<u>Preston Candover CE Primary School- Music Scheme of Work.</u> <u>Progression of Procedural Knowledge and Skills- Cycle 1</u>

Class and Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
group	Me!	Christmas	My Ctorios	Fuervene	RRR	Practise for a
Reception	ivie:		My Stories	Everyone		
Scheme of Work		Take your pick			Just follow the	performance
from Charanga:		from selection in			Reflect, Rewind	This is situated in
		Freestyle.			and Replay (RRR)	the Freestyle
					units from the	resource library,
					Scheme - you will	take your pick.
					listen AND	Use the session to
					prepare for	revise other units
					performance in	for a summer
					Summer 2.	performance.
Year R:	I can <mark>listen</mark> to	I can sing <mark>echo</mark>	I can explore the	I can play	I can explore	I can choose
Assessment	music and	songs and	different sounds	<mark>instruments</mark> to a	singing at	different
criteria linked to	respond by using	perform	instruments	steady <mark>beat</mark> .	different <mark>speeds</mark>	instruments,
knowledge and	hand and whole	movements to a	make.		and <mark>pitch</mark> to	including the
skills.	body movements.	steady <mark>beat</mark> .		I can hold and	create <mark>moods</mark> and	voice, to create
			I can choose an	play an	<mark>feelings</mark> .	sound effects in
Vocabulary	I can listen to	I can discover	instrument to	instrument with		play.
highlighted in	different <mark>sounds</mark>	how to use the	create a specific	care.	I can express	
yellow to discuss	(animal noise,	voice to create	<mark>sound</mark> .		feelings in music	I can <mark>perform</mark>
and introduce	water etc.) and	loud and soft		I can investigate a	by responding to	songs and music
the meaning to	respond with	sounds.		variety of ways to	different moods	together with
all children.	voice and			create sound with	in a musical score.	body movements
	movement.			different		to a steady beat.
				<mark>materials</mark> .		·

Year 1 and 2 Scheme of Work from Charanga:	Hey You!	Christmas Take your pick from selection in Freestyle.	Rhythm In The Way We Walk/ Banana Rap	In the Groove	RRR Just follow the Reflect, Rewind and Replay (RRR) units from the Scheme - you will listen AND prepare for performance in Summer 2.	Practise for a performance This is situated in the Freestyle resource library, take your pick. Use the session to revise other units for a summer performance.
Assessment criteria linked to knowledge and skills.	Year 1- I can concentrate and listen to a piece of music.	Year 1- I can understand that dynamics describe how loud or quiet	Year 1- I can say what I like or dislike about a piece of music and describe how	Year 1-I can listen to, copy and repeat a simple rhythm or melody.	Year 1- I can use musical words and phrases to describe a piece of music.	Year 1- I can perform rhymes, raps and songs. Year 1- I can
Year 1: From Target Tracker- Use to assess children each half- term. Vocabulary highlighted in yellow to discuss and introduce the meaning to all.	Year 1- I can find the <mark>pulse</mark> by moving my body.	music is. Year 1-I can understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently	it makes me feel. Year 1- I can understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse.	Year 1-I can describe that pitch describes how low sounds are. Year 1-I can understand that tempo describes	Year 1- I can name different musical <mark>instruments</mark> .	follow the conductor or band leader.

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				how fast or slow		
				the music is.		
Assessment	Year 2- I can listen	Year 2-I can sing a	Year 2- I can	Year 2- I can	Year 2-I can	Year 2- I can
criteria linked to	to and	song in two parts.	<mark>improvise</mark> a	understand that	describe a piece	confidently
knowledge and	understand		simple <mark>rhythm</mark>	timbre describes	of music using	perform <mark>rhymes,</mark>
skills.	different pieces of	Year 2- I can	using different	the character or	musical language.	raps and songs.
	high <mark>quality</mark> <mark>live</mark>	practise, rehearse	<mark>instruments</mark>	quality of a		
Year 2:	and <mark>recorded</mark>	and <mark>perform</mark>	including my	sound.	Year 2- I can use	Year 2- I can play
From Target	music.	music to an	voice.		<mark>tuned</mark> and	instruments using
Tracker- Use to		audience with		Year 2- I can	<mark>untuned</mark>	the correct
assess children	Year 2- I can find	confidence	Year 2- I can	understand that	classroom	<mark>techniques</mark> with
each half- term.	the <mark>pulse</mark> and		understand that	texture describes	percussion to play	respect.
	internalise it in		the words in a	the <mark>layers</mark> within	accompaniments a	Year 2- I can
<mark>Vocabulary</mark>	my head.		song can affect its	the music.	and <mark>tunes.</mark>	experiment with,
highlighted in			<mark>melody</mark>		Year 2- I can use	create, select and
yellow to discuss				Year 2-I can	tuned and	combine sounds
and introduce				understand that	untuned	using the inter-
the meaning to				<mark>structure</mark>	classroom	related
<mark>all children.</mark>				describes how	percussion to	dimensions of
				different sections	<mark>compose</mark> and	music.
				of music are	<mark>improvise</mark> .	
				ordered.		

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	KS2 Hampshire Music Service									
Assessment	Year 3- I can	Year 3- I can sing	Year 3- I can	Year 3- I can find	Year 3- I can	Year 3- I can play				
criteria linked to	listen with	songs with	understand that	the <mark>pulse</mark> in	confidently	and perform in				
knowledge and	<mark>direction</mark> to a	multiple parts	improvisation is	songs/music with	recognise a range	<mark>solo</mark> or <mark>ensemble</mark>				
skills.	range of <mark>high</mark>	with increasing	when a <mark>composer</mark>	confidence.	of musical	contexts with				
	quality music.	confidence.	makes up a tune		instruments.	confidence.				
Year 3:			within	Year 3- I can						
From Target	Year 3- I can		boundaries.	understand some						
Tracker- Use to	begin to listen to			<mark>formal, written</mark>						
assess children	and <mark>recall</mark> sounds		Year 3- I can	<mark>notation</mark> which						
each half- term.	with increasing		understand that	includes <mark>crotchets</mark>						
	aural memory.		composition is	and <mark>rests</mark> .						
Vocabulary			when a composer							
highlighted in			writes down and							
yellow to discuss			records a musical							
and introduce			idea.							
the meaning to										
<mark>all children.</mark>										

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Assessment	Year 4- I can	Year 4- I can sing	Year 4- I can use	Year 4- I can	Year 4- can	Year 4- I can play
criteria linked to	confidently	as part of an	musical language	listen to and	understand some	and perform in
knowledge and	recognise a range	<mark>ensemble</mark> with	to <mark>appraise</mark> a	recall sounds with	<mark>formal, written</mark>	<mark>solo</mark> or <mark>ensemble</mark>
skills.	of musical	confidence and	piece or style of	increasing <mark>aural</mark>	notation which	contexts with
	instruments and	precision.	music.	<mark>memory.</mark>	<mark>includes minims</mark>	increasing
Year 4:	the different				and quavers.	confidence.
From Target	sounds they		Year 4- I can copy			
Tracker- Use to	make.		increasingly			
assess children			challenging			
each half- term.	Year 4- I can		<mark>rhythms</mark> using			
	confidently		body percussion			
Vocabulary	recognise and		and <mark>untuned</mark>			
highlighted in	explore a range of		instruments.			
yellow to discuss	musical styles and					
and introduce	traditions and					
the meaning to	know their <mark>basic</mark>					
all children.	style indicators.					
Assessment	Year 5-I can	Year 5-I can sing	Year 5-I can	Year 5-I can listen	Year 5-l can	Year 5-I can play
criteria linked to	develop an	as part of an	compose complex	with attention to	understand some	and perform in
knowledge and	increasing	ensemble with	rhythms using my	detail and recall	formal, written	solo or ensemble
skills.	understanding of	increasing	aural memory.	sounds with	notation which	contexts with
Year 5:	the history and	confidence and	can understand	increasing aural	includes	some accuracy,
From Target	context of music.	precision.	how <mark>pulse,</mark>	memory.	semibreves and	control, fluency
Tracker- Use to			rhythm and pitch		dotted crotchets	and expression.
assess children			work together.	Year 5-I can	and their position	-
each half- term.			_	improvise with	on a staff.	
				increasing		
Vocabulary				confidence using		
highlighted in				my own voice,		

yellow to discuss and introduce the meaning to all children.				rhythms and varied pitch.		
Knowledge and	Year 6-I can	Year 6-I can sing	Year 6-I can	Year 6-I can	Year 6-I can	Year 6-I can play
skills learnt in	develop a deeper	as part of an	improvise and	appropriately	create a <mark>simple</mark>	and perform in
topic:	understanding of	ensemble with	compose music	discuss the	composition and	solo or ensemble
Year 6:	the history and	full confidence	for a range of	dimensions of	record it using	contexts with
From Target	context of music.	and <mark>precision</mark> .	purposes using	music and	formal notation.	increasing
Tracker- Use to			the inter-related	recognise them in		accuracy, control,
assess children	Year 6-I can		dimensions of	music heard.	Year 6-I can	fluency and
each half- term.	<mark>appreciate</mark> and		music		deepen my	expression.
	understand a			Year 6-I can listen	understanding	
Vocabulary	wide range of			with <mark>attention to</mark>	and use of <mark>formal,</mark>	
<mark>highlighted in</mark>	high-quality live			<mark>detail</mark> and recall	written notation	
yellow to discuss	<mark>and recorded</mark>			sounds with	which includes	
and introduce	<mark>music</mark> from			increasing aural	staff, <mark>semibreves</mark>	
the meaning to	different			memory and	and dotted	
<mark>all children.</mark>	<mark>traditions</mark> and			<mark>accuracy</mark> .	<mark>crotchets</mark> .	
	from great					
	composers and					
	musicians.					

Preston Candover CE Primary School- Music Scheme of Work. Progression of Procedural Knowledge and Skills- Cycle 2

Class and Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
group						
Wrens- Reception	Class topic All	Class topic: House	Class topic: Castles	Class Topic:	Class Topic:	Class Topic: Change
Scheme of Work	About Me!	and Homes	and Characters	Dinosaurs	Transport	Charanga topic:
					Charanga topic:	Practise for a
	Charanga topic- Me	Charanga Topic:	Charanga topic:	Charanga topic: Big	RRR	Performance
		Christmas	Our World	Bear Funk	Just follow the	This is situated in
		Take your pick			Reflect, Rewind and	the Freestyle
		from selection in			Replay (RRR) units	resource library,
		Freestyle.			from the Scheme -	take your pick. Use
					you will listen AND	the session to
		Children also			prepare for	revise other units
		involved in			performance in	for a summer
		Nativity.			Summer 2.	performance.
Year R:		Sing a range of	Sing a range of	Sing a range of	Sing a range of	Sing a range of
Assessment	Sing a range of	well- known	well- known	well- known	well- known	well- known
criteria linked to	well- known	<mark>nursery rhymes</mark>	<mark>nursery rhymes</mark>	nursery rhymes	nursery rhymes and	nursery rhymes
knowledge and	nursery rhymes and	and <mark>songs</mark>	and <mark>songs</mark>	and songs	songs	and songs
skills.	<mark>songs.</mark>	Understand the				
		<mark>rhythm</mark> of words	To concentrate	Tempo changes	Developing	Matching a <mark>fast</mark>
<mark>Vocabulary</mark>	Discuss the	and <mark>practise</mark>	following a <mark>leader</mark> .		rhythmic precision	beat precisely
highlighted in	different	coordination.	Listening to two	Identifying three	with two different	
yellow to discuss	<mark>instruments.</mark>		different beats	different speeds of	beats/ostinatos at	High/low sounds
and introduce the		<mark>Quiet & loud</mark> &	going on at the	accompanying	once	
<mark>meaning to all</mark>	Using a wider	using <mark>percussion</mark> to	same time.	beats		Consolidating two
<mark>children.</mark>	range of percussion	convey <mark>sound</mark>			Introducing a	<mark>beat</mark> s at a time &
	instruments <mark>quietly</mark>	'colour' as opposed	Loud & quiet	Explore using	rhythmic	<mark>ostinato</mark>
	<mark>& loudly.</mark>	to keeping with a	sounds	different	framework	
		<mark>beat.</mark>		instruments to		Precision

	Co- ordinating			create different	Learn transport	
	actions & sung	Playing in time to a		dinosaurs - link to	song from	Performance
	words.	beat, listening to 2		Physical	Reception music CD	1 CHOIIIIanec
	words.	different beats at a		development -	Reception music CD	
	To recognise a	time, clapping &		dinosaur dance	Use the "Train	
	verse & a chorus.	chanting.		music from Val s CD	Ride" story to	
	verse & a choras.	charting.		- use to explore	explore fast and	
		Use 3 singing pigs		making different	slow then use	
		to create musical		dinosaurs with a	instruments and	
		accompaniment to		range of	create own musical	
		the story of the 3		instruments	story	
		Little Pigs.		mistraments	Story	
		Little 1 1go.				
		Use National				
		Nursery rhyme				
		week to focus on				
		learning the				
		identified rhymes				
		for this year				
Kestrels and Kites-	Celebrating south	Christmas song –	Rock music	Reggae music	Music centred on	Reflecting,
Year 1 and 2	African music	Нр Но Но			friendship	rewinding and
Scheme of Work:			To know five songs	To know that music		replaying
	To know five songs	To know that music	off by heart.	has a steady pulse,	To know five songs	
	off by heart.	has a steady pulse,		like a heartbeat.	off by heart.	To know that music
	To know some	like a heartbeat.	To know some			has a steady pulse,
	songs have a		songs have a	To know that we	To know some	like a heartbeat.
	chorus or a	To know that we	chorus or a	can create rhythms	songs have a chorus	
	response/answer	can create rhythms	response/answer	from words, our	or a	To know that we
	part.	from words, our	part.	names, favourite	response/answer	can create rhythms
		names, favourite		food, colours and	part.	from words, our
		food, colours and		animals.		names, favourite
		animals.				

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	To know that songs	Rhythms are	To know that songs	Rhythms are	To know that songs	food, colours and
	have a musical	different from the	have a musical	different from the	have a musical	animals.
	style.	steady pulse.	style.	steady pulse.	style.	
	Listen and clap				Listen and clap	Rhythms are
	back, then listen	We add high and	Listen and clap	We add high and	back, then listen	different from the
	and clap your own	low sounds, pitch,	back, then listen	low sounds, pitch,	and clap your own	steady pulse.
	answer (rhythms of	when we sing and	and clap your own	when we sing and	answer (rhythms of	
	words).	play our	answer (rhythms of	play our	words).	We add high and
		instruments.	words).	instruments.		low sounds, pitch,
	Using voices and				Using voices and	when we sing and
	instruments, listen		Using voices and		instruments, listen	play our
	and sing back, then		instruments, listen		and sing back, then	instruments.
	listen and play your		and sing back, then		listen and play your	
	own answer using		listen and play your		own answer using	
	two notes, with C		own answer using		two notes, with C	
	moving to D.		two notes, with C		moving to D.	
			moving to D.			
	Take it in turns to				Take it in turns to	
	improvise using C		Take it in turns to		improvise using C	
	or C and D.		improvise using C		or C and D	
			or C and D.			
Year 1	Year 1- I can	Year 1- I can	Year 1- I can say	Year 1-I can listen	Year 1- I can use	Year 1- I can
Assessment	concentrate and	understand that	what I like or dislike	to, <mark>copy and repeat</mark>	musical words and	perform <mark>rhymes</mark> ,
criteria linked to	listen to a piece of	dynamics describe	about a piece of	a simple <mark>rhythm</mark> or	phrases to describe	<mark>raps a</mark> nd <mark>songs</mark> .
knowledge and	music.	how <mark>loud</mark> or <mark>quiet</mark>	music and describe	<mark>melody</mark> .	a piece of music.	
skills.		music is.	how it makes me			Year 1- I can follow
	Year 1- I can find		feel.	Year 1-I can	Year 1- I can name	the <mark>conductor</mark> or
	the <mark>pulse</mark> by	Year 1-I can		describe that pitch	different musical	<mark>band leader</mark> .
Vocabulary	moving my body.	understand how to	Year 1- I can	describes how low	<mark>instruments</mark> .	
<mark>highlighted in</mark>		sing musically after	understand that	sounds are.		
yellow to discuss		warming up, sitting	<mark>rhythm</mark> describes			
and introduce the		or standing well so	the mixture of long	Year 1-I can		
meaning to all.		that I can <mark>project</mark>	and short sounds	understand that		

	I		1			
		the sounds	which are	tempo describes		
		confidently	<mark>performed</mark> on top	how fast or slow		
			of the <mark>pulse.</mark>	the music is.		
			_			
			•			
Year 2	Year 2- I can listen	Year 2-I can sing a	Year 2- I can	Year 2- I can	Year 2-I can	Year 2- I can
	to and understand	song in two parts.	<mark>improvise</mark> a simple	understand that	describe a piece of	confidently
Assessment	different pieces of		rhythm using	timbre describes	music using musical	perform <mark>rhymes,</mark>
criteria linked to	high <mark>quality live</mark>	Year 2- I can	different	the character or	language.	raps and songs.
knowledge and	and <mark>recorded</mark>	practise, rehearse	<mark>instruments</mark>	quality of a sound.		
skills.	music.	and perform music	including my voice.		Year 2- I can use	Year 2- I can play
		to an audience		Year 2- I can	tuned and <mark>untuned</mark>	instruments using
Vocabulary	Year 2- I can find	with confidence	Year 2- I can	understand that	classroom	the correct
highlighted in	the <mark>pulse</mark> and		understand that	texture describes	percussion to play	techniques with
yellow to discuss	internalise it in my		the words in a song	the <mark>layers</mark> within	accompaniments	respect.
and introduce the	head.		can affect its	the music.	and tunes.	Year 2- I can
meaning to all			melody		Year 2- I can use	experiment with,
children.			<u> </u>	Year 2-I can	tuned and untuned	create, select and
				understand that	classroom	combine sounds
				structure describes	percussion to	using the inter-
				how different	compose and	related dimensions
				sections of music	improvise.	of music.
					iiiipi ovise.	of filusic.
				are ordered.		

Hampshire Music Service Year 3 and 4	Musical Instrument: Ukeleles Key skills: Know string names and relative pitch Demonstrate strumming and plucking	2 Hampshire Music Service Musical Instrument: Recorders Key skills: • Learn fingering for GABCD (descant) CDEFG (treble) • Read simple tunes from conventional notation	Musical Instrument - Keyboards Key skills: • Play simple tunes using 5 fingers on the right hand • Navigate to the correct hand position using the black keys as signposts • Understand solo, unison, ensemble
Assessment criteria linked to knowledge and skills from Hampshire Music Service Year 3 and 4 Vocabulary highlighted in yellow to discuss and introduce the meaning to all children.	 Understand steady beat and rhythm in 2,3 and 4 metre Identify other related instruments I know the string names and relative pitch I can demonstrate strumming and plucking I understand steady beat and rhythm in 2, 3 and 4 metre I can identify other related instruments I can invent and play my own music 	Identify and understand changes of tempo and dynamic Sing and play matching pitch accurately I can play G A B C D with correct fingering I can read simple tunes from conventional notation I can understand and identify changes of tempo (speed) and changes of dynamic (volume) I can sing and play matching pitch accurately I can identify other related instruments I can make up and play my own music	 Recognise repeated sections in music played, sung and listened to I can play simple tunes using 4 fingers on the right hand I can find the correct hand position using the black keys as signposts I can understand solo, unison and ensemble I can recognise repeated sections in music played, created and listened to I can identify other related instruments I can invent and play my own music

Year 3	Year 3- I can	Year 3- I can sing	Year 3- I can	Year 3- I can find	Year 3- I can	Year 3- I can play
Assessment criteria linked to knowledge and skills covered in Music across the curriculum and in HIAS Music lessons. Vocabulary highlighted in yellow to discuss and introduce the meaning to all children.	listen with direction to a range of high quality music. Year 3- I can begin to listen to and recall sounds with increasing aural memory.	songs with multiple parts with increasing confidence.	understand that improvisation is when a composer makes up a tune within boundaries. Year 3- I can understand that composition is when a composer writes down and records a musical idea.	the pulse in songs/music with confidence. Year 3- I can understand some formal, written notation which includes crotchets and rests.	confidently recognise a range of musical instruments.	and perform in solo or ensemble contexts with confidence.

Year 4 Assessment criteria linked to knowledge and skills covered in Music across the curriculum and in HIAS Music lessons. Vocabulary highlighted in yellow to discuss and introduce the meaning to all children.	Year 4- I can confidently recognise a range of musical instruments and the different sounds they make. Year 4- I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.	Year 4- I can sing as part of an ensemble with confidence and precision.	Year 4- I can use musical language to appraise a piece or style of music. Year 4- I can copy increasingly challenging rhythms using body percussion and untuned instruments.	Year 4- I can listen to and recall sounds with increasing aural memory.	Year 4- can understand some formal, written notation which includes minims and quavers.	Year 4- I can play and perform in solo or ensemble contexts with increasing confidence.
Hampshire Music Service	Musical Instrument:	Jkele	Musical Instrur	ment: Recorder	Musical Instrument: I	Keyboard

Year 5 and 6	Key skills: • Learn a selection of variety of contexts • Sing and play simuli • Play in time in a nui • Identify other related	taneously mber or metres	Key skills: • Play and improvise learnt • Play tunes using co • Play in time in a nui • Identify other reco instruments in the flu	inventional notation mber or metres rders and	Key skills: • Play pieces using a accompaniment and hand • Change the position during a tune • Understand and us structures including t instrument being lea • Improvise over sim structure	a tune in the right n of the right hand se different those devised for the rnt
Assessment criteria linked to knowledge and skills from Hampshire Music Service Year 5 and 6 Vocabulary highlighted in yellow to discuss and introduce the meaning to all children.	 and use the contexts I can sing ar simultaneou Play in time more comp I can identifinstruments 	in a number of lex metres	the notes le I can play tu conventions I can contro and dynami I can sing ar pitch accura I can identif instruments	Ines from al notation I tempo (speed) cs (volume) nd play matching stely y other related	I can play pileft-hand action in the left-hand action	vise over a simple cructure by other related
Year 5 Assessment criteria linked to knowledge and	Year 5-I can develop an increasing understanding of	Year 5-I can sing as part of an ensemble increasing	Year 5-I can compose complex rhythms using my aural memory.	Year 5-I can listen with <mark>attention to detail</mark> and recall sounds with	Year 5-I can understand some formal, written notation which	Year 5-I can play and perform in solo or ensemble contexts with

skills covered in	اء ما	aanfidanaa an d	ann um donatan d	in an a a in a a const	in aluda a	
Music across the	the history and	confidence and	can understand	increasing aural	includes	some accuracy,
	context of music.	precision.	how <mark>pulse,</mark>	memory.	semibreves and	control, fluency
curriculum and in HIAS Music			rhythm and pitch		dotted crotchets	and expression.
			work together.	Year 5-I can	and their position	
lessons.				<mark>improvise</mark> with	on a staff.	
Vocabulary				increasing		
highlighted in				confidence using		
yellow to discuss				my own voice,		
and introduce the				rhythms and		
meaning to all						
<mark>children.</mark>				<mark>varied pitch</mark> .		
Knowledge and	Year 6-I can	Year 6-I can sing as	Year 6-I can	Year 6-I can	Year 6-I can create	Year 6-I can play
skills learnt in	develop a deeper	part of an	<mark>improvise</mark> and	appropriately	a <mark>simple</mark>	and perform in solo
topic:	understanding of	ensemble with full	compose music for	discuss the	composition and	or ensemble
•	the history and	confidence and	a range of purposes	dimensions of	record it using	contexts with
Year 6:	context of music.	precision.	using the inter-	<mark>music</mark> and	formal notation.	increasing

Assessment		related dimensions	recognise them in		accuracy, control,
criteria linked to	Year 6-I can	of music	music heard.	Year 6-I can deepen	fluency and
knowledge and	appreciate and			my understanding	<mark>expression</mark> .
skills covered in	understand a wide		Year 6-I can listen	and use of <mark>formal,</mark>	
Music across the	range of <mark>high-</mark>		with <mark>attention to</mark>	written notation	
curriculum and in	quality live and		detail and recall	which includes	
HIAS Music	recorded music		sounds with	staff, <mark>semibreves</mark>	
lessons.	from different		increasing aural	<mark>and dotted</mark>	
	traditions and from		memory and	<mark>crotchets</mark> .	
	great <mark>composers</mark>		<mark>accuracy</mark> .		
Vocabulary	and musicians.				
<mark>highlighted in</mark>					
yellow to discuss					
and introduce the					
meaning to all					
<mark>children.</mark>					

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Music Vocabulary to introduce to all children when appropriate:

- A capella- Without accompaniment from musical instruments, ie voices only.
- Appraising- Listening carefully.
- Arrangement- How voices and instruments are used in a song; where they occur within the song.
- Back beat-Beats 2 and 4 in a drum-line or if we are clapping along with the music.
- Backing-The accompaniment to a song.
- Balance-The level of volume at which players sing or play; if the balance is good then everyone can be heard.
- Ballad- A gentle love song.
- Band-Playing/singing/performing together.
- Bridge/middle 8-Contrasting section which leads back to main material.
- Chord-More than one note played at the same time.
- Chorus-A repeated section in a song which gives the main message.
- Coda-Short section which brings the song or piece to an end.
- Cover-A version of a song performed by someone other than the original artist that might
- sound a bit or very different.
- Composing-Creating and developing musical ideas and 'fixing' these.
- Crossover- Can be a mixture of different styles which introduces new music to different
- audiences.

- Decks-Equipment used by DJs, MCs and Rappers to mix sounds from different records
- and to make effects like scratching. First used in the late 1970s.
- Drum loops-A loop is a sequence of sounds/music that is recorded, maybe sampled, and
- reproduced digitally or electronically.
- Dynamics-How loud or quiet the music is.
- Ending-Short section which brings the song or piece to an end.
- Ensemble- A French word used to describe playing/singing/performing together.
- Groove-The rhythmic part of the music that makes you want to move and dance.
- Harmony-Different notes sung or played at the same time, to produce chords.
- Hook-A term used in pop music to describe a short catchy phrase or rill that we can't
- stop singing; the bit that 'hooks' us in; the main musical idea from a song that we
- remember.
- Improvise-To make up a tune and play it on the spot; there is an assumption that it can never
- be recreated.
- Interlude-A passage of music played between the main themes
- Introduction-Music heard at the beginning of a song or piece of music bridge; a section of
- music that can take us from a verse to a chorus, just as a bridge over a river takes
- us from one place to another.
- Lyrics-The words of a song.

- Melody-Another name for a tune.
- Melodic-Melody or tune.
- Notation-Ways to visually represent music.
- Offbeat-If a piece of music has 4 beats in a bar ie 1 2 3 4, to clap on the olbeat you would
- clap on beats 2 and 4 not 1 and 3.
- Original- The first ever version of a song.
- Ostinato-A short repeated pattern.
- Outro-Short section which brings the song or piece to an end.
- Pentatonic scale-A fixed five-note pattern eg the five black keys on a piano.
- Performing-Singing and playing instruments.
- Phrase-A musical sentence.
- Pitch-The range of high and low sounds.
- Pre-chorus-A short section in a song, before the chorus.
- Pulse/beat-The heartbeat or steady beat of a song/piece of music.
- Recurring theme-A tune that repeats again and again in a piece of music.
- Rhythm- The combination of long and short sounds to make patterns.

- Riff-A short repeated phrase, often played on a lead instrument such as guitar, piano
- or saxophone.
- Roots Reggae-Music that deals with social and racial issues and brings in elements of Rastafari.
- Sampling-Record a sample of music, a small section, and re use it in another piece of music
- or song. Used frequently in hip hop and other pop music.
- Secular-Non religious
- Solo-An Italian word used to describe playing/singing/performing on our own.
- Structure/form/Shape-How the sections (verses and choruses etc.) of a song are ordered to make the
- whole piece.
- Style-The type of music e.g. blues or rock.
- Style Indicators-Identifiers that show us the genre of the music.
- Syncopation-Music with lots of rhythmic variety, often quite difficult. The strong beats occur in
- unexpected places.
- Tag-(Usually) a short ending, tagged on to the main part of the song.
- Tempo-An Italian word used to describe how fast/slow the music goes.
- Texture-Layers of sound in music.
- Timbre-The quality and character of the sound.
- Urban Contemporary-Modern music that uses elements of soul, hip hop, funk, jazz, r&b that appeals to
- young people.

 Verse-A section i 	n a song which has the same tu	une but different words.		