. This could be in | |
| pitch, tempo and a start/ending | response to story, poem, picture etc. | |
| Vocabulary: compose, composer, | Vocabulary: compose, composer, conductor, | Vocabulary: compose, composer, conductor, |
| rhythm, melody, notation, blend, score. | rhythm, melody, notation, blend, score, chord, | rhythm, melody, notation, blend, score, chord, |
| | pentatonic scale. | pentatonic scale, structure, chord sequence, |
| | | ostinato, riff. |

Inter-related dimensions of music.

- Pulse the regular heartbeat of the music; its steady beat.
- Rhythm long and short sounds or patterns that happen over the pulse.
- Pitch high and low sounds.
- Tempo the speed of the music; fast or slow or in-between.
- Dynamics how loud or quiet the music is.
- Timbre all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation the link between sound and symbol.

Notation Vocabulary.

- Crotchet 1 beat.
- Quaver $-\frac{1}{2}$ beat.
- Minim 2 beats.
- Semibreve 4 beats.
- Rest no beat.
- Treble Clef shown to tell us that notes are above middle C.