



Music curriculum

At Lydford the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Scheme of learning

EYFS			
Subject	Knowledge	Skills	Vocabulary
<p>ELG 01 Listening and attention: Children listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG 13 They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>ELG 16 Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>ELG 17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<ul style="list-style-type: none"> - Children know that there are many different types of music - Children know that individuals like different types of music - Children know a range of songs that they can sing individually and as a group - Children know how to change their voice pitch - Children can make music to express actions (<i>Make sounds linked to the sea</i>) - Children know how to repeat a pattern - Children know how to change the sounds made by an instrument (<i>e.g. force, tightness of string, size of bell etc.</i>) 	<ul style="list-style-type: none"> - Children can listen attentively to music, identifying features and instruments - Children can express their preferences for types of music and give reasons - Children can sing songs individually and as a group - Children can make high and low notes with their voice - Children can explain how the music they make matches actions (<i>e.g. It sounds like waves crashing on the beach</i>) - Children can follow a rhythmic pattern - Children can make music louder, quieter, faster, slower, - Children can make basic musical instruments (<i>e.g. elastic band guitars, yoghurt pot drums etc.</i>) 	<p>Instrument, stings, types of music, types of instrument, louder, quieter, softer, faster, slower, higher, lower</p>

Year 1			
Subject	Knowledge	Skills	Vocabulary
<p>Singing, chanting and rhymes</p> <p>Playing untuned instruments focusing on rhythm</p> <p>Playing tuned instruments focusing on pitch</p>	<p>Singing Make a range of sounds – focusing on shape of mouth, breath. Identify basic rhythm.</p> <p>Playing Awareness of sounds that instruments make. Know that instruments can be played to make different sounds by playing them differently.</p> <p>Improvisation Follow start and stop prompts. Maintain section while others are playing.</p> <p>Listening Listen to a range of music styles and types from around the world Listen to ideas from others, taking turns as appropriate to the context.</p>	<p>Singing Perform/sing songs expressively in a group.</p> <p>Playing Create sounds in different ways. Play with some control (e.g. Faster, slower, higher, lower)</p> <p>Improvisation To contribute to class composition. To identify how sounds can convey meaning.</p> <p>Listening Listen with concentration. Identify features and instruments in pieces of music</p>	<p>High</p> <p>Low</p> <p>Rhythm</p> <p>Stop</p> <p>Start</p> <p>Loud</p> <p>Quiet</p> <p>Beat</p> <p>Fast</p> <p>Slow</p>

Year 2			
Subject	Knowledge	Skills	Vocabulary
<p>Singing, chanting and rhymes</p> <p>Playing untuned instruments focusing on rhythm</p> <p>Playing tuned instruments focusing on pitch</p>	<p>Singing Developing knowledge and sense of rhythm, pulse and expression.</p> <p>Playing Increased knowledge that sounds can be changed and combined in different ways.</p> <p>Improvisation Understanding of beginning and end, and know a composition has sections.</p> <p>Listening Increased knowledge of different musical genres and types both live and recorded. Identify sections of the composition</p>	<p>Singing Perform/sing with a group with increased confidence and developing expression and sense of rhythm, pulse and pitch.</p> <p>Playing Create sounds in different ways, select sounds and instruments increasingly for effect, using tuned and untuned instruments.</p> <p>Improvisation Contribute to small group and class compositions, independently compose short, simple pieces.</p> <p>Listening Listen with increased concentration, responding appropriately.</p>	<p>Dynamics</p> <p>Pitch</p> <p>Tempo</p> <p>Rhythm</p>

Year 3			
Subject	Knowledge	Skills	Vocabulary
<p>Singing: Pulse, rhythm, timbre, tempo. Knowing/having a repertoire of songs. Understand a basic scale. Understand a two-part song.</p> <p>Playing: With pulse, rhythm, melody, tempo. Improvising & Composing: Knowledge of the chosen instrument Pulse, rhythm, melody, timbre, tempo, notation.</p> <p>Listening: Increased knowledge of a wide and varied selection of music drawn from different traditions and great composers/musicians. Start to understand the history of music.</p>	<p>Singing Pulse, rhythm, timbre, tempo. Knowing/having a repertoire of songs. Understand a basic scale. Understand a two-part song.</p> <p>Playing Pulse, rhythm, melody, tempo.</p> <p>Improvisation and composition Knowledge of the chosen instrument e.g. voice, recorder, drum, ukulele, percussion. Pulse, rhythm, melody, timbre, tempo, notation.</p> <p>Listening Knowledge of a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Singing Sing with increasing vocal range, accuracy, expression and confidence.</p> <p>Playing Play and perform in solo and ensemble context to the class/an audience. Play a greater number of notes on an instrument.</p> <p>Improvisation Improvise and compose music for a range of purposes by: creating music in response to a given stimuli, compose in pairs and small groups or solo, recognise basic notation, time signatures.</p> <p>Listening Listen to musical phrases and beginning to play them by ear.</p>	<p>Pulse Rhythm Timbre Tempo Pitch Dynamics Improvise Compose</p> <p>Notes Crotchet Quaver Semi breve Time signature Bar Rest</p>

Year 4			
Subject	Knowledge	Skills	Vocabulary
<p>Singing: Pulse, rhythm, timbre, tempo. Increased repertoire of songs from different musical genres.</p> <p>With increased knowledge of pulse, rhythm, melody, tempo. Greater knowledge of notes on an instrument.</p> <p>Improvising & Composing: Increased knowledge of a range of instruments and musical technology. Increased knowledge of pulse, rhythm, melody, timbre, tempo and notation.</p> <p>Listening: Knowledge of a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Singing Pulse, rhythm, timbre, tempo. Increased repertoire of songs from different musical genres.</p> <p>Playing Increased knowledge of pulse, rhythm, melody, tempo. Greater knowledge of notes on an instrument.</p> <p>Improvisation and composition Increased knowledge of a range of instruments and musical technology. Increased knowledge of pulse, rhythm, melody, timbre, tempo and notation.</p> <p>Listening Increased knowledge of a wide and varied selection of music drawn from different traditions and great composers/musicians. Start to understand the history of music.</p>	<p>Singing Sing with increased vocal range, awareness of rhythm, pulse, timbre, tempo and expression. Copy a scale. Sing two part songs.</p> <p>Playing Play and perform in solo, group and ensemble contexts to a range of audiences. Play a greater number of notes on an instrument with accuracy.</p> <p>Improvisation Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listening Offer comments about own and others work and ways to improve, accept feedback and suggestions from others. Listen to and evaluate a range of live and recorded music from different genres, styles and times.</p>	<p>Pulse Rhythm Timbre Tempo Pitch Dynamics Improvise Compose Notes Crotchet Quaver Semi breve Time signature Bar Rest Treble clef Bass Clef</p>

Year 5			
Subject	Knowledge	Skills	Vocabulary
<p>Singing: Pitch, volume, harmony, unison, round. How to control breathing from their diaphragm. Listening: Understand the different elements of music that they are listening to. Understand a wide range of live and recorded music from different traditions and composers and musicians. Understand some of the history of music.</p> <p>Playing: Staff notation, graphic notation, ensemble, solo, melody, harmony, pulse, and rhythm. Begin to understand the site of the intervals between notes</p> <p>Improvising and Composing: The voice is an instrument capable of making multiple sounds.</p>	<p>Singing Pitch, volume, harmony, unison, round.</p> <p>Playing Staff notation, graphic notation (e.g. guitar tablature), ensemble, solo, melody, harmony, pulse, and rhythm. Begin to understand the site of the intervals between notes (tone, semitone).</p> <p>Improvisation and composition That the voice is an instrument capable of making multiple sounds. How rhythm relates to pulse.</p> <p>Listening Understand the different elements of music that they are listening to. Understand a wide range of live and recorded music from different traditions and composers and musicians.</p>	<p>Singing Reflect an idea or mood by varying pitch, volume and expression Sing and maintain part in rounds and harmonies.</p> <p>Playing Play and perform in ensembles and solo. Play melodic and rhythmic phrases. Play with increasing accuracy, fluency, control and expression. Use staff and other musical notations. Change role in a group performance with increasing confidence. Maintain a sense of pulse. Recognise and self-correct when out of time/tune.</p> <p>Improvisation Experiment with vocal sounds. Improvise for a range of purposes using the above skills and knowledge of music. Maintain a strong sense of pulse when improvising. Compose for a range of purposes using the above skills and knowledge of music.</p> <p>Listening Listen with attention to detail Recall sounds with increasing accurate aural memory. Appreciate a wide range of music and be able to discuss likes and dislikes, and express preferences.</p>	<p>Pitch Dynamic Harmony Unison Texture Timbre Rhythm Pulse Staff notation Ensemble/solo Melody Harmony Pulse Tone Semitone Register Octave Bass Treble Ostinato Improvise Compose Live Recorded Composer Tradition All previous vocabulary</p>

How rhythm relates to pulse. Understand variety of musical structures.		Able to discuss instruments and musical elements they hear.	about musical terms.
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Year 6			
Subject	Knowledge	Skills	Vocabulary
<p>Singing: Pitch, volume, harmony, unison, round. How to control breathing from their diaphragm.</p> <p>Listening: Understand the different elements of music that they are listening to. Understand a wide range of live and recorded music from different traditions and composers and musicians. Understand some of the history of music.</p> <p>Playing: Staff notation, graphic notation, ensemble, solo, melody, harmony, pulse, and rhythm.</p>	<p>Singing Pitch, volume, harmony, unison, round. How to control breathing from diaphragm.</p> <p>Playing Staff notation, graphic notation (e.g. guitar tablature), ensemble, solo, melody, harmony, pulse, and rhythm. Begin to understand the size of the intervals between notes (tone, semitone).</p> <p>Improvisation and composition That the voice is an instrument capable of making multiple sounds. How rhythm relates to pulse. Understand variety of musical structures.</p> <p>Listening Understand the different elements of music that they are listening to. Understand a wide range of live and recorded music from different traditions and composers and musicians.</p>	<p>Singing Reflect an idea or mood by varying pitch, volume and expression Recognise and self-correct when going out of tune. Sing and maintain part in rounds and harmonies.</p> <p>Playing Play and perform in ensembles and solo. Play melodic and rhythmic phrases. Play with increasing accuracy, fluency, control and expression. Use staff and other musical notations. Lead an independent part in a group. Change role in a group performance with increasing confidence. Maintain a sense of pulse. Recognise and self-correct when out of time/tune.</p> <p>Improvisation Experiment with vocal sounds. Improvise for a range of purposes using the above skills and knowledge of music. Maintain a strong sense of pulse when improvising.</p>	<p>Pitch Dynamic Harmony Unison Texture Timbre Rhythm Pulse Staff notation Ensemble/solo Melody Harmony Pulse Tone Semitone Register Octave Bass Treble Ostinato Improvise Compose Live Recorded</p>

<p>Begin to understand the site of the intervals between notes</p> <p>Improvising and Composing: The voice is an instrument capable of making multiple sounds. How rhythm relates to pulse. Understand variety of musical structures.</p>	<p>Understand some of the history of music.</p>	<p>Compose for a range of purposes using the above skills and knowledge of music. Experiment with various musical structures e.g. AB, ABA, ABAB.</p> <p>Listening Listen with attention to detail Recall sounds with increasing accurate aural memory. Appreciate a wide range of music and be able to discuss likes and dislikes, and express preferences. Able to discuss instruments and musical elements they hear.</p>	<p>Composer Tradition All previous vocabulary about musical terms.</p>
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Music Progression

	Year 1/2	Year 3/4	Year 5/6
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Music	Singing	<p>Use their voices confidently to create sound effects</p> <p>Explore different types of voices</p> <p>Sing songs in different ways and discuss the effect</p> <p>Chant words expressively using known songs and rhymes</p> <p>Chant and clap in time with a steady pulse</p> <p>Listen to notes G - E played on chime bars. Use the tune found in playground songs e.g. 'I'm the King of the Castle', to find their singing voice and match pitches</p> <p>Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice</p> <p>Follow the shape of the melody when singing songs. (Use hand/arm to gesture)</p> <p>Sing songs while maintaining a steady beat: tapping/walking</p> <p>Sing songs at different speeds</p> <p>Sing the same song in different ways: loud, quiet; fast, slow, and in various moods</p> <p>Use the 'thinking voice' - ie sing the words in their head</p> <p>Play singing games in which children sing phrases alone</p> <p>Sing songs expressively increasingly in tune within a limited pitch</p>	<p>Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch)</p> <p>Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing</p> <p>Play singing games and clapping games</p> <p>Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter)</p> <p>Sing in tune in a group and alone</p> <p>Sing using a limited range of notes (i.e. middle C to D octave above)</p> <p>Sing words/phrases of a song in their heads (thinking voice)</p> <p>Sing with expression</p> <p>Sing/play appropriate material confidently and fluently</p> <p>Make improvements to singing - rehearse together to achieve objectives</p> <p>Use graphic notation to illustrate the shape and formation of melodies</p>	<p>Create different vocal effects when singing and rapping</p> <p>Sing songs in unison and two parts</p> <p>Maintain their own part when singing songs written in two parts</p> <p>Sing songs written in different metres - tap the pulse on the strong beats</p> <p>Sing with control of pitch</p> <p>Sing/play with increased control, expression, fluency and confidence</p> <p>Sing with clear diction, a sense of phrase and musical expression</p> <p>Control breathing, posture and sound projection.</p> <p>Breathe in agreed places to identify phrases.</p> <p>Recognise structures in known songs (identify repeated phrases)</p> <p>Sing a round in two parts - identify the melodic phrases and how they fit together</p> <p>Use graphic/traditional/other notation to develop a deeper</p>
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		<p>Recognise phrase lengths and know when to breathe with an attention to posture</p> <p>Use movements to show phrases</p> <p>Perform each phrase in a different way</p>		<p>understanding of shape/form of melodies</p>
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<p>Music</p>	<p>Performing - Playing</p>	<p>Describe, name and group a variety of instruments</p> <p>Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' a story together</p> <p>Handle and play a variety of tuned and un-tuned instruments with control</p> <p>Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands</p> <p>Add an instrument to play on the beat and one to play with the rhythm</p> <p>The children mark the pulse of a song with stamps/ claps</p> <p>Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting</p> <p>Count with a steady pulse</p> <p>Contribute ideas and control sounds as part of a class composition and performance</p> <p>Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet</p> <p>Make a picture label for each group of instruments</p> <p>Play together, using symbols as a support</p> <p>Talk about and devise signs/gestures/symbols for the concepts: high/low, fast/slow, long/short.</p> <p>Make two flash cards, one for long and one for short sounds</p> <p>Perform long and short sounds in response to symbols</p>	<p>Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch)</p> <p>Select instruments and create sounds to describe visual images.</p> <p>Keep in time with a steady pulse when playing instruments</p> <p>Perform a repeated pattern to a steady pulse</p> <p>Maintain own part with awareness of how the different parts fit together to achieve an overall effect</p> <p>Play new pieces by ear and from simple notations</p> <p>Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it</p> <p>Contribute to a class performance</p> <p>Rehearse together to achieve objectives</p> <p>Suggest Ideas and preparations for performances</p>	<p>Play instruments with control and rhythmic accuracy</p> <p>Perform a particular cyclic pattern i.e. rhythmic phrase structured, layered and repeated. SAMBA, STREET BAND or AFRICAN DRUMMING</p> <p>Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part</p> <p>Play simple chords in sequence</p> <p>Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment</p> <p>Subdivide the pulse keeping to a steady beat. e.g. count in 4s - one part plays every beat (crotchets) another part plays every 2 beats (minims) holding each for 2 counts; another part plays every 4 beats (semi-breve) holding for 4 full beats</p> <p>Perform significant parts from memory and from notations</p> <p>Rehearse with others and help achieve a high-quality performance showing an awareness of the audience</p>
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		<p>Play and sing phrases from dot notation using 'pitch cards' - High/Middle/Low -</p> <p>Interpret the pattern on the card e.g. H-H-L or L-M-H or H-L-H</p> <p>Evaluate own music and that of others</p> <p>Discuss what was good</p> <p>Suggest how it might be improved</p>		<p>Refine and improve their own and others' work in relation to the intended effect</p> <p>Perform with awareness of audience, venue and occasion</p>
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Music	Improvising and experimenting	<p>Explore different sounds using body percussion</p> <p>Make various sound effects to describe selected/ thematic words</p> <p>Suggest which instruments would make a particular sound</p> <p>Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas</p> <p>Identify and control different ways instruments make sounds</p> <p>Make own short sequence of sounds using symbols as a support</p> <p>Make sounds and recognise how they can communicate ideas</p> <p>Create and choose sounds in response to stimulus e.g. night-time, the seaside etc.</p> <p>Suggest instruments that make sounds like those described by the selected words and create sound pictures</p> <p>Children order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support</p> <p>Create a sound story</p> <p>Identify how sounds can be changed e.g. grip triangle to 'stop it from vibrating well</p>	<p>Recognise and explore the ways sounds can be combined and used expressively</p> <p>Identify how songs are structured and accompanied</p> <p>Express song meanings/lyrics using voices or instruments</p> <p>Explore repeated patterns in music/art/dance</p> <p>Create repeated patterns and combine several layers of sound with awareness of the combined effect</p> <p>Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA)</p> <p>Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds</p>	<p>Develop musical imagination through experimenting, improvising and adapting sounds</p> <p>Explore different textures of un-tuned sounds</p> <p>Explore the relationship between sounds</p> <p>Explore different combinations of vocal sounds</p> <p>Devise more complex rhythmic patterns using semi-quavers and rests</p> <p>Improvise rhythmic patterns over a steady pulse with confidence</p> <p>Fit different rhythmic patterns together and maintain own part with awareness of the pulse</p> <p>Recognise combinations of pitched sounds - concords and discords</p> <p>Identify and play CM diatonic Chords C-F-G-Am-Dm</p> <p>Improvise - developing rhythmic and melodic material within given structures - when performing</p> <p>Use ICT / electronic devices, (microphones and recording equipment) to change and manipulate sounds</p>
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		<p>and release it to enable a full, vibrating sound</p> <p>Identify the pulse and explore getting faster and slower</p> <p>Experiment with different timbres (sound qualities)</p> <p>Explore the concepts: loud/quiet, high/low, fast/slow</p> <p>Explore the effect of silence</p> <p>Experiment and change sounds</p> <p>Make instruction flash cards showing selected words or symbols and hold up to play from to help children remember the different sections of a composition</p> <p>Experiment to improve the intended effect</p> <p>Give the composition a title</p> <p>Begin to internalise and create rhythmic patterns</p> <p>Use words/phrases (these could be from songs days of week/months of year) - tap them out</p> <p>Make up simple dance patterns – keeping in time with the pulse and including rhythms</p> <p>Use voices to provide sound effects</p> <p>Create long and short sounds on instruments.</p>		
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		<p>Find and play by ear, phrases of well-known songs on tuned instruments</p> <p>Make up three-note tunes independently</p> <p>Record their own tunes - use colours instead of note names</p> <p>Create songs of their own using high-middle-low pitches</p>		
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Music	Composing		<p>Combine sounds to create textures</p> <p>Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movements- actions</p> <p>Compose sequences using notated rhythms</p> <p>Join sequences together to create structures of rhythmic, descriptive or dance patterns</p> <p>Select and sequence pitches (limited range) to create melodic phrases</p> <p>Add words to melodic phrases to create a class/group song</p> <p>Compose music in pairs - and small groups</p> <p>Explore, choose, combine, organise and record musical ideas within musical structures</p> <p>Use a variety of notations including 'graphic score' - picto- grams etc.</p> <p>Develop an ability to represent sounds and symbols in movement/words/with instruments</p> <p>Use staff notation as a support</p> <p>Look at the music and follow each part</p>	<p>Create textures by combining sounds</p> <p>Compose music to describe images</p> <p>Create music that describes two contrasting moods</p> <p>Internalise sounds, then select, combine and exploit a range of different sounds to compose a sound-scape stimulated by...(topic)</p> <p>Develop more complex rhythmic ideas</p> <p>Devise rhythmic, melodic and harmonic accompaniments</p> <p>Apply knowledge and understanding of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures/forms and used to communicate different moods and effects</p> <p>Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures)</p> <p>Use standard and additional methods of notation as appropriate across a range of different contexts.</p> <p>Be aware of some of the basic major scales</p> <p>Play from pitched notation (read music)</p> <p>Show understanding of how music is produced in different ways and described</p>
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Music	Listening, developing knowledge and understanding	<p>Listen to short excerpts of music from a variety of styles, genres and traditions</p> <p>Identify a variety of instruments that can be heard and describe sounds</p> <p>Identify the pulse in different pieces of music</p> <p>Tap knees in time with 'steady beat' music</p> <p>Listen to different sounds in the environment</p> <p>Recall short sequences / patterns of sounds</p> <p>Sing a familiar song, identify then tap the rhythm of the words</p> <p>Sing back melodic phrases from known songs</p> <p>Listen to pieces of music that describe e.g. The Sea/ Fireworks etc</p> <p>Describe different images created by music</p> <p>Identify features e.g. Loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects...</p> <p>Listen to a selection of music that has long (often slow) and short (often fast) sounds</p> <p>Recognise long and short sounds and make longer and shorter sounds with their voices</p> <p>Recall and perform rhythmic patterns to a steady pulse</p>	<p>Listen with attention to detail and internalize and recall sounds with increasing aural memory</p> <p>Learn new songs quickly; sing from memory</p> <p>Identify rhythmic patterns, instruments and repetitions of sound/pattern</p> <p>Internalise short melodies and play these on pitched instruments (play by ear)</p> <p>Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised</p> <p>Explain how sounds can create different intended effects</p> <p>Recognise how the different musical elements are combined and used expressively</p> <p>Identify descriptive features in art and music</p> <p>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</p> <p>Evaluate how venue, occasion and purpose affects the way music is created performed and heard</p> <p>Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary</p>	<p>Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...)</p> <p>Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods</p> <p>Recognise different tempi – speeds of music</p> <p>Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat</p> <p>Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed -concord</p> <p>Appraise own work by comparing/contrasting with work of others</p> <p>Improve performance through listening, internalising and analysing</p> <p>Listen with concentration and some engagement to longer pieces of instrumental and vocal music</p> <p>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</p> <p>Identify how music reflects different intentions</p> <p>Identify how music reflects time and place</p>
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	<p>Use instruments to copy back 4-beat rhythm patterns</p> <p>Introduce the Xylophone or metallophone</p> <p>Play 'High-middle-low': prepare two chime bars an octave apart, Introduce the middle note, G</p> <p>Illustrate stories or nursery rhymes by playing up or down the notes at appropriate moments</p> <p>Use movement and dance to reinforce the enjoyment of music and the sense of pulse</p> <p>Respond to long and short sounds through movement - match actions to long and short sounds</p> <p>Talk about high and low sounds in the environment and everyday life and imitate them with voices</p> <p>Use hand position to reinforce high, middle, low</p> <p>Sing back melodic phrases from known songs</p> <p>Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response</p>	<p>Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians</p>	<p>Show knowledge and understanding of how time and place can influence the way music is created, performed and heard.</p> <p>Identify and explore musical device</p> <p>Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo. timbre, lyrics</p> <p>Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians</p>
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