



Subject on a page

# Music

**Intent** – We aim to...

Support pupils to know how to listen, sing, play, evaluate, analyse, and compose across a wide variety of periods, styles and musical genres.

Instil an understanding and acceptance of the validity and importance of all types of music.

Develop a greater appreciation of the world we live in - understanding different cultures and societies through music.

Enable pupils to perform for an audience, experiencing and appreciating the positive effect music can have.

**Implementation** – How do we achieve our aims?

*There is music in every child. A teacher's job is to find it and nurture it - Frances Clark*

Teaching & learning in music is built around the following interrelated dimensions of music:



Extra-Curricular

We are very proud of the extra-curricular opportunities that we currently offer, and it is our hope that we will continue to build upon these. We currently offer a KS1 and KS2 choir, KS1 and KS2 recorder club, guitar club, weekly singing assemblies and individual instrument tuition. Children also have an opportunity to perform, gaining confidence both locally and as part of larger ensembles and have participated in school Concerts and larger performances further afield.

Overview of Musical Genres and Styles across school:

<b>EYFS:</b> Nursery Rhymes and action songs		
<b>Year 1:</b> Old School Hip Hop; Reggae, Hip Hop; Blues, Latin, Folk, Funk, Baroque, Bhangra; Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion; Pop; Western Classical Music	<b>Year 2:</b> South African Styles; Christmas, Big Band, Motown, Elvis, Freedom Songs; Rock; Reggae; Western Classical Music	<b>Year 3:</b> Pop, rock, Country, Groove
<b>Year 4:</b> Bossa Nova, Samba, Rumba, Funk, Hip Hop	<b>Year 5:</b> Rock; Jazz; Pop Ballads; Hip Hop; History of Motown; Western Classical music	<b>Year 6:</b> Pop & Motown; Jazz, Latin, Blues; Benjamin Britten (Western Classical Music), Gospel, Bhangra; Soft rock (Carole King); Contemporary female artists; Western Classical Music

**Impact** – How will we know we have achieved our aims?

Pupils' knowledge and skills build year on year, culminating in developing skilful and knowledgeable aspiring musicians.

Pupils gain broad cultural capital in music, experiencing and appreciating diverse styles, genres and cultural expression.

Pupils leave Berry hill with a sense of enthusiasm towards music, fuelling the desire to study music further at secondary school.

Pupils have grasped provided opportunities to showcase their skills through having the chance to perform.

## The National Curriculum

When designing and making, key stage 1 pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

When designing and making, key stage 2 Pupils should be taught to:

- Sing and play musically with increasing confidence and control.
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notation.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

# KNOWLEDGE of a MUSICIAN

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen & Appraise	<ul style="list-style-type: none"> <li>To know and sing 5 + familiar songs/ nursery rhymes off by heart (Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught A Fish Alive, this Old Man Five Little Ducks)</li> <li>To know how to say what they like and don't like about music and how it makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>To know what the songs are about (Hey You, Rhythm in the way we walk, In the groove, Round and Round, Your Imagination)</li> <li>To know and recognise the sound and names of some of the instruments they use.</li> <li>To know how to listen to and follow musical instructions from a leader.</li> <li>To know they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>	<ul style="list-style-type: none"> <li>To know some songs have a chorus or a response/answer</li> <li>To know that songs have a musical style</li> <li>To know and confidently sing 5 songs from memory (Hands, feet, heart; Ho Ho Ho; I wanna play in a band; Zootime, Friendship song)</li> <li>To know how songs can tell a story or describe an idea</li> </ul>	<ul style="list-style-type: none"> <li>To know how to identify solo and ensemble sections</li> <li>To know how to explore some of the ways composers have created music.</li> <li>To know some of the customs associated with different styles and genres.</li> <li>To know how to follow simple chords and lyrics</li> </ul>	<ul style="list-style-type: none"> <li>To know how to play individual instruments with assistance.</li> <li>To know how to follow a non-standard score.</li> <li>To know different genres of music drawn from different cultures.</li> <li>To know and be able to explain how one style and genre develops from another.</li> </ul>	<ul style="list-style-type: none"> <li>To know five songs from memory, when they were written and why. (Classroom Jazz, To make you feel my love, Fresh Prince of Bel-Air, Dancing in the Street)</li> <li>To know the style of these songs (Swing, Pop Ballad, Hip-Hop, Motown)</li> <li>To know how to talk about a song's main features, lyrics and vocals (singing in unison, the solo, lead vocal, backing vocals or rapping)</li> <li>To know how to talk about the music and how it makes you feel using musical terminology.</li> </ul>	<ul style="list-style-type: none"> <li>To know five songs from memory, when they were written, by whom and why (Classroom Jazz, A New Year Carol, You've got a friend, Music and Me)</li> <li>To know how to talk about two or three songs, comparing and contrasting: the style indicators (musical characteristics that contribute to style), style, structure and historical context.</li> <li>To know how the musical dimensions work together in a piece.</li> <li>To know how to use a range of musical vocabulary to discuss pieces.</li> </ul>
Musical Activities	<ul style="list-style-type: none"> <li>To know how to make music with our bodies (singing, tapping, clapping)</li> <li>To know how to echo pitch and melody when singing call and response songs.</li> <li>To know how to be still when the music stops.</li> <li>To know how to keep a steady beat</li> <li>To know how to clap in time.</li> <li>To know how to move in time to music</li> </ul>	<ul style="list-style-type: none"> <li>To know that songs have a musical style</li> <li>To know how to move to music by dancing, marching, being animals or pop stars.</li> <li>To know how to play an instrumental part that matches</li> </ul>	<ul style="list-style-type: none"> <li>To know the names of untuned percussion instruments played in class.</li> <li>To know how to play in time with the steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to confidently identify and move to the pulse</li> <li>To know that words in songs have meaning.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use musical words when talking</li> </ul>	<ul style="list-style-type: none"> <li>To know how to play a musical instrument with the correct technique within the context of the unit song.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use musical vocabulary when talking about songs.</li> <li>To know how to select and learn an instrumental part that matches my musical challenge, using one of the differentiated parts or the melody of the song from memory or using notation.</li> </ul>

# KNOWLEDGE of a MUSICIAN

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composing and Exploring		<ul style="list-style-type: none"> <li>To know how to create a simple melody using one, two or three notes.</li> <li>To know how to begin to play the notes C, D, E, F, G</li> <li>To know how to treat instruments carefully and with respect.</li> <li>To know how to learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts                             <ul style="list-style-type: none"> <li>C</li> <li>C, D, E</li> <li>C, D, E, F, G</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To know that everyone can compose.</li> <li>To know how to help create three simple melodies with the Units using one, three or five different notes. (C, D, E, F, G, A, B)</li> <li>To know how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to improvise using tuned and un-tuned instruments and the skills and knowledge gained during whole class performances.</li> <li>To know how to organise compositional ideas organised to fit with the stimuli provided – a day at the beach, going to the park.</li> <li>To know that compositions have a sense of balance and proportion.</li> <li>To know D D uu D strum pattern</li> <li>To know G, F and G chord.</li> <li>To know how to play from chord to chord</li> </ul>	<ul style="list-style-type: none"> <li>To know how to compose using a range of both rhythmic and melodic material.</li> <li>To know how to compose clearly to depict a mood or given scenario.</li> <li>To know that compositional ideas should be recorded using basic notation and/or technology.</li> <li>To know G, D and E minor</li> <li>To know basic note values – quaver, crotchet, minim</li> <li>To know how to read a tab diagram</li> </ul>	<ul style="list-style-type: none"> <li>To know that notation: recognises the connection between sound and symbol</li> <li>To know how to create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. (A, B, C, D, E, F, G, F#)</li> <li>To know how to explain the keynote or home note and the structure of the melody.</li> <li>To know how to play a musical instrument with the correct technique within the context of the Unit song.</li> <li>To know how to listen to and follow musical instructions from a leader.</li> <li>To know how to use written melody note values – Quavers, crotchets, dotted crotchets, rests, minims, semibreves.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</li> <li>To know different ways of writing music down – e.g. staff notation, symbols</li> <li>To know how to record the composition in an appropriate way that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> <li>To know the notes C, D, E, F, G, A, B + C Ab, Bb, Eb on the treble stave</li> <li>To know how to play one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.                             <ul style="list-style-type: none"> <li>C, D, E, F, G, A, B, C, Bb</li> </ul> </li> <li>To know how to rehearse and perform their part within the context of the Unit song.</li> </ul>
Performing	<ul style="list-style-type: none"> <li>To know how to move their bodies to music and know that this is called dancing</li> </ul>	<ul style="list-style-type: none"> <li>To know how to perform the above songs.</li> <li>To know how to choose a song they have learnt from the Scheme and perform it.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a performance is sharing music with an audience.</li> <li>To know that an audience can include your parents and friends</li> <li>To know how to own ideas of a performance of the above songs.</li> <li>To know how to add their ideas to the performance.</li> <li>To know how to record the performance and say how they were feeling about it</li> </ul>	<ul style="list-style-type: none"> <li>To know basic, formal notation.</li> <li>To know how to play in time with a range of crotchet and quaver rhythms.</li> <li>To know how to use a range of melodic and harmonic instruments.</li> <li>To know how to follow and interpret simple instruction from an instructor while playing a piece.</li> <li>To know how to play in time with others and adjust accordingly.</li> <li>To know how to remain in time despite tricky chord/melodic lines.</li> <li>To know sing with a range of a 5th.</li> <li>To know how to perform actions in time with songs.</li> <li>To know how to sing confidently and in unison.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to play straight rhythms.</li> <li>To know some syncopated rhythms with support.</li> <li>To know how to perform in a given style using articulation and appropriate playing techniques.</li> <li>To know basic skills on a selected instrument.</li> <li>To know their preference for in class playing.</li> <li>To know how to sing songs with 8ve</li> <li>To know how to sing simple parts and harmonies</li> </ul>	<ul style="list-style-type: none"> <li>To know that a performance doesn't have to be a drama! It can be to one person or to each other</li> <li>To know that everything that will be performed must be planned and learned</li> <li>To know you must sing or rap the words clearly and play with confidence</li> <li>To know a performance involves communicating ideas, thoughts and feelings about the song/music</li> <li>To know how to rehearse and perform a song within the context of the unit song</li> <li>To know how to talk about the venue and how to use it to best effect.</li> <li>To know how to record the performance and compare it to a previous performance.</li> </ul>	<ul style="list-style-type: none"> <li>To know that performing is sharing music with an audience with belief</li> <li>To know that a performance involves communicating ideas, thoughts and feelings about the song/music</li> <li>To know how to rehearse and perform their part within the context of the unit song.</li> <li>To know how to discuss performances and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>

# KNOWLEDGE of a MUSICIAN

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<ul style="list-style-type: none"> <li>To know how to sing a song with a recognisable tune</li> <li>To know that singing in a group means singing the same words and the same tune at the same time as everyone else.</li> <li>To know how to echo pitch and melody when singing call and response songs.</li> </ul>	<ul style="list-style-type: none"> <li>To know that pitch refers to how high or low a sound is</li> <li>To know 5 songs off by heart. (Hey You, Rhythm in the way we walk, In the groove, round and round, Your imagination)</li> <li>To know about voices, singing notes of different pitches (high and low).</li> </ul>	<ul style="list-style-type: none"> <li>To know how to make different types of sounds with their voices –</li> <li>To know that a rap is a spoken word with rhythm.</li> <li>To know that singing is helped by adopting a comfortable singing position.</li> <li>To know how to start and stop singing when following a leader.</li> <li>To know that they can make different types of sounds with their voices –</li> <li>To know you can rap (spoken word with rhythm).</li> </ul>	<ul style="list-style-type: none"> <li>To know singing in a group can be called a choir</li> <li>To know a Leader or conductor: A person who the choir or group follow</li> <li>To know songs can make you feel different things e.g. happy, energetic or sad</li> <li>To know how to sing in unison and in simple two-parts.</li> <li>To know how to follow a leader when singing.</li> <li>To know how to find the pulse internally when singing.</li> </ul>	<ul style="list-style-type: none"> <li>To know that singing as part of an ensemble or large group is fun, but that you must listen to each other.</li> <li>To know how to adopt a good posture for singing (back straight, head up and chin forward).</li> <li>To know how to enjoy exploring singing solo.</li> <li>To know what is meant by the concept 'being in tune'.</li> <li>To know how to rejoin a song if lost.</li> <li>To know how to enjoy exploring singing solo.</li> <li>To know how to sing with awareness of being 'in tune'.</li> <li>To know how to rejoin the song if lost.</li> <li>To know how to listen to the group when singing.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to sing in unison and to know what backing vocals.</li> <li>To know how to rap and sing solo.</li> <li>To know how to sing in unison and to know what backing vocals.</li> <li>To know how to rap and sing solo.</li> </ul>	<ul style="list-style-type: none"> <li>To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>To know how to choose a song and to talk about: Its main features.</li> <li>To know how to sing in unison, the solo, lead vocal, backing vocals or rapping.</li> <li>To know how to listen to each other and be aware of how you fit into the group.</li> <li>To know how to listen to each other and be aware of how you fit into the group.</li> </ul>
Improvisation	<ul style="list-style-type: none"> <li>To know how to sing some of the words within a familiar song</li> </ul>	<ul style="list-style-type: none"> <li>To know that everyone can improvise!</li> <li>To know that I can enjoy moving to music by dancing, marching, being animals or pop stars</li> <li>To know how to use voices to listen and sing/clap back.</li> </ul>	<ul style="list-style-type: none"> <li>To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that everyone can improvise, and you can use one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that improvisation is about making up your own tunes on the spot.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to talk about the music and how it makes you feel, using musical language to describe the music.</li> <li>To know that songs can tell a story or describe an idea</li> </ul>	<ul style="list-style-type: none"> <li>To know that using one or two notes confidently is better than using five</li> <li>To know how to move to the pulse with ease.</li> </ul>	<ul style="list-style-type: none"> <li>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>To know two well-known improvising musicians</li> </ul>

# Vocabulary Progression of an Musician

EYFS	Singing, Song, BEAT, TUNE, CLAP, DANCING
Year 1	Pulse, rhythm, pitch, rap, improvise, <b>compose</b> , melody, bass guitar, drums, decks, <b>perform</b> , singers, keyboard, <b>percussion</b> , trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, <b>pulse, rhythm, pitch</b> , groove, <b>audience</b> .
Year 2	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, <b>question and answer</b> , melody, dynamics, tempo, <b>perform/performance</b> , <b>audience</b> , rap, Reggae, glockenspiel.
Year 3	Structure, intro/introduction, verse, chorus, <b>improvise</b> , compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, <b>synthesizer</b> , <b>hook</b> , melody, <b>texture</b> , structure, electric guitar, organ, <b>backing vocals</b> , hook, riff, melody, Reggae, <b>pentatonic scale</b> , imagination, Disco.
Year 4	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, <b>solo</b> , pentatonic scale, <b>unison</b> , <b>rhythm patterns</b> , <b>musical style</b> , rapping, <b>lyrics</b> , <b>choreography</b> , <b>digital/electronic sounds</b> , turntables, synthesizers, <b>by ear</b> , <b>notation</b> , backing vocal, piano, organ, acoustic guitar, percussion.
Year 5	Rock, <b>bridge</b> , <b>backbeat</b> , <b>amplifier</b> , chorus, <b>bridge</b> , riff, hook, improvise, compose, <b>appraising</b> , Bossa Nova, <b>syncopation</b> , <b>structure</b> , Swing, <b>tune/head</b> , <b>note values</b> , <b>note names</b> , Big bands, pulse, rhythm, solo, <b>ballad</b> , <b>verse</b> , <b>interlude</b> , <b>tag ending</b> , strings, piano, guitar, bass drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, <b>scratching</b> , unison, melody, cover, pitch, tempo, dynamics, <b>timbre</b> , <b>texture</b> , Soul, groove, riff, <b>bass line</b> , brass section, <b>harmony</b> , melody.
Year 6	<b>style indicators</b> , melody, compose, improvise, <b>cover</b> , pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, <b>dimensions of music</b> , Neo Soul, <b>producer</b> , <b>groove</b> , <b>Motown</b> , hook, riff, solo, Blues, Jazz, improvisation, by ear, melody, riff, solo, <b>ostinato</b> , phrases, unison, <b>Urban Gospel</b> , unison, harmony.

# GLOSSARY OF TERMS

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

**A Capella** : Without accompaniment from instruments, i.e. voices only.

**Appraising** : Listening carefully and considering aspects of the music.

**Arrangements**: 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 or singers play. If the balance is good then everyone can be heard.

**Ballad** : A gentle love song.

**Band** : Playing/singing/performing together.

**Bossa Nova** : A Brazilian dance music that has syncopated guitar rhythms.

**Blues** : A style of music characterised by its harmonic structure and the notes used to create the melodies.

**Bridge/middle 8** : Contrasting section which leads back to main material.

**Call and response** : A musical structure where a solo person sings or plays a musical idea and the rest of the performers sing or play a different musical idea.

**Chord** : More than one note played at the same time.

**Chorus** : A repeated section in a song which gives the main message.

**Classical music** : This often means all Western art music from the Medieval era to the present. More specifically, it is music composed between c.1720 and 1840, e.g. the era of Mozart, Joseph Haydn, and the young Beethoven.

**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. It might sound a bit

or very different from the original.

**Composing** : Creating / developing musical ideas and 'fixing' them.

**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 e.g. scratching that was first used in the late 1970s.

**Disco** : (short for discotheque) is dance music from the 1970s, characterized by hypnotic rhythm, repetitive lyrics and electronically produced sounds.

**Drum loops** : A sequence of sounds/music that is recorded, may be sampled, and is reproduced digitally or electronically.

**Dynamics** : A musical dimension indicating how loudly or quietly the music is being played.

**Ending** : Short section which brings the song or piece to an end.

**Ensemble** : A French word used to describe playing, singing or performing together.

**Folk tunes/melodies** : Music sung or played by people, usually not recorded or performed. Often the music is passed down through families and friends.

**Funk** : music with strong bass lines and a heavy syncopated beat.

**Gospel** : Music that is christian usually sung with rich harmony and often with a call and response structure.

**Groove** : The rhythmic part of the music that makes you want to move and dance.

**Grime** : Electronic dance music that emerged in London early 2000s. It developed out of a British electronic music style called UK Garage, and draws influences from Jungle, Dancehall, and Hip Hop. Described as the "most significant musical development within the UK for decades."

**Harmony** : Different notes sung or played at the same time to produce chords.

**Hip-Hop** : Music that developed in the 1970s but remains very popular today. It includes rapping.

**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 theme.

**Introduction** : Music heard at the beginning of a song or piece

**Keyboard** : An electric instrument played like the piano. It has a range of pre-recorded sounds.

**Lyrics** : The words of a song.

**Melody** : Another name for tune.

**Melodic** : The music has a melody or tune.

**Motown** : A 1960s label created from Soul music characterised by a rhythm section playing, laying down the groove with a funky bassline and a tambourine sounding over the top. Often brass sections play punchy riff-based rhythms and sometimes violins playing long high notes.

**Neo-Soul** : The style emerged from Soul and contemporary RnB. The instrumentation, arrangement and studio mix are very important. Songs are mixed in the studio to sound as if they are from an older Soul era like the Motown era. The modern way in which the songs are produced, give a timeless Soul feel that has a contemporary edge.

**Notation** : Ways to visually represent music.

**Offbeat** : The beat that is not the strong beat. If a piece of music has 4 beats in a bar i.e. 1, 2, 3, 4, **beats 2 and 4 would be the 'off' beats.**

**Organ** : Organ usually refers to church organs but is also used to describe a type of electric keyboard that is large and with 2 or 3 keyboards and foot pedals.

# GLOSSARY OF TERMS

**Original** : The first ever version of a song.

**Ostinato** : A short repeated rhythmic or melodic pattern.

**Outro** : Short section which brings the song or piece to an end.

**Pentatonic scale** : A fixed five-note pattern e.g: the five black keys on a piano.

**Performing** : Singing and playing instruments for others to hear.

**Phrase** : A musical sentence.

**Pitch** : A musical dimension that describes the range of high and low sounds.

**Pop music** : **A shortened form of 'Popular music'**. Pop music constantly changes as we change and the world changes.

**Pre-chorus** : A short section in a song, before the chorus.

**Producer** : A record producer or music producer oversees and manages the sound recording and production of a band or performer's music.

**Pulse/beat** : The heartbeat or steady beat of a song/piece of music.

**Rapping** : A vocal technique in which the performer speaks rhythmically against a steady beat.

**Recurring theme** : A tune that repeats again and again in a piece of music.

**Rhythm** : A musical dimension that describes the combination of long and short sounds to make patterns.

**Reggae** : Developed in the 1970s and originated from Jamaica, Reggae defined by Bob Marley. It has a prominent bass beat and a strong off-beat usually played on the guitar.

**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 references 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 to describe playing, singing or performing of one person or on our own.

**Structure/form/shape** :How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.

**Rock music** : **Came from Rock'n'roll of America** in the 1950s and 1960s. It is characterised by loud guitars and drums due to the heavy amplification, strong bass line and driving rhythms.

**Style** : The type of music e.g. Blues or Rock.

**Style indicators** : Identifiers that show us the genre of the music.

**Swing** : A type of rhythm often associated with Jazz. Notes in the rhythm pattern are made longer and shorter to create a syncopated effect.

**Syncopation** : Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.

**Synthesizer** : An electric instrument that looks like a keyboard and has pre-recorded and created sounds.

**Tag** : (Usually) a short ending, tagged on to the main part of the song.

**Tempo** : A musical dimension that describes how fast or slowly the music is played.

**Texture** : A musical dimension that describes the layers of sound in music.

**Timbre** : A musical dimension that describes the quality and character of the sound of the instruments used.

**Turntables** : (typically 2) are used by DJs to manipulate sounds and create new music, sound effects, mixes and other creative sounds and beats.

**Unison** : Everyone plays or sings the same music at the same time.

**Urban contemporary** : Modern music that uses elements of Soul, Hip Hop, Funk, Jazz and RnB.

**Verse**: A section in a song which has the same tune but different words.

# Key stage 1

# MUSIC sequencing

	Term 1	Term 2	Term 3
Year 1	<p><b>Hey You!</b> Old School Hip Hop! Compose own raps or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p> <p><b>Rhythm in the way we walk and Banana Rap</b> Reggae, Hip Hop Action songs that link to the foundations of music</p>	<p><b>In the groove</b> Blues, Latin, Folk, Funk, Baroque, Bhangra Six different styles of music - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.</p> <p><b>Round Round</b> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</p>	<p><b>Your Imagination</b> Pop</p> <p><b>Reflect, Rewind and Replay</b> Western Classical Music Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
Year 2	<p><b>Hands, Feet, Heart</b> South African Styles South African music and Freedom Songs Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p> <p><b>Ho Ho Ho</b> Christmas, Big Band, Motown, Elvis, Freedom Songs Topic and cross-curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p>	<p><b>I Wanna Play In A Band</b> Rock Topic and cross-curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.</p> <p><b>Zootime</b> Reggae Animals, poetry and the historical context of musical styles.</p>	<p><b>Friendship Song</b></p> <p><b>Reflect, Rewind and Replay</b> Western Classical Music and your choice from Year 2 Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>



# Lower Key stage 2

# MUSIC sequencing

	Term 1	Term 2	Term 3
Year 3	<p><b>Let Your Spirit Fly</b> R&amp;B, Western Classical, Musicals, Motown, Soul Historical context of musical styles.</p> <p><b>Glockenspiel Stage 1</b> Learning basic instrumental skills by playing tunes in varying styles Introduction to the language of music, theory and composition.</p>	<p><b>Three Little Birds</b> Reggae Animals, Jamaica, poetry and the historical context of musical styles</p> <p><b>The Dragon Song</b> A little bit funky and music from around the world. Storytelling, creativity, PSHE, friendship, acceptance, using your imagination</p>	<p><b>Bringing Us Together</b> Disco Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.</p> <p><b>Reflect, Rewind and Replay</b> Western Classical Music and your choice from Year 3 Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
Year 4	<p><b>Mamma Mia</b> ABBA Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p> <p><b>Glockenspiel Stage 2</b> Learning basic instrumental skills by playing tunes in varying styles Introduction to the language of music, theory and composition.</p>	<p><b>Stop!</b> Grime, Classical, Bhangra, Tango, Latin Fusion Composition, Bullying.</p> <p><b>Lean On Me</b> Gospel Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.</p>	<p><b>Blackbird</b></p> <p><b>Reflect, Rewind and Replay</b> Western Classical Music and your choice from Year 4 Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>

# Upper Key stage 2

# MUSIC sequencing

	Term 1	Term 2	Term 3
Year 5	<p><b>Livin' On A Prayer</b> Rock How Rock music developed from the Beatles onwards. Analysing performance.</p> <p><b>Classroom Jazz 1</b> Jazz History of music - Jazz in its historical context.</p>	<p><b>Make You Feel My Love</b> Pop Ballads Historical context for ballads</p> <p><b>Fresh Prince Of Bel-Air</b> Hip Hop Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles.</p>	<p><b>Dancing In The Street</b> Motown The history of Motown and its importance in the development of Popular music. Civil rights.</p> <p><b>Reflect, Rewind and Replay</b> Western Classical music and your choice from Year 5 Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
Year 6	<p><b>Happy</b> Style: Pop/Motown What makes us happy? Video/project with musical examples.</p> <p><b>Classroom Jazz 2</b> Style: Jazz, Latin, Blues History of music - Jazz in its historical context.</p>	<p><b>Benjamin Britten - A New Year Carol</b> Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra. Literacy and history, <a href="http://www.fridayafternoonsmusic.co.uk">www.fridayafternoonsmusic.co.uk</a>. The historical context of Gospel music and Bhangra.</p> <p><b>You've Got A Friend</b> The Music of Carole King Her importance as a female composer in the world of popular music.</p>	<p><b>Music and Me</b> Style: Contemporary, music and identity Celebrating the role of women in the music industry.</p> <p><b>Reflect, Rewind and Replay</b> Style: Western Classical Music and your choice from Year 6 Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>