

**Preston Candover CE Primary School- Music Scheme of Work.**  
**Progression of Procedural Knowledge and Skills- Cycle 1**

<b><u>Class and Year group</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Reception Scheme of Work from Charanga:</b>	Me!	Christmas Take your pick from selection in Freestyle.	My Stories	Everyone	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.
<b>Year R: Assessment criteria linked to knowledge and skills.</b>  <b>Vocabulary highlighted in yellow to discuss and introduce the meaning to all children.</b>	I can <b>listen</b> to music and respond by using hand and whole body movements.  I can listen to different <b>sounds</b> (animal noise, water etc.) and respond with voice and movement.	I can sing <b>echo songs</b> and perform movements to a steady <b>beat</b> .  I can discover how to use the voice to create loud and soft sounds.	I can explore the different sounds instruments make.  I can choose an <b>instrument</b> to create a specific <b>sound</b> .	I can play <b>instruments</b> to a steady <b>beat</b> .  I can hold and play an instrument with care.  I can investigate a variety of ways to create sound with different <b>materials</b> .	I can explore singing at different <b>speeds</b> and <b>pitch</b> to create <b>moods</b> and <b>feelings</b> .  I can express feelings in music by responding to different moods in a musical score.	I can choose different instruments, including the voice, to create sound effects in play.  I can <b>perform songs</b> and music together with body movements to a steady beat.

<p><b>Assessment criteria linked to knowledge and skills.</b></p> <p><b>Year 1:</b>  <b>From Target Tracker- Use to assess children each half- term.</b>  <b>Vocabulary highlighted in yellow to discuss and introduce the meaning to all</b></p>	<p>Year 1- I can concentrate and <b>listen</b> to a piece of music.</p> <p>Year 1- I can find the <b>pulse</b> by moving my body.</p>	<p>Year 1- I can understand that <b>dynamics</b> describe how <b>loud</b> or <b>quiet</b> music is.</p> <p>Year 1- I can understand how to sing musically after <b>warming up</b>, sitting or standing well so that I can <b>project</b> the sounds confidently</p>	<p>Year 1- I can use musical words and phrases to describe a piece of music.</p> <p>Year 1- I can name different musical <b>instruments</b>.</p>	<p>Year 1- I can listen to, <b>copy and repeat</b> a simple <b>rhythm</b> or <b>melody</b>.</p> <p>Year 1- I can describe that <b>pitch</b> describes how low sounds are.</p> <p>Year 1- I can understand that <b>tempo</b> describes how fast or slow the music is.</p>	<p>Year 1- I can say what I like or dislike about a piece of music and describe how it makes me feel.</p> <p>Year 1- I can understand that <b>rhythm</b> describes the mixture of long and short sounds which are <b>performed</b> on top of the <b>pulse</b>.</p>	<p>Year 1- I can perform <b>rhymes</b>, <b>raps</b> and <b>songs</b>.</p> <p>Year 1- I can follow the <b>conductor</b> or <b>band leader</b>.</p>
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<b>Year 1 and 2 Scheme of Work from Charanga:</b>	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.
<b>Assessment criteria linked to knowledge and skills.</b>  <b>Year 1:</b> <b>From Target Tracker- Use to assess children each half- term.</b> <b>Vocabulary highlighted in yellow to discuss and introduce the meaning to all.</b>	<p>Year 1- I can concentrate and <b>listen</b> to a piece of music.</p> <p>Year 1- I can find the <b>pulse</b> by moving my body.</p>	<p>Year 1- I can understand that <b>dynamics</b> describe how <b>loud</b> or <b>quiet</b> music is.</p> <p>Year 1- I can understand how to sing musically after <b>warming up</b>, sitting or standing well so that I can <b>project</b> the sounds confidently</p>	<p>Year 1- I can say what I like or dislike about a piece of music and describe how it makes me feel.</p> <p>Year 1- I can understand that <b>rhythm</b> describes the mixture of long and short sounds which are <b>performed</b> on top of the <b>pulse</b>.</p>	<p>Year 1- I can listen to, <b>copy and repeat</b> a simple <b>rhythm</b> or <b>melody</b>.</p> <p>Year 1- I can describe that <b>pitch</b> describes how low sounds are.</p> <p>Year 1- I can understand that <b>tempo</b> describes</p>	<p>Year 1- I can use musical words and phrases to describe a piece of music.</p> <p>Year 1- I can name different musical <b>instruments</b>.</p>	<p>Year 1- I can perform <b>rhymes</b>, <b>raps</b> and <b>songs</b>.</p> <p>Year 1- I can follow the <b>conductor</b> or <b>band leader</b>.</p>

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

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

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

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

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

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



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

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

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

KS2 Hampshire Music Service						
<b>Hampshire Music Service</b>  <b>Year 3 and 4</b>	Musical Instrument: Ukeleles  Key skills: <ul style="list-style-type: none"> <li>Know string names and relative pitch</li> <li>Demonstrate strumming and plucking</li> <li>Understand steady beat and rhythm in 2,3 and 4 metre</li> <li>Identify other related instruments</li> </ul>	Musical Instrument: Recorders  Key skills: <ul style="list-style-type: none"> <li>Learn fingering for GABCD (descant) CDEFG (treble)</li> <li>Read simple tunes from conventional notation</li> <li>Identify and understand changes of tempo and dynamic</li> <li>Sing and play matching pitch accurately</li> </ul>	Musical Instrument - Keyboards  Key skills: <ul style="list-style-type: none"> <li>Play simple tunes using 5 fingers on the right hand</li> <li>Navigate to the correct hand position using the black keys as signposts <ul style="list-style-type: none"> <li>Understand solo, unison, ensemble</li> </ul> </li> <li>Recognise repeated sections in music played, sung and listened to</li> </ul>			
<b>Assessment criteria linked to knowledge and skills from Hampshire Music Service Year 3 and 4</b>  <b>Vocabulary highlighted in yellow to discuss and introduce the meaning to all children.</b>	<ul style="list-style-type: none"> <li>I know the <b>string</b> names and <b>relative pitch</b></li> <li>I can demonstrate <b>strumming</b> and <b>plucking</b></li> <li>I understand <b>steady beat</b> and <b>rhythm</b> in 2, 3 and 4 metre</li> <li>I can identify other related <b>instruments</b></li> <li>I can <b>invent</b> and play my own music</li> </ul>	<ul style="list-style-type: none"> <li>I can play G A B C D with correct fingering</li> <li>I can read simple <b>tunes</b> from <b>conventional notation</b></li> <li>I can understand and identify changes of <b>tempo</b> (speed) and changes of <b>dynamic (volume)</b></li> <li>I can sing and play matching <b>pitch</b> accurately</li> <li>I can identify other related <b>instruments</b></li> <li>I can make up and play my own music</li> </ul>	<ul style="list-style-type: none"> <li>I can play simple tunes using 4 fingers on the right hand</li> <li>I can find the correct hand <b>position</b> using the black keys as signposts</li> <li>I can understand <b>solo, unison and ensemble</b></li> <li>I can recognise repeated sections in music played, created and listened to</li> <li>I can identify other related instruments</li> <li>I can <b>invent</b> and play my own music</li> </ul>			

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

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

Year 5 and 6	Key skills: <ul style="list-style-type: none"> <li>• Learn a selection of chords and use in a variety of contexts</li> <li>• Sing and play simultaneously</li> <li>• Play in time in a number of metres</li> <li>• Identify other related instruments</li> </ul>		Key skills: <ul style="list-style-type: none"> <li>• Play and improvise using the notes learnt</li> <li>• Play tunes using conventional notation</li> <li>• Play in time in a number of metres</li> <li>• Identify other recorders and instruments in the flute family</li> </ul>		Key skills: <ul style="list-style-type: none"> <li>• Play pieces using a left-hand accompaniment and a tune in the right hand</li> <li>• Change the position of the right hand during a tune</li> <li>• Understand and use different structures including those devised for the instrument being learnt</li> <li>• Improvise over simple harmonic structure</li> </ul>	
<b>Assessment criteria linked to knowledge and skills from Hampshire Music Service Year 5 and 6</b>  <b>Vocabulary highlighted in yellow to discuss and introduce the meaning to all children.</b>	<ul style="list-style-type: none"> <li>• I can play a selection of chords and use them in a variety of contexts</li> </ul>		<ul style="list-style-type: none"> <li>• I can play and improvise using the notes learnt</li> </ul>		<ul style="list-style-type: none"> <li>• I can play pieces using a simple left-hand accompaniment and a tune in the right hand</li> </ul>	
	<ul style="list-style-type: none"> <li>• I can sing and play simultaneously</li> </ul>		<ul style="list-style-type: none"> <li>• I can play tunes from conventional notation</li> </ul>		<ul style="list-style-type: none"> <li>• I can change the position of the right hand during a tune</li> </ul>	
	<ul style="list-style-type: none"> <li>• Play in time in a number of more complex metres</li> </ul>		<ul style="list-style-type: none"> <li>• I can control tempo (speed) and dynamics (volume)</li> </ul>		<ul style="list-style-type: none"> <li>• I can understand and use different structures.</li> </ul>	
	<ul style="list-style-type: none"> <li>• I can identify other related instruments</li> </ul>		<ul style="list-style-type: none"> <li>• I can sing and play matching pitch accurately</li> </ul>		<ul style="list-style-type: none"> <li>• I can improvise over a simple harmonic structure</li> </ul>	
	<ul style="list-style-type: none"> <li>• I can invent and play my own music</li> </ul>		<ul style="list-style-type: none"> <li>• I can identify other related instruments</li> </ul>		<ul style="list-style-type: none"> <li>• I can identify other related instruments</li> </ul>	
			<ul style="list-style-type: none"> <li>• I can make up and play my own music</li> </ul>		<ul style="list-style-type: none"> <li>• I can invent and play my own music</li> </ul>	
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 with increasing	Year 5-I can compose complex rhythms using my aural memory.	Year 5-I can listen with attention to detail 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

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



<p><b>Assessment criteria linked to knowledge and skills covered in Music across the curriculum and in HIAS Music lessons.</b></p> <p><b>Vocabulary highlighted in yellow to discuss and introduce the meaning to all children.</b></p>	<p>Year 6-I can <b>appreciate</b> and understand a wide range of <b>high-quality live and recorded music</b> from different <b>traditions</b> and from <b>great composers and musicians.</b></p>		<p><b>related dimensions</b> of music</p>	<p>recognise them in music heard.</p> <p>Year 6-I can listen with <b>attention to detail</b> and recall sounds with increasing aural memory and <b>accuracy.</b></p>	<p>Year 6-I can deepen my understanding and use of <b>formal, written notation</b> which includes staff, <b>semibreves</b> and <b>dotted crotchets.</b></p>	<p><b>accuracy, control, fluency and expression.</b></p>
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Assess termly found here: [Music assessments in: T:\CURRICULUM\Subject Assessment\Music\2022-2023](T:\CURRICULUM\Subject Assessment\Music\2022-2023)

**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 riff 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 offbeat 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 in a song which has the same tune but different words.