St. Andrew's
Church of England Primary School
ENRICHING LIVES

Music
Curriculum Journey

1. **What is Music?**

At St. Andrew's, we believe that Music is a creative art form; a universal language to express emotions through a collection of coordinated sounds.

2. **Through the eyes of our children, Music is important because:**

'It helps us to develop our confidence by allowing us to express our feelings through sounds. Music gives us freedom with no limits.'

3. **Curriculum Intent**

At St. Andrew's Church of England Primary School, we aim we aim for Music to be an enjoyable learning experience where our children participate in a variety of musical experiences to build confidence. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in Music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

The National Curriculum for Music aims to ensure that all pupils:

- 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.
- Learn to sing and to use their voices, to create and compose music on their 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

4. **Implementation**

The teaching and implementation of the Music curriculum at St. Andrew's C.E. Primary School is based on the Early Learning Goals and National Curriculum and supported by expectations from Chris Quigley Milestones, ensuring a well-structured approach.

Our pupils should be able to organise their knowledge, skills and understanding on the following key concepts:

· to perform
· to compose
· to transcribe
· to describe music.

These key concepts underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

The ‘Music Express’ scheme of work is used from Nursery - Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers.

Our Music curriculum is taught over three terms each year across school. The curriculum is designed to develop knowledge and skills that are progressive as well as transferable. Music lessons within classrooms are also supplemented with weekly ‘Skill builder’ activities which are delivered during our Key Stage singing collective worships. These additional activities are designed to help the children develop an understanding of beat, rhythm and pitch, to ensure they build a solid foundation in every aspect of musicianship. We aim to ensure that, when appropriate, Music is integrated into other areas of the curriculum and the basic skills are taught throughout the year through cross curricular work.

The school also works alongside the Lincolnshire Music Service to provide specific peripatetic lessons for children from Year 3 to Year 6 who wish to learn an instrument. A variety of opportunities are offered where children perform in whole school collective worship and also to parents and the wider community.

Additional opportunities are offered in Music, such as the school choir which perform regularly in school and at a range of events in the local and wider community.

5. Impact

Through the explicit teaching of the Music skills, teachers and the children assess their learning continuously throughout the lesson. At the end of each Music unit of work, teachers complete summative assessments, assessing attainment against the Chris Quigley Essentials milestones to make informed judgements about the depth of their learning and the progress children have made over time.

6. Programmes of Study

6.1 Programmes of Study

EYFS	KS1	KS2
<u>Nursery</u>: **Communication and Language:** • Use a wider range of vocabulary. • Sing a large repertoire of songs. **Physical Development:** • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. **Expressive Arts and Design:** • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. **<u>Reception</u>:** **Communication and Language:** • Understand how to listen carefully and why listening is important. • Learn new vocabulary.	• Pupils will: 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 interrelated dimensions of music	*Pupils will 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 will: 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 interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music

• Use new vocabulary throughout the day. • Use new vocabulary in different contexts. • Learn rhymes, poems and songs. **Physical Development:** • Progress towards a more fluent style of moving, with developing control and grace. **Expressive Arts and Design:** • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. **<u>End of EYFS</u>:** **Communication and Language:** *Listening, Attention and Understanding:* • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding.		

Speaking: • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. **Physical Development:** *Gross Motor Skills:* • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Expressive Arts and Design:** *Being Imaginative:* • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.		

6.2 Programmes of Study - Next Steps

KS3
Pupils will build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles. • Pupils should be taught to: Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices Listen with increasing discrimination to a wide range of music from great composers and musicians Develop a deepening understanding of the music that they perform and to which they listen, and its history

7. Progression of skills

- through each strand

7.1 Progression in EYFS

	Development Matters & ELG
Nursery	**Communication and Language:** • Use a wider range of vocabulary. • Sing a large repertoire of songs. **Physical Development:** • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. **Expressive Arts and Design:** • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Reception	**Communication and Language:** • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary throughout the day. • Use new vocabulary in different contexts. • Learn rhymes, poems and songs. **Physical Development:** • Progress towards a more fluent style of moving, with developing control and grace. **Expressive Arts and Design:** • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.
ELG	**Communication and Language:** *Listening, Attention and Understanding:* • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. *Speaking:* • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. **Physical Development:** *Gross Motor Skills:* • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Expressive Arts and Design:** *Being Imaginative:*

	• Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

7.2 Progression in KS1 & KS2 – Perform

This concept involves understanding that music is created to be performed.

Y1/2	• Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.
Y3/4	• Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.
Y5/6	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).

7.3 Progression in KS1 & KS2 – Compose

This concept involves appreciating that music is created through a process which has a number of techniques.

Y1/2	• Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.
Y3/4	• Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music.
Y5/6	• Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.

7.4 Progression in KS1 & KS2 – Transcribe

This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

Y1/2	• Use symbols to represent a composition and use them to help with a performance.
Y3/4	• Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.
Y5/6	• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.

7.5 Progression in KS1 & KS2 – Describe music

This concept involves appreciating the features and effectiveness of musical elements.

Y1/2	• Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.
Y3/4	• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.
Y5/6	• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: ◦ pitch ◦ dynamics ◦ tempo ◦ timbre ◦ texture ◦ lyrics and melody ◦ sense of occasion ◦ expressive ◦ solo ◦ rounds ◦ harmonies ◦ accompaniments ◦ drones ◦ cyclic patterns ◦ combination of musical elements ◦ cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.

8. Implementation

8.1. Implementation through Themes

At St. Andrew's, we are dedicated to the teaching and delivery of a high-quality Music curriculum through well planned and resourced projects and experiences. We have determined that Music will taught in bespoke units across the school year, linked to a range of musical foci - including listening to and exploring sounds, beat, pitch, structure, notation, composing and performing. During Music units, our children will be able to draw upon subject knowledge and skills across different subjects to consolidate key concepts and make connections.

8.2 Nursery & EYFS Themes

Musical elements may be woven across the academic year in EYFS. In addition to this, discrete Music sessions will be taught in Nursery and Reception at three points during the year. Each discrete unit will develop the children's skills in singing, playing, listening, responding to and moving to music.

EYFS – 2-year Summary of Coverage:

	Nursery	Reception
Cycle A – Autumn	'Music Express' unit – *A Tale from Long Ago*	'Music Express' unit – *A Sky Full of Colour*
Cycle A – Spring	'Music Express' unit – *Fabulous Food*	'Music Express' unit – *Beyond the Stars*
Cycle A – Summer	'Music Express' unit – *Who Shall I be Today?*	'Music Express' unit – *Our Growing World*
Cycle B – Autumn	'Music Express' unit – *When Snowflakes Fall*	'Music Express' unit – *Do You See Dinosaurs?*
Cycle B – Spring	'Music Express' unit – *Busy City*	'Music Express' unit – *New Beginnings*
Cycle B – Summer	'Music Express' unit – *Let's Go Green!*	'Music Express' unit – *Under the Sea*

8.3. KS1 – 4-year Summary of Coverage – broken down into individual year groups:

	Year 1	Year 2
Cycle A – Autumn	**Exploring Sounds (linked to voice)** – 'Music Express' Y1 unit – *Storytime*	**Exploring Sounds (linked to composition)** – 'Music Express' Y2 unit – *Storytime*
Cycle A – Spring	**Beat** – 'Music Express' Y1 unit – *Pattern*	**Beat (linked to instruments)** – 'Music Express' Y2 unit – *Pattern*
Cycle A – Summer	**Musical instrument focus** – Recorders	**Musical instrument focus** – Recorders
Cycle B – Autumn	**Pitch** – 'Music Express' Y1 unit – *Water*	**Pitch** – 'Music Express' Y2 unit – *Water*
Cycle B – Spring	**Beat** – 'Music Express' Y1 unit – *Number*	**Beat** – 'Music Express' Y2 unit – *Number*
Cycle B – Summer	**Performing** – 'Music Express' Y1 unit - *Travel*	**Performing** – 'Music Express' Y2 unit - *Travel*
Cycle C – Autumn	**Beat** – 'Music Express' Y1 unit – *Our Bodies*	**Beat** – 'Music Express' Y2 unit – *Our Bodies*
Cycle C – Spring	**Pitch** – 'Music Express' Y1 unit – *Seasons*	**Pitch** – 'Music Express' Y2 unit – *Seasons*
Cycle C – Summer	**Exploring Sounds** – 'Music Express' Y1 unit – *Our School*	**Exploring Sounds** – 'Music Express' Y2 unit – *Our Land*
Cycle D – Autumn	**Pitch** – 'Music Express' Y1 unit – *Animals*	**Pitch** – 'Music Express' Y2 unit – *Animals*
Cycle D – Spring	**Exploring Sounds (linked to performance)** – 'Music Express' Y1 unit – *Weather*	**Exploring Sounds (linked to performance)** – 'Music Express' Y2 unit – *Weather*
Cycle D – Summer	**Beat** – 'Music Express' Y1 unit – *Machines*	**Beat** – 'Music Express' Y2 unit – *Toys*

8.4. Lower KS2 – 4-year Summary of Coverage – broken down into individual year groups:

	Year 3	Year 4
Cycle A – Autumn	**Pitch** – 'Music Express' Y3 unit – *In the past*	**Notation** – 'Music Express' Y4 unit – *In the past*
Cycle A – Spring	**Performing** – 'Music Express' Y3 unit – *Food and Drink*	**Performing** – 'Music Express' Y4 unit – *Food and Drink*
Cycle A – Summer	**Exploring Sounds** – 'Music Express' Y3 unit – *Sounds*	**Exploring Sounds** – 'Music Express' Y4 unit – *Sounds*
Cycle B – Autumn	**Beat** – 'Music Express' Y3 unit – *Time*	**Beat** – 'Music Express' Y4 unit – *Time*
Cycle B – Spring	**Pitch** – 'Music Express' Y3 unit – *Singing French*	**Pitch** – 'Music Express' Y4 unit – *Singing French*
Cycle B – Summer	**Structure** – 'Music Express' Y3 unit – *Human Body*	**Structure** – 'Music Express' Y4 unit – *Recycling*
Cycle C – Autumn	**Performing** – 'Music Express' Y3 unit – *Poetry*	**Performing** – 'Music Express' Y4 unit – *Poetry*
Cycle C – Spring	**Composing** – 'Music Express' Y3 unit – *Communication*	**Composing** – 'Music Express' Y4 unit – *Communication*
Cycle C – Summer	**Beat** – 'Music Express' Y3 unit – *Building*	**Beat** – 'Music Express' Y4 unit – *Building*
Cycle D – Autumn	**Pitch** – 'Music Express' Y3 unit – *China*	**Pitch** – 'Music Express' Y4 unit – *Around the World*
Cycle D – Spring	**Composing** – 'Music Express' Y3 unit – *Environment*	**Composing** – 'Music Express' Y4 unit – *Environment*
Cycle D – Summer	**Structure** – 'Music Express' Y3 unit – *Ancient Worlds*	**Structure** – 'Music Express' Y4 unit – *Ancient Worlds*

8.5. Upper KS2 – 2-year Summary of Coverage – broken down into individual year groups:

	Year 5	Year 6
Cycle A/C – Autumn	**Structure** – 'Music Express' Y5 unit – *Life Cycles*	**Performing (linked to dance)** – 'Music Express' Y6 unit – *Growth*
Cycle A/C – Spring	**Performing (linked to composition)** – 'Music Express' Y5 unit – *Our Community*	**Performing (linked to emotion)** – 'Music Express' Y6 unit – *Journeys*
Cycle A/C – Summer	**Performing (linked to all skills)** – 'Music Express' Y5 unit – *Celebrations*	**Performing (linked to all skills)** – 'Music Express' Y6 unit – *Class Awards*
Cycle B/D – Autumn	**Beat (linked to performance)** – 'Music Express' Y5 unit – *Keeping Healthy*	**Performing (linked to traditional African songs)** – 'Music Express' Y6 unit – *Roots*
Cycle B/D – Spring	**Composing** – 'Music Express' Y5 unit – *At the Movies*	**Performing (linked to world music and vocabulary)** – 'Music Express' Y6 unit – *World Unite*
Cycle B/D – Summer	**Listening** – 'Music Express' Y5 unit – *Solar System*	**Performing (linked to all skills)** – 'Music Express' Y6 unit – *Moving On*

9. Medium Term Plans

9.1. Progression across Cycle A

	Nursery	Reception	KS1		Lower KS2		Upper KS2	
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	'Music Express' unit – *A Tale from Long Ago*	'Music Express' unit – *A Sky Full of Colour*	**Exploring Sounds (linked to voice)** – 'Music Express' Y1 unit – *Storytime*	**Exploring Sounds (linked to composition)** – 'Music Express' Y2 unit – *Storytime*	**Pitch** – 'Music Express' Y3 unit – *In the past*	**Notation** – 'Music Express' Y4 unit – *In the past*	**Structure** – 'Music Express' Y5 unit – *Life Cycles*	**Performing (linked to dance)** – 'Music Express' Y6 unit – *Growth*
Spring	'Music Express' unit – *Fabulous Food*	'Music Express' unit – *Beyond the Stars*	**Beat** – 'Music Express' Y1 unit – *Pattern*	**Beat (linked to instruments)** – 'Music Express' Y2 unit – *Pattern*	**Performing** – 'Music Express' Y3 unit – *Food and Drink*	**Performing** – 'Music Express' Y4 unit – *Food and Drink*	**Performing (linked to composition)** – 'Music Express' Y5 unit – *Our Community*	**Performing (linked to emotion)** – 'Music Express' Y6 unit – *Journeys*
Summer	'Music Express' unit – *Who Shall I be Today?*	'Music Express' unit – *Our Growing World*	**Musical instrument focus** – Recorders	**Musical instrument focus** – Recorders	**Exploring Sounds** – 'Music Express' Y3 unit – *Sounds*	**Exploring Sounds** – 'Music Express' Y4 unit – *Sounds*	**Performing (linked to all skills)** – 'Music Express' Y5 unit – *Celebrations*	**Performing (linked to all skills)** – 'Music Express' Y6 unit – *Class Awards*

9.2. Progression across Cycle B

	Nursery	Reception	KS1		Lower KS2		Upper KS2	
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	'Music Express' unit – *When Snowflakes Fall*	'Music Express' unit – *Do You See Dinosaurs?*	**Pitch** – 'Music Express' Y1 unit – *Water*	**Pitch** – 'Music Express' Y2 unit – *Water*	**Beat** – 'Music Express' Y3 unit – *Time*	**Beat** – 'Music Express' Y4 unit – *Time*	**Beat (linked to performance)** – 'Music Express' Y5 unit – *Keeping Healthy*	**Performing (linked to traditional African songs)** – 'Music Express' Y6 unit – *Roots*
Spring	'Music Express' unit – *Busy City*	'Music Express' unit – *New Beginnings*	**Beat** – 'Music Express' Y1 unit – *Number*	**Beat** – 'Music Express' Y2 unit – *Number*	**Pitch** – 'Music Express' Y3 unit – *Singing French*	**Pitch** – 'Music Express' Y4 unit – *Singing French*	**Composing** – 'Music Express' Y5 unit – *At the Movies*	**Performing (linked to world music and vocabulary)** – 'Music Express' Y6 unit – *World Unite*
Summer	'Music Express' unit – *Let's Go Green!*	'Music Express' unit – *Under the Sea*	**Performing** – 'Music Express' Y1 unit - *Travel*	**Performing** – 'Music Express' Y2 unit - *Travel*	**Structure** – 'Music Express' Y3 unit – *Human Body*	**Structure** – 'Music Express' Y4 unit – *Recycling*	**Listening** – 'Music Express' Y5 unit – *Solar System*	**Performing (linked to all skills)** – 'Music Express' Y6 unit – *Moving On*

9.3. Progression across Cycle C

	Nursery	Reception	KS1		Lower KS2		Upper KS2	
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	'Music Express' unit – *A Tale from Long Ago*	'Music Express' unit – *A Sky Full of Colour*	**Beat** – 'Music Express' Y1 unit – *Our Bodies*	**Beat** – 'Music Express' Y2 unit – *Our Bodies*	**Performing** – 'Music Express' Y3 unit – *Poetry*	**Performing** – 'Music Express' Y4 unit – *Poetry*	**Structure** – 'Music Express' Y5 unit – *Life Cycles*	**Performing (linked to dance)** – 'Music Express' Y6 unit – *Growth*
Spring	'Music Express' unit – *Fabulous Food*	'Music Express' unit – *Beyond the Stars*	**Pitch** – 'Music Express' Y1 unit – *Seasons*	**Pitch** – 'Music Express' Y2 unit – *Seasons*	**Composing** – 'Music Express' Y3 unit – *Communication*	**Composing** – 'Music Express' Y4 unit – *Communication*	**Performing (linked to composition)** – 'Music Express' Y5 unit – *Our Community*	**Performing (linked to emotion)** – 'Music Express' Y6 unit – *Journeys*
Summer	'Music Express' unit – *Who Shall I be Today?*	'Music Express' unit – *Our Growing World*	**Exploring Sounds** – 'Music Express' Y1 unit – *Our School*	**Exploring Sounds** – 'Music Express' Y2 unit – *Our Land*	**Beat** – 'Music Express' Y3 unit – *Building*	**Beat** – 'Music Express' Y4 unit – *Building*	**Performing (linked to all skills)** – 'Music Express' Y5 unit – *Celebrations*	**Performing (linked to all skills)** – 'Music Express' Y6 unit – *Class Awards*

9.4. Progression across Cycle D

	Nursery	Reception	KS1		Lower KS2		Upper KS2	
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	'Music Express' unit – *When Snowflakes Fall*	'Music Express' unit – *Do You See Dinosaurs?*	**Pitch** – 'Music Express' Y1 unit – *Animals*	**Pitch** – 'Music Express' Y2 unit – *Animals*	**Pitch** – 'Music Express' Y3 unit – *China*	**Pitch** – 'Music Express' Y4 unit – *Around the World*	**Beat (linked to performance)** – 'Music Express' Y5 unit – *Keeping Healthy*	**Performing (linked to traditional African songs)** – 'Music Express' Y6 unit – *Roots*
Spring	'Music Express' unit – *Busy City*	'Music Express' unit – *New Beginnings*	**Exploring Sounds (linked to performance)** – 'Music Express' Y1 unit – *Weather*	**Exploring Sounds (linked to performance)** – 'Music Express' Y2 unit – *Weather*	**Composing** – 'Music Express' Y3 unit – *Environment*	**Composing** – 'Music Express' Y4 unit – *Environment*	**Composing** – 'Music Express' Y5 unit – *At the Movies*	**Performing (linked to world music and vocabulary)** – 'Music Express' Y6 unit – *World Unite*
Summer	'Music Express' unit – *Let's Go Green!*	'Music Express' unit – *Under the Sea*	**Beat** – 'Music Express' Y1 unit – *Machines*	**Beat** – 'Music Express' Y2 unit – *Toys*	**Structure** – 'Music Express' Y3 unit – *Ancient Worlds*	**Structure** – 'Music Express' Y4 unit – *Ancient Worlds*	**Listening** – 'Music Express' Y5 unit – *Solar System*	**Performing (linked to all skills)** – 'Music Express' Y6 unit – *Moving On*

10. Vocabulary

10.1. Progression in Vocabulary

The teaching and use of appropriate vocabulary forms an important part of teaching and learning. These age specific 'key word' lists identify the vocabulary that we expect teachers to be using. In addition, specific key words (must words) will be selected from these lists for each unit of work for inclusion in the knowledge organisers.

10.2 The Interrelated Dimensions of Music:

These are the building blocks of practical musicianship and are woven into all units covered. The following terms should be used in Music lessons, and will be introduced progressively across a child's time at St. Andrew's (as highlighted in the age-specific lists below). With each new piece of music studied, children should always return to the foundations of pulse, then rhythm, then pitch; adding new dimensions as they progress.

Interrelated Dimensions of Music	Vocabulary	Definition
	pulse/beat	The regular repeating heartbeat of the music – it is usually what people tap their foot along to.
	rhythm	Long and short sounds or patterns that happen over the pulse.
	pitch	High and low sounds.
	duration	The length of a note; short or long.
	tempo	The speed of the music; fast or slow.
	dynamics	How loud or quiet the music is.
	timbre	All instruments, including voices, have a certain sound quality.
	texture	Layers of sound – these layers working together make music very interesting to listen to.
	structure	Every piece of music has a structure e.g. an introduction, verse, chorus and ending.
	notation	The link between sound and symbol – the way we visually draw or write down music.

10.3

EYFS Nursery	Vocabulary	Definition
	pulse / beat	The regular repeating heartbeat of the music – it is usually what people tap their foot along to.
	action	Adding movement to match the music or words you can hear.
	body percussion	Sounds which can be made using parts of the body, e.g. clapping, tapping knees, etc.
	listen	Giving attention to a sound.
	percussion instruments	Instruments that create sound by being struck, scraped or rattled.
	perform	Share your musical learning with others – for example, putting on a show or singing a song for others.
	play	Using an instrument to make music.
	rhyme	Words that have the same ending sound – for example, 'cat' and 'hat'.

10.4

EYFS Reception	Vocabulary	Definition
	pulse/beat	The regular repeating heartbeat of the music – it is usually what people tap their foot along to.
	rhythm	Long and short sounds or patterns that happen over the pulse.
	chorus	A repeating section of a song with the same melody and lyrics each time it returns.
	compose	To make or write your own music.
	conductor	The person who leads the orchestra.
	expression	The emotion in music.
	lyrics	The words of a song.
	melody	The tune.
	orchestra	A group of musicians who play instruments together.
	verse	A section of a song with the same melody but different lyrics each time it returns.

10.5

Key Stage 1	Vocabulary	Definition
	pulse/beat	The regular repeating heartbeat of the music – it is usually what people tap their foot along to.
	rhythm	Long and short sounds or patterns that happen over the pulse.
	pitch	High and low sounds.
	duration	The length of a note; short or long.
	tempo	The speed of the music; fast or slow.
	dynamics	How loud or quiet the music is.
	accompaniment	The music that supports the main melody.
	call and echo	When one person sings / plays a phrase and then others copy it back, exactly the same.
	call and response	When one person sings / plays a phrase and then other respond by singing something different.
	canon	Two or more groups playing / singing the same thing, but one starting after the other, overlapping. (Also referred to as a round).
	chant	Speech with a specific rhythm.
	metre	The grouping of beats into twos, threes, fours, etc, for instance in waltz music the beats are grouped in threes, whereas in march music they are grouped in twos or fours.
	phrase	A small unit of a melody – often corresponding to a line of a song.
	rap	A popular genre of music – a mixture between singing and talking where words are spoken with rhythm, usually accompanied with a beat.
	score	A written representation of music designed to record a composer's intention.
	sequence	Musical phrases or parts played individually one after the other.
	sound effect	Using an instrument, including the voice, to make a sound that imitates something else.
	tuned percussion	Percussion instruments which make sounds with a defined pitch, e.g. glockenspiel.
	unison	Where a group of voices sing together.
	vocal percussion	Using the voice to imitate the sound of percussion instruments.

10.6

Lower Key Stage 2	Vocabulary	Definition
	pulse/beat	The regular repeating heartbeat of the music – it is usually what people tap their foot along to.
	rhythm	Long and short sounds or patterns that happen over the pulse.
	pitch	High and low sounds.
	duration	The length of a note; short or long.
	tempo	The speed of the music; fast or slow.
	dynamics	How loud or quiet the music is.
	timbre	All instruments, including voices, have a certain sound quality.
	texture	Layers of sound – these layers working together make music very interesting to listen to.
	structure	Every piece of music has a structure e.g. an introduction, verse, chorus and ending.
	notation	The link between sound and symbol – the way we visually draw or write down music.
	a cappella	Music for voice only, without accompaniment.
	beatbox	A form of vocal percussion involving mimicking drum machines and other instruments using the mouth, lips, tongue and voice.
	bridge	A contrasting part of a song that normally then leads back to the main song.
	chord	Two or more notes played at the same time.
	crochet	A note lasting 1 beat.
	downbeat	The accented first beat of the bar.
	drone	A long, sustained note or chord.
	harmony	The relation of two or more notes played (or sung) at the same time.
	improvise	To make up a tune and play it or sing it on the spot (not composing or writing it down to play later).
	minim	A note lasting 2 beats.
	ostinato	A repeated rhythmic or melodic pattern (plural: ostinati or ostinatos). Can also be called a riff.
	part-singing	Singing with three of more voice parts.

10.7

Lower Key Stage 2	Vocabulary	Definition
	pentatonic scale	A five-note scale, of which there are many types. One of the most common can be played using only the black notes on a piano.
	quaver	A note lasting half a beat.
	rest	A silence between notes when you do not sing or play.
	rondo	A structure that has a recurring theme (A) alternating with contrasting sections – for example: A B A C A D A
	scale	A series of notes in ascending or descending order.
	semi-breve	A note lasting 4 beats.
	song cycle	A structure of music in which a group of songs is performed in a defined sequence.
	soundscape	A picture in sound.
	staccato	Short, detached noes, indication with a dot underneath or above the note head.
	stave	The 5 horizontal lines music is written on.
	syncopated	Often used synonymously with 'off-beat'. Both refer to a rhythm that emphasises normally weak beats.
	time signature	Numbers on the staff, located at the start of a piece, that show the number and type of beats in each bar.

10.8

Upper Key Stage 2	Vocabulary	Definition
	pulse/beat	The regular repeating heartbeat of the music – it is usually what people tap their foot along to.
	rhythm	Long and short sounds or patterns that happen over the pulse.
	pitch	High and low sounds.
	duration	The length of a note; short or long.
	tempo	The speed of the music; fast or slow.
	dynamics	How loud or quiet the music is.
	timbre	All instruments, including voices, have a certain sound quality.
	texture	Layers of sound – these layers working together make music very interesting to listen to.
	structure	Every piece of music has a structure e.g. an introduction, verse, chorus and ending.
	notation	The link between sound and symbol – the way we visually draw or write down music.
	acoustic	Non-electric sounds that are made by shaking, scraping, tapping or blowing a sound maker.
	arrhythmic	Music which has no discernible steady beat)also referred to as free).
	backing vocal	An additional voice part that complements, but is less important, than the lead vocal (the main voice part).
	binary	In Music, a two-part structure: AB. The A and B sections are musically different from each other.
	break	An instrumental or percussion section or interlude in a song.
	chromatic	A chromatic instrument is one which is capable of playing every note of the chromatic scale.
	chromatic scale	A scale of twelve notes, each a semitone apart, the smallest interval in Western music.
	cluster	A group of notes that are close in pitch and sounded together.
	coda	The end section of a piece of music.
	crescendo	Gradually getting louder.
	cumulative	A musical structure in which individual parts join in one by one. It can apply to both the structure itself (as in a cumulative song such as 'The Twelve Days of Christmas'), or to the voices/instruments playing (as in the gradual addition of instruments playing).

10.10

Upper Key Stage 2	Vocabulary	Definition
	diminuendo	Gradually getting quieter.
	dot notation	A simple form of Western staff notation. Dots are placed in height and distance relation to each other to indicate pitch and duration.
	duet	A song or piece of music for two parts of equal importance.
	fanfare	A short piece of music, usually played on brass instruments, to announce a special event or occasion.
	glissando	A slide up or down from one musical note to another, in the manner of a rapid, sliding scale.
	groove	A short section of rhythmic layers, repeated over and over again.
	key	This refers to the scale on which the music is based and around which related harmonies are built. For example, a piece may be in the key of C major, meaning that its tonic, or home note, is the note C and the notes of its scale are C D E F G A B C.
	major	One of the most common types of eight-note musical scale. Often described as having a happy sound.
	middle eight	A type of musical bridge – it is a short, eight-bar passage in the middle of a song that links two sections.
	minimalism	A style of composition based on the idea of simplicity that uses repetition and short and simple melodies.
	minor	One of the most common types of eight-note musical scale. Often describe as having a sad sound.
	modulation	The changing of music into a different key.
	pizzicato	The technique of playing a string instrument, e.g. violin, by plucking the strings rather than playing with the bow.
	solo	A piece of music for one singer or instrumentalist.
	ternary	A structure of music which has three sections, in which the first is repeated: A B A.
	tremolo	The rapid repetition of notes, producing a quavering effect. It can either be on one note or between two notes.
	trill	The rapid alternation of two adjacent notes, producing a trembling effect.