

## Music Curriculum 2024 – 2025 – Cycle B

### Autumn term 1 - Leicestershire Music Scheme of Work - Unit 1 Pulse

#### EYFS Unit

##### EYFS Development Matters - 3 and 4 year olds

- Listen with increased attention to sounds.
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Play instruments with increasing control to express their feelings and ideas.

##### EYFS Development Matters - Children in Reception

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

	Performing – singing and playing	Composing – creating their own music	Listening and applying knowledge and understanding	
EYFS	I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)	I can imitate movements in response to music.	I can explore, respond and identify long and short sounds.	

Key vocabulary = pulse, tempo, genre, graphic score

#### Class One - Year 2 Unit

##### KS1 National Curriculum

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

	Performing – singing and playing	Composing – creating their own music	Listening and applying knowledge and understanding	
Year 1	I can keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments)	I can follow and create simple musical directions for faster, slower, stopping and starting.	I can create, explore, respond and identify long and short sounds.	
Year 2	I can sing / play with good sense of pulse.	I can demonstrate an understanding of the differences between pulse and rhythm through physical movement / playing / singing.	I can begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names / syllables in names etc.	I can respond to visual and aural cues.

Key vocabulary = pulse, tempo, genre, graphic score, crotchet, genre, internalising words, ostinato, paired quavers, rest, round, rhythm

#### Class Two – Year 4 Unit

##### KS2 National Curriculum

- 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 notations

	Performing – singing and playing		Composing – creating their own music	Listening and applying knowledge and understanding	
Year 3	I can sing and play confidently and fluently, <b>maintaining a steady pulse.</b>	I can maintain a part in a piece/rhythm game consisting of two or more parts.	I can follow and lead simple performance directions, <b>demonstrating my understanding of pulse.</b>	I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary.	I can accept feedback and suggestions from others.
Year 4	I can sing and play confidently and fluently, <b>maintaining an appropriate pulse.</b>	I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato or rhythm)	I can follow and lead simple performance directions. (eg call and response patterns)		

Key vocabulary – pulse, tempo, genre, graphic score, crotchet, genre, internalising words, ostinato, paired quavers, rest, round, rhythm, baseline, ground base, drone, pentatonic, syncopation, time signatures

#### Class Three - Year 6 Unit

##### KS2 National Curriculum

- 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 notations

	Performing – singing and playing		Composing – creating their own music	Listening and applying knowledge and understanding	
Year 5	I can maintain a strong sense of pulse throughout pieces <b>with &amp; without syncopation.</b>	I can maintain an independent part in a group when singing or playing.	I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments.		
Year 6	I can maintain a strong sense of pulse and <b>recognise when going out of time.</b>	I can maintain an independent part in a group when singing or playing <b>with an awareness of other parts / performers.</b>		I can share opinions about own and others' music and be willing to <b>justify these using musical vocabulary.</b>	I can listen to & evaluate a range of live & recorded music from different traditions, genres, styles & times, responding appropriately to context.

Key vocabulary – pulse, tempo, genre, graphic score, crotchet, genre, internalising words, ostinato, paired quavers, rest, round, rhythm, baseline, ground base, drone, pentatonic, syncopation, time signatures, dynamics, improvise

## Autumn term 2 - Leicestershire Music Scheme of Work - Unit 2 Voice

### EYFS Unit

#### EYFS Development Matters - 3 and 4 year olds

- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.

#### EYFS Development Matters - Children in Reception

- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- = Explore and engage in music making and dance, performing solo or in groups.

#### EYFS ELG Being Imaginative and Expressive

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

	Performing – singing and playing	Composing – creating own music	Listening and applying knowledge and understanding	
EYFS	I can sing songs, which contain a small range of notes ( <b>2 or 3 notes</b> for example).	<i>This strand is not applicable in this unit.</i>	I can take turns when singing and be a good listener.	I can perform actions to accompany songs. (Move like a snake)

Key vocabulary = Dynamics, melody, pitch, pitch match, pulse

### Class Two - Year 4 Unit

#### KS2 National Curriculum

- 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 notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

	Performing – singing and playing	Composing – creating own music	Listening and applying knowledge and understanding	
Year 3	I can sing fluently.		This strand is not applicable in this unit.	I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,)
Year 4	I can sing with an awareness of my breathing and pronunciation.	I can sing fluently <b>with confidence</b> .		I can use <b>standard or graphic notation</b> to create a melody.

Key vocabulary = Dynamics, melody, pitch, pitch match, pulse, graphic score, tempo, pentatonic scale, harmony, scale, octave, ostinato, phrase, tone

### Class One - Year 2 Unit

#### KS1 National Curriculum

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- 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

	Performing – singing and playing	Composing – creating own music	Listening and applying knowledge and understanding	
Year 1	I can sing and perform songs, which contain a small range of notes ( <b>3 - 5 notes</b> for example), with growing confidence.	<i>This strand is not applicable in this unit.</i>	I can follow performance instructions including starting and stopping with accuracy.	I can recognise and represent higher and lower sounds using graphic notation.
Year 2	I can sing, with accuracy, within a <b>range of notes</b> .		I can follow and use performance instructions. (including, starting, stopping, dynamics and tempo)	I can recognise and demonstrate the link between pitch and shape using graphic notation.

Key vocabulary = Dynamics, melody, pitch, pitch match, pulse, graphic score, tempo

### Class Three - Year 6 Unit

#### KS2 National Curriculum

- 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 notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

	Performing – singing and playing	Composing – creating own music	Listening and applying knowledge and understanding	
Year 5	I can sing and maintain an <b>independent part</b> .		This strand is not applicable in this unit.	I can experiment and perform sounds made by my voice.
Year 6	I can experiment with and <b>refine sounds</b> with my voice.			I can maintain a part in a performance with my voice.
				I can create and perform a vocal piece by following a graphic / notated score.

Key vocabulary = Dynamics, melody, pitch, pitch match, pulse, graphic score, tempo, pentatonic scale, harmony, scale, octave, ostinato, phrase, tone

## Spring term 1 - Leicestershire Music Scheme of Work - Unit 3 Rhythm

### EYFS Unit

#### EYFS Development Matters - 3 and 4 year olds

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Play instruments with increasing control to express their feelings and ideas.

#### EYFS Development Matters - Children in Reception

- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- = Explore and engage in music making and dance, performing solo or in groups.

	Performing – singing and playing	Composing – creating their own music		Listening and applying knowledge and understanding	
EYFS	I can keep a steady pulse with some accuracy while playing	I can create rhythms and suggest symbols to represent rhythms	I can explore rhythm through play	I can recognise and control changes in tempo	I can listen to ideas from others, taking turns

Key vocabulary = graphic notation, ostinato, pulse, rhythm, tempo

### Class One - Year 2 Unit

#### KS1 National Curriculum

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

	Performing – singing and playing	Composing – creating their own music		Listening and applying knowledge and understanding	
Year 1	I can confidently copy given rhythms	I can <b>begin to</b> understand the differences between pulse and rhythm through physical movement, playing and singing	I can begin to play rhythmic patterns found in speech	I can use graphic notation to record rhythms	I can listen to ideas from others and use them to help improve my work
Year 2	I can perform with a good sense of pulse and rhythm	I can understand the differences between pulse and rhythm through physical movement, playing and singing.	I am beginning to <b>recognise</b> rhythmic patterns found in speech		I can offer comments about others' work and accept suggestions from others

Key vocabulary = graphic notation, ostinato, pulse, rhythm, tempo, crotchet, paired quavers, stick notation, timbre

### Class Two - Year 4 Unit

#### KS2 National Curriculum

- 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 notations

	Performing – singing + playing	Composing – creating their own music		Listening and applying knowledge and understanding	
Year 3	I can play rhythms confidently while maintaining an appropriate pulse	I can demonstrate that I understand the differences between pulse and rhythm <b>through playing an instrument</b>	I can <b>listen and copy</b> rhythmic Patterns	I can create graphic notation to represent rhythm.	I can offer comments about my own and others work and ways to improve, and I can accept feedback and suggestions from others
Year 4	I can confidently maintain an independent part <b>when playing an instrument in a small group</b>	I can play confidently and fluently maintaining an appropriate pulse	I can <b>create</b> simple rhythmic patterns	I can aurally identify, recognize, respond to and use musically basic symbols <b>including Western notation</b>	

Key vocabulary = graphic notation, ostinato, pulse, rhythm, tempo, crotchet, paired quavers, pitch, stick notation, timbre, canon, melody, phrase, ternary form, texture

### Class Three - Year 6 Unit

#### KS2 National Curriculum

- 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 notations

	Performing – singing + playing	Composing – creating their own music		Listening and applying knowledge and understanding	
Year 5		I can use a variety of timbres and techniques when creating and playing music		I can <b>respond to and use</b> musically basic symbols including Western notation	I can critique my own and others' work and justify the comments
Year 6		I can confidently maintain an independent part when playing an instrument (smaller groups / more parts)	I can use a variety of <b>musical devices</b> , timbres, <b>textures</b> , techniques when creating and playing music		

Key vocabulary = graphic notation, ostinato, pulse, rhythm, tempo, crotchet, paired quavers, pitch, stick notation, timbre, canon, melody, phrase, ternary form, texture, minim, quaver, semibreve, dynamics,

## Spring term 2 - Leicestershire Music Scheme of Work - Unit 4 Pitch

### EYFS Unit

#### EYFS Development Matters - 3 and 4 year olds

- Listen with increased attention to sounds.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

#### EYFS Development Matters - Children in Reception

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

#### EYFS ELG Being Imaginative and Expressive

- Perform songs and rhymes with others, and (when appropriate) try to move in time with music.

	Performing – singing+playing	Composing – creating their own music	Listening and applying knowledge and understanding	
EYFS	I can sing broadly in tune with a <b>limited pitch range</b>	I can create music,+ suggest symbols to represent sounds (e.g. a large foot for Daddy, small foot for baby)	Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally	I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments

Key vocabulary – Dynamics, pitch, glissando, melody, tempo, graphic score

### Class One - Year 2 Unit

#### KS1 National Curriculum

- 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

	Performing – singing+playing	Composing – creating their own music	Listening and applying knowledge and understanding	
Year 1	I can sing in tune and perform songs, which contain a small range of notes ( <b>3 - 5 notes</b> ), with growing confidence.	I can use graphic notation to record rhythms		I can listen to ideas from others and use them to help improve my work
Year 2	I can sing, with accuracy, within a <b>range of notes</b> .	I can <b>begin to</b> recognise and musically demonstrate awareness of a link between shape and pitch <b>using graphic notation</b> .	I can musically demonstrate <b>increased understanding and use of basic musical features</b> as appropriate to a specific music content e.g. graduation of sound (getting louder, softer, higher, lower, faster, slower), describe the quality of sounds and how they are made, combined and names of common classroom instruments)	I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.

Key vocabulary – Dynamics, pitch, glissando, melody, tempo, graphic score, pulse, rhythm, crescendo, diminuendo, graphic notation, score, volume, conductor

### Class Two - Year 4 Unit

#### KS2 National Curriculum

- 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 notations

	Performing – singing and playing	Composing – creating their own music		Listening and applying knowledge and understanding
Year 3	I can sing fluently.	I can <b>begin to</b> create simple rhythmic patterns, melodies, and accompaniments	I can <b>begin to</b> aurally identify, recognise, respond to and use musically <b>graphic notation</b> to represent basic changes in pitch within a limited range	I can offer comments about my own and others' work and accept suggestions from others
Year 4	I can sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.	I can create simple rhythmic patterns, melodies, and accompaniments	I can aurally identify, recognise, respond to, and use basic musical symbols including rhythms from <b>standard Western notation</b> and basic changes in pitch within a limited range.	I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately. Share opinions about own and others' music and justify these.

Key vocabulary – Dynamics, pitch, glissando, melody, tempo, graphic score, pulse, rhythm, crescendo, diminuendo, graphic notation, score, volume, conductor, harmony, octave, ostinato, phrase, scale, timbre, tone

### Class Three - Year 6 Unit

#### KS2 National Curriculum

- 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 notations

	Performing – singing and playing	Composing – creating their own music		Listening and applying knowledge and understanding	
Year 5	I can begin to demonstrate <b>increasing confidence, expression, skill and level of musicality</b> through taking different roles in performance and rehearsal	I can begin to create music which demonstrates understanding of basic structure and discuss the choices made	I can begin to use a variety of musical devices, timbres, textures, techniques when creating and making music.	I can listen & evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the contact. Share opinions about own and others' music and be willing to justify these.	I can critique own and others' work, offering specific comments and justifying these.
Year 6					I can critique own and others' work, offering specific comments+ justifying these <b>with musical examples and technical vocabulary</b>

Key vocabulary – Dynamics, pitch, glissando, melody, tempo, graphic score, pulse, rhythm, crescendo, diminuendo, graphic notation, score, volume, conductor, harmony, octave, ostinato, phrase, scale, timbre, tone, arpeggio, chord, interval, melodic phrase, motif, semitone

## Summer term 1 - Leicestershire Music Scheme of Work - Unit 5 Technology, Structure and Form

### EYFS Unit

#### EYFS Development Matters - 3 and 4 year olds

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

#### EYFS Development Matters - Children in Reception

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- = Explore and engage in music making and dance, performing solo or in groups.

#### EYFS ELG Being Imaginative and Expressive

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

	Performing – singing and playing	Composing – creating their own music	Listening and applying knowledge and understanding	
EYFS	To explore and change sounds and music through play+ technology.	To create music and suggest symbols to represent the sounds.	To begin to demonstrate an understanding of musical structure	To comment and respond to recordings of own voice, other classroom sounds.

Key vocabulary – pitch, tempo, record, playback, score

### Class One - Year 2 Unit

#### KS1 National Curriculum

- 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

	Performing – singing and playing	Composing – creating their own music	Listening and applying knowledge and understanding	
Year 1	To use technology to create and change sounds.	To demonstrate an understanding of musical structure	To begin to demonstrate an understanding of musical structure	To comment and respond to recordings of own and other's compositions.
Year 2	To experiment with changing and <b>combining sounds</b> , through technology.		To <b>comment and respond</b> to a variety of live and recorded music, making statements and observations about musical structure.	To demonstrate a deeper understanding of musical structure, through <b>discussing musical structure</b> .

Key vocabulary – pitch, tempo, record, playback, score, verse, chorus, AB structure, layers, pulse, section, rhythm, structure

### Class Two - Year 4 Unit

#### KS2 National Curriculum

- 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 notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

	Performing – singing and playing	Composing – creating their own music	Listening and applying knowledge and understanding	
Year 3	To use technology to create, change and combine sounds.	To recognise and use basic musical structure.	To offer comments about mine and other's work and <b>accept suggestions from others</b> with a focus on musical structure.	
Year 4	To use voice, sounds, technology and instruments in creative ways.	To recognise, <b>respond</b> and use basic musical structure.	To comment about own and other's music, with a focus on the structure used.	

Key vocabulary – pitch, tempo, record, playback, score, verse, chorus, AB structure, layers, pulse, section, rhythm, structure, beat, bar, bridge, audio effect,

### Class Three - Year 6 Unit

#### KS2 National Curriculum

- 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 notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

	Performing – singing and playing	Composing – creating their own music	Listening and applying knowledge and understanding	
Year 5	To use voice, sounds, technology and instruments in creative ways.	To use and identify key features of basic musical structure.	To comment on and <b>evaluate</b> the features of own and other's music, with a focus on the structure used.	
Year 6	To use a variety of musical devices when making music to <b>include timbres, textures, techniques</b> etc.	To create music which demonstrates an understanding of structure and discuss the choices made.	To listen, evaluate and share opinions about range of live and recorded music from different traditions, genres, styles and times with a focus on structure, using technical.	To share opinions about own and others music and be willing to justify these, using technical vocabulary.

Key vocabulary – pitch, tempo, record, playback, score, verse, chorus, AB structure, layers, pulse, section, rhythm, structure, beat, bar, bridge, audio effect, backing track, rap, loop

## Summer term 2 - Leicestershire Music Scheme of Work - Unit 6 20<sup>th</sup> Century Music

### EYFS Unit

#### EYFS Development Matters - 3 and 4 year olds

- Respond to what they have heard, expressing their thoughts and feelings.
- Play instruments with increasing control to express their feelings and ideas.

#### EYFS Development Matters - Children in Reception

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- = Explore and engage in music making and dance, performing solo or in groups.

#### EYFS ELG Being Imaginative and Expressive

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

	Performing – singing and playing	Composing – creating their own music	Listening and applying knowledge and understanding
EYFS			To comment and <b>respond to</b> recorded music from different traditions, genres, styles and times.

Key vocabulary – Dynamics, genre, improvisation, lyrics, melody, rhythm

### Class Two - Year 4 Unit

#### KS2 National Curriculum

- Listen with attention to detail and recall sounds with increasing aural memory
- 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.

	Performing – singing and playing	Composing – creating their own music	Listening and applying knowledge and understanding
Year 3			To listen to and use features of recorded music from different traditions, genres, styles, and times.
Year 4		To demonstrate quality of key musical skills and elements.	

Key vocabulary – Dynamics, genre, improvisation, lyrics, melody, rhythm, bar, bridge, chaal rhythm, dhol, graphic score, ostinato, pitch, semitones, tempo, texture, timbre

### Class One - Year 2 Unit

#### KS1 National Curriculum

- Listen with concentration and understanding to a range of high-quality live and recorded music

	Performing – singing and playing	Composing – creating their own music	Listening and applying knowledge and understanding
Year 1			To listen to recorded music, and <b>use one element</b> , from different traditions, genres, styles and times.
Year 2			To listen to and <b>use features of</b> recorded music from different traditions, genres, styles and times.

Key vocabulary – Dynamics, genre, improvisation, lyrics, melody, rhythm, bar, bridge, chaal rhythm, dhol, graphic score, ostinato, pitch, semitones, tempo, texture, timbre

### Class Three - Year 6 Unit

#### KS2 National Curriculum

- Listen with attention to detail and recall sounds with increasing aural memory
- 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.

	Performing – singing and playing	Composing – creating their own music	Listening and applying knowledge and understanding	
Year 5	To use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.	To experiment with voice, sounds, technology and instruments in creative ways to explore new techniques.	To listen to and <b>evaluate</b> a variety of recorded music from different traditions, genres, styles and times.	
Year 6			To critique own and other's work offering specific comments and justifying these.	

Key vocabulary – Dynamics, genre, improvisation, lyrics, melody, rhythm, bar, bridge, chaal rhythm, dhol, graphic score, ostinato, pitch, semitones, tempo, texture, timbre, harmony, hook, motif, pentatonic scale, phasing, phrase, rest, standard notation,