



Music Curriculum

Progression Documents

By the end of Lower Key Stage 2



Listen and Appraise	I can recognise/identify styles and instruments used in: RnB, reggae, pop, film/classical and disco. (LA1 A)	I can recognise/identify styles and instruments used in: pop, film/classical, rap, soul/gospel.(LA1 B)
	I can find a steady beat within the music and express the importance of a pulse within a piece of music. (LA2 A)	I can find a steady beat within the music and express the importance of a pulse within a piece of music. (LA2 B)
	I can recognise the sounds of the musical instruments used within a certain piece of music/genre. (LA3 A)	I can continue to recognise the sounds of the musical instruments used within a certain piece of music/genre. (LA3 B)
	I can identify the simple structure of a piece of music. (LA4A)	I can continue to identify the simple structure of a piece of music. (LA4 B)
	I can use the correct musical language and use this to help me describe how the music makes me feel. (LA5 A)	I can more consistently use the correct musical language and use this to help me describe how the music makes me feel. (LA5 B)
	I can place a piece of music in a timeline of different genres and composers. (LA6 A)	I can place a piece of music in a timeline of different genres and composers. (LA6 B)
	I can continue to deepen my understanding of the inter-related dimensions of music: beat, rhythm, pitch, texture, tempo, dynamics and structure. (LA7 A)	I can continue to deepen my understanding of the inter-related dimensions of music: beat, rhythm, pitch, texture, tempo, dynamics, timbre and structure. (LA7 B)
Inter-related Dimensions	I can find and internalise the pulse on my own/with support with more confidence. (IRD1 A)	I can find the pulse and stay in time. (IRD1 B)
	I can demonstrate, more confidently, how pulse, rhythm and pitch work together. (IRD2 A)	I can demonstrate a fast and slow pulse. (IRD2 B)
	I can clap/Play simple rhythms and copy one or two note pitches with more confidence. (IRD3 A)	I can clap/Play simple rhythms and copy one or two note pitches with more confidence. (IRD3 B)
	I can create my own rhythm. (IRD4 A)	I can create my own rhythm and lead others, if asked. (IRD4 B)
	I can explain, with more confidence, how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music. (IRD5 A)	I can explain, with more confidence, how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music. (IRD5 B)



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Using Voices	I can work as part of a group and develop confidence to sing alone. (V1 A)	I can sing as part of a group or alone, with confidence. (V1 B)
	I can explain why warming up my voice is important. (V2 A)	I can show good technique when preparing to sing. (V2 B)
	I can project the meaning of a song. (V3 A)	I can perform a song stylistically and as musically as I can. (V3 B)
	I can sing in time with a group (pay attention to the pulse). (V4 A)	I can sing different parts of a song. (V4 B)
	I can follow a leader/conductor. (V5 A)	I can follow a leader/conductor with confidence. (V5 B)
Playing Instruments	I can play a classroom instrument, as part of a group, with more knowledge and confidence. (PI1 A)	I can play a classroom instrument, as part of a group, with more knowledge, confidence and ease. (PI1 B)
	I can move between different parts. (PI2 A)	I can move between different parts. (starting to use notation) (PI2 B)
	I can respond to basic cues from the conductor/leader. (PI3 A)	I can respond to cues from the conductor/leader, with confidence. (PI3 B)
	I can treat my instrument with care and respect. (PI4 A)	I can treat my instrument with care and respect. (PI4 B)
	I can begin to play more confidently as part of an ensemble, by ear. (PI5 A)	I can play more confidently as part of an ensemble, by ear. (PI5 B)
Improvisation	I can continue to explore and create simple musical sounds, with voices and instruments, within the context of songs being learnt. (I1 A)	I can confidently explore and create simple musical sounds, with voices and instruments, within the context of songs being learnt. (I1 B)
	I can improvise with some confidence. (I2 A)	I can improvise more confidently. (I2 B)
	I can begin to create my own rhythmic patterns that lead to melodies in a group or solo situation. (I3 A)	I can create my own rhythmic patterns that lead to melodies in a group or solo situation. (I3 B)
	I can perform my improvisations on my own or within a group. (I4 A)	I can perform my improvisations on my own or within a group. (I4 B)
Composition	I can continue to create my own slightly more complex melodies. (C1 A)	I can create my own more complex melodies. (C1 B)
	I can compose using three or more notes. (C2 A)	I can compose using more than three notes. (C2 B)
	I can record my composition in a way I choose. (C3 A)	I can record my composition in more than one way. (C3 B)
	I can demonstrate an understanding of the inter-related dimensions of music. (C4 A)	I can demonstrate an understanding of the inter-related dimensions of music. (C4 B)



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Implementation

Cycle A – LKS2					
	Charanga Unit: Let your Spirit Fly	Charanga Unit: Glockenspiel 1 Christmas Play Rehearsals	Charanga Unit: Three Little Birds	Charanga Unit: Stop!	Charanga Unit: Mamma Mia! Reflect, Rewind, Replay
Curriculum Progression Code - Focus for Unit	LA1-7A IRD1-5A	PI1-5 A I1-4 A	IRD1 - 5 A V1– 5 A C1—4 A	IRD1-5 B V1-5 B	PI1-5 B I1-4 B C1-4 B LA1-7 B IRD1-5 B
Significant Composers	Kenneth Alford, Marvin Gaye, Barry White		Bob Marley	Secret Agent 23 Skidoo, Johan Strauss, Panjabi MC, Astor Piazzolla, Sergio Mendes	ABBA Handel, Beethoven, Wagner, Gershwin, Philip Glass

Cycle B – LKS2					
	Charanga Unit: The Dragon Song	Charanga Unit: Glockenspiel 2 Christmas Play Rehearsals	Charanga Unit: Bringing us Together	Charanga Unit: Blackbird	Charanga Unit: Lean on Me! Reflect, Rewind, Replay
Curriculum Progression Code - Focus for Unit	LA1-7A IRD1-5A	PI1-5 A V1-5 A	IRD1 - 5 A I1– 4 A C1—4 A	IRD1-5 B V1-5 B	I1-4 B C1-4 B LA1-7 B IRD1-5 B
Significant Composers	Traditional folk/pop music, unknown composers		Nile Rogers, Chaka Khan, Sister Sledge, McFadden & Whitehead, Rose Royce	The Beatles	Bill Withers, ACM Gospel Choir, Mary Mary, Elvis Presley, Beethoven, Walter Williams & Beyonce Robert Morton, Franz Joseph Haydn, Franz Liszt, Claude Debussy, Kenny Wheeler



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Intended Impact

LKS2 - Cycle A					
	Charanga Unit: Let your Spirit Fly	Charanga Unit: Glockenspiel 1 Christmas Play Rehearsals	Charanga Unit: Three Little Birds	Charanga Unit: Stop!	Charanga Unit: Mamma Mia! Reflect, Rewind, Replay
Vocabulary introduced/embedded	<p>RnB and other Styles</p> <p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure,</p> <p>Keyboard, piano, electric guitar, bass, drums, guitar, synthesizer, electric guitar, organ, backing vocals,</p> <p>Listen, talk, share, imagine, opinion, styles, intro/introduction, verse, chorus, hook, instrumentation, copy, call and respond, clap back, question and answer, melody, sing, pattern,</p>	<p>Mixed styles</p> <p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation</p> <p>Keyboard, piano, organ, backing vocals, glockenspiel,</p> <p>Instrumentation, copy, call and respond, clap back, question and answer, melody, play, sing, pattern, make, experiment, improvise, rhythm, melodies, complex melodies, notes, pentatonic scale, notation, notes, stave, crotchet, quaver, rest, stop, move, actions, shake, tap, ring, strike, solo, group, musical cues, leader, conductor, ensemble, unison</p>	<p>Reggae</p> <p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation</p> <p>Keyboard, piano, electric guitar, bass, drums, guitar, synthesizer, electric guitar, organ, backing vocals, glockenspiel,</p> <p>Listen, talk, share, imagine, opinion, styles, intro/introduction, verse, chorus, hook, instrumentation, copy, call and respond, clap back, question and answer, melody, play, sing, pattern, make, experiment, improvise, rhythm, melodies, complex melodies, notes, pentatonic scale, Compose, notation, graphic, pictorial, video, notes, stave, crotchet, quaver, rest, stop, move, actions, shake, tap, ring, strike, solo, group, musical cues, leader, conductor, ensemble, unison</p>	<p>Grime</p> <p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation</p> <p>Keyboard, piano, electric guitar, acoustic guitar, bass, drums, digital/electronic sounds, synthesizers, backing vocal, organ, instrument families</p> <p>Styles, intro/introduction, verse, chorus, hook, instrumentation, interpretation, stylistically, riff</p> <p>Copy, call and respond, clap back, question and answer, melody, play, sing, pattern, make, experiment, improvise, rhythm, melodies, complex melodies, notes, pentatonic scale, solo, group, musical cues, leader, conductor, ensemble, unison, technique</p>	<p>Pop</p> <p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation</p> <p>Keyboard, piano, electric guitar, bass, drums, digital/electronic sounds, synthesizers, backing vocal, piano, organ, acoustic guitar, instrument families—wind, saxophone, flute, clarinet, oboe, strings, violin, cello, viola, double bass, percussion, timpani, glockenspiel, snare drum, brass, trumpet, trombone, tuba, French horn, orchestra</p> <p>Listen, talk, share, imagine, opinion, styles, intro/introduction, verse, chorus, hook, instrumentation, interpretation, stylistically, riff</p> <p>Copy, call and respond, clap back, question and answer, melody, play, sing, pattern, make, experiment, improvise, rhythm, melodies, complex melodies, notes, pentatonic scale, compose, notation, graphic, pictorial, video, notes, stave, crotchet, quaver, rest, minim, semibreve, stop, move, actions, shake, tap, ring, strike, solo, group, musical cues, leader, conductor, ensemble, unison,</p>



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LKS2 – Cycle A

	Charanga Unit: Let your Spirit Fly	Charanga Unit: Glockenspiel 1 Christmas Play Rehearsals	Charanga Unit: Three Little Birds	Charanga Unit: Stop!	Charanga Unit: Mamma Mia! Reflect, Rewind, Replay
I know that/how to...	<p>*I know that genres of music use specific instruments and have a distinctive style.</p> <p>*I know how to identify the styles of different genres with increasing confidence.</p> <p>*I know how to identify the pulse/beat in a piece of music.</p> <p>*I know that the structure of a piece of music consists of verses and chorus and sometimes pre-chorus using the song lyrics to hear and see the structure.</p> <p>*I know that tempo means the speed and pace of the music.</p> <p>*I know that pitch means high and low sounds.</p> <p>*I know that a rhythm is the pattern of long and short sounds.</p> <p>*I know that tempo, pitch have an impact on the mood of the music.</p> <p>*I know that a rhythmic pattern is a combination of different rhythms.</p> <p>*I know how to describe how music makes you feel using</p>	<p>*I know how to play a classroom instrument as part of a group with more knowledge and confidence.</p> <p>*I know how to move between different parts to play them.</p> <p>*I know how to respond to basic and commonly understood cues from a conductor to know when to start, stop, change dynamic etc.</p> <p>*I know how to treat my instrument with care and respect.</p> <p>*I know how to develop a musical ear to play more confidently and together as part of an ensemble.</p> <p>*I know that improvise means making it up on the spot.</p> <p>*I know how to use an instrument to improvise effectively.</p>	<p>*I know that the inter-related dimensions of music are beat/pulse, rhythm, pitch, texture, tempo, dynamics and structure.</p> <p>*I know how to internalise the pulse with more confidence.</p> <p>*I know how to clap, play simple rhythms and using different pitched notes with more confidence.</p> <p>*I know how to create my own rhythms.</p> <p>*I know how to explain how the interrelated dimensions of music work together in a piece of music.</p> <p>*I know how to work as part of a group and develop confidence to sing alone.</p> <p>*I know how to communicate why warming up the voice is important.</p> <p>*I know how to project the meaning of the song by unpicking the words.</p> <p>*I know how to use my voice to sing in time with others, paying</p>	<p>*I know how to recognise and identify styles and instruments used in a range of musical genres.</p> <p>*I know how to find the steady beat within the music and can express the importance of the pulse.</p> <p>*I know how to recognise and name the sounds of the musical instruments in the piece from their distinctive timbre.</p> <p>*I know that the pulse is a regular beat.</p> <p>*I know that rhythm is a pattern of long and short sounds.</p> <p>*I know that pitch is high and low sounds.</p> <p>*I know that texture means the different layers within a piece of music (one sound making a thin texture, many sounds creating a thicker/richer texture)</p> <p>*I know that tempo means the speed/pace of the music.</p> <p>*I know that the dynamics means the volume of sounds (loud/soft)</p>	<p><u>Mamma Mia!</u></p> <p>*I know how to confidently follow a leader and understand and respect the importance of the conductor's role.</p> <p>*I know how to play an instrument as part of a group, with more confidence, knowledge and musicality, including different parts.</p> <p>*I know how to treat and play my instrument with increased respect and care.</p> <p>*I know how to play confidently as part of an ensemble, developing my musical ear.</p> <p>*I know how to confidently explore and create musical sounds with voices and instruments, within the context of songs being learnt.</p> <p>*I know how to improvise confidently and create rhythmic patterns that lead to melodies, either solo or as an ensemble.</p> <p>*I know how to perform my improvisations with confidence.</p> <p>*I know how to use more than three notes to compose a melody.</p> <p>*I know how to create my own more complex melodies.</p> <p>*I know how to use different methods to record my compositions.</p>



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	<p>musical language such as pitch, tempo, dynamics, rhythm, pulse.</p> <p>*I know how that musical genres and composers have a place in history.</p> <p>*I know how to follow and understand a musical timeline.</p> <p>*I know that the inter-related dimensions of music are beat/pulse, rhythm, pitch, texture, tempo, dynamics and structure.</p> <p>*I know how to internalise the pulse with more confidence.</p> <p>*I know how to clap, play simple rhythms and using different pitched notes with more confidence.</p> <p>*I know how to create my own rhythms.</p> <p>*I know how to explain how the interrelated dimensions of music work together in a piece of music.</p>	<p>*I know how to use an instrument to create rhythmic patterns (a variety of rhythms holding long and short sounds).</p>	<p>attention to the pulse of the music.</p> <p>*I know how to follow a leader/conductor carefully.</p> <p>*I know how to develop rhythmic patterns using instruments into a melody using 2 or 3 notes.</p> <p>*I know how to use instruments to develop and create a more complex melody (using high and low pitches).</p> <p>*I know that compose means create.</p> <p>*I know how to record a composition using video, pictorial or graphic.</p> <p>*I know that the inter-related dimensions of music are the important elements used to create music (pitch, duration, dynamics, tempo, timbre, texture, structure)</p>	<p>*I know that the timbre is the tone or sounds quality made by different instruments.</p> <p>*I know how to clap/play simple rhythms and copy one or to note pitches with confidence.</p> <p>*I know how to create my own rhythms and lead others.</p> <p>*I know how to explain how the interrelated dimensions of music work together, with increased confidence.</p> <p>*I know how to sing alone or as part of a group with confidence.</p> <p>*I know how to show good technique and breathing practices when preparing to sing</p> <p>*I know how to sing with increasing musicality, connecting with the lyrics and the emotion of the song.</p>	<p>*I know how to demonstrate an increased working knowledge and understanding of the inter-related dimensions of music.</p> <p style="text-align: center;"><u>Reflect, Rewind, Replay</u></p> <p>*I know how to recognise and identify styles and instruments used in a range of musical genres.</p> <p>*I know how to find the steady beat within the music and can express the importance of the pulse.</p> <p>*I know how to recognise and name the sounds of the musical instruments in the piece from their distinctive timbre.</p> <p>*I know how to identify the structure of a piece of music using the lyrics and pattern of music that is played or sung.</p> <p>*I know how to how to use musical language to describe how music makes me feel.</p> <p>*I know that the pulse is a regular beat.</p> <p>*I know that rhythm is a pattern of long and short sounds.</p> <p>*I know that pitch is high and low sounds.</p> <p>*I know how that texture means the different layers within a piece of music (one sound making a thin texture, many sounds creating a thicker/richer texture)</p> <p>*I know that tempo means the speed/pace of the music.</p> <p>*I know that the dynamics means the volume of sounds (loud/soft)</p> <p>*I know that the timbre is the tone or sounds quality made by different instruments.</p>
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					<p>*I know that the structure is the order of sections within a piece of music.</p> <p>*I know how to place a piece of music on a timeline of different composers/genres.</p> <p>*I know how to clap/play simple rhythms and copy one or to note pitches with confidence.</p> <p>*I know how to create my own rhythms and lead others.</p> <p>*I know how to explain how the inter-related dimensions of music work together, with increased confidence.</p>
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LKS2 - Cycle B

	Charanga Unit: The Dragon Song	Charanga Unit: Glockenspiel 2 Christmas Play Rehearsals	Charanga Unit: Bringing us Together	Charanga Unit: Blackbird	Charanga Unit: Lean on Me! Reflect, Rewind, Replay
Vocabulary introduced/embedded	<p>Pop and Folk</p> <p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure</p> <p>Keyboard, piano, electric guitar, bass, drums, guitar, synthesizer, electric guitar, organ, backing vocals</p> <p>Listen, talk, share, imagine, opinion, styles, intro/introduction, verse, chorus, hook, instrumentation,</p>	<p>Mixed styles</p> <p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure</p> <p>Glockenspiel, instrument families</p> <p>Play, pattern, make, experiment, improvise, rhythm, melodies, complex melodies, notes, stave, crotchet, quaver, rest, stop, move, actions, shake, tap, ring, strike, solo, group, musical cues, leader, conductor, ensemble, unison</p>	<p>Disco</p> <p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation</p> <p>Keyboard, piano, electric guitar, bass, drums, guitar, synthesizer, electric guitar, organ, backing vocals, glockenspiel, instrument families—wind, saxophone, flute, clarinet, strings, percussion, brass, trumpet, trombone, orchestra</p> <p>Intro/introduction, verse, chorus, hook, instrumentation, copy, call and respond, clap back, question and answer,</p>	<p>Pop</p> <p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation</p> <p>Keyboard, piano, electric guitar, acoustic guitar, bass, drums, digital/electronic sounds, synthesizers, backing vocal, organ, instrument families—wind, saxophone, flute, clarinet, oboe, strings, violin, cello, viola, double bass, percussion, timpani, glockenspiel, snare drum, brass, trumpet, trombone, tuba, French horn, orchestra</p> <p>Copy, call and respond, clap back, question and answer,</p>	<p>Gospel</p> <p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation</p> <p>Keyboard, piano, electric guitar, acoustic guitar, bass, drums, digital/electronic sounds, synthesizers, backing vocal, organ, instrument families—wind, saxophone, flute, clarinet, oboe, strings, violin, cello, viola, double bass, percussion, timpani, glockenspiel, snare drum, brass, trumpet, trombone, tuba, French horn, orchestra</p> <p>Listen, talk, share, imagine, opinion, styles, intro/introduction, verse, chorus, hook, instrumentation, interpretation, stylistically, riff</p> <p>Copy, call and respond, clap back, question and answer, melody, play, sing, pattern, make, experiment, improvise, rhythm, melodies, complex melodies, notes, pentatonic scale, compose, notation, graphic, pictorial, video, notes, stave, crotchet, quaver, rest, minim, semibreve, stop, move, actions,</p>



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	copy, call and respond, clap back, question and answer, melody, sing, pattern		melody, play, sing, pattern, make, experiment, improvise, rhythm, melodies, complex melodies, notes, pentatonic scale, Compose, notation, graphic, pictorial, video, notes, stave, crotchet, quaver, rest, stop, move, actions, shake, tap, ring, strike, solo, group, musical cues, leader, conductor, ensemble, unison	melody, play, sing, pattern, make, experiment, improvise, rhythm, melodies, complex melodies, notes, pentatonic scale, compose, notation, graphic, pictorial, video, notes, stave, crotchet, quaver, rest, minim, semibreve, stop, move, actions, shake, tap, ring, strike, solo, group, musical cues, leader, conductor, ensemble, unison, technique	shake, tap, ring, strike, solo, group, musical cues, leader, conductor, ensemble, unison, technique
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LKS2 – Cycle B

I know that/how to...	*I know that genres of music use specific instruments and have a distinctive style.	*I know how to play a classroom instrument as part of a group with more knowledge and confidence.	*I know that the inter-related dimensions of music are beat/pulse, rhythm, pitch, texture, tempo, dynamics and structure.	*I know how to recognise and identify styles and instruments used in a range of musical genres.	<p><u>Lean on Me!</u></p> <p>*I know how to improvise confidently and create rhythmic patterns that lead to melodies, either solo or as an ensemble.</p> <p>*I know how to perform my improvisations with confidence.</p> <p>*I know how to use more than three notes to compose a melody.</p> <p>*I know how to create my own more complex melodies.</p> <p>*I know how to use different methods to record my compositions.</p> <p>*I know how to demonstrate an increased working knowledge and understanding of the inter-related dimensions of music.</p> <p><u>Reflect, Rewind, Replay</u></p> <p>*I know how to recognise and identify styles and instruments used in a range of musical genres.</p> <p>*I know how to find the steady beat within the music and can express the importance of the pulse.</p> <p>*I know how to recognise and name the sounds of the musical instruments in the piece from their distinctive timbre.</p>
	*I know how to identify the styles of different genres with increasing confidence.	*I know how to move between different parts to play them.	*I know how to internalise the pulse with more confidence.	*I know how to find the steady beat within the music and can express the importance of the pulse.	
	*I know how to identify the pulse/beat in a piece of music.	*I know how to respond to basic and commonly understood cues from a conductor to know when to start, stop, change dynamic etc.	*I know how to clap, play simple rhythms and using different pitched notes with more confidence.	*I know how to recognise and name the sounds of the musical instruments in the piece from their distinctive timbre.	
	*I know that the structure of a piece of music consists of verses and chorus and sometimes pre-chorus using the song lyrics to hear and see the structure.	*I know how to treat my instrument with care and respect.	*I know how to create my own rhythms.	*I know that the pulse is a regular beat.	
		*I know how to develop a musical ear to play more confidently and	*I know how to explain how the interrelated dimensions of music work together in a piece of music.	*I know that rhythm is a pattern of long and short sounds.	
				*I know that pitch is high and low sounds.	



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	<p>*I know that tempo means the speed and pace of the music.</p> <p>*I know that pitch means high and low sounds.</p> <p>*I know that a rhythm is the pattern of long and short sounds.</p> <p>*I know that tempo, pitch have an impact on the mood of the music.</p> <p>*I know that a rhythmic pattern is a combination of different rhythms.</p> <p>*I know how to describe how music makes you feel using musical language such as pitch, tempo, dynamics, rhythm, pulse.</p> <p>*I know how that musical genres and composers have a place in history.</p> <p>*I know how to follow and understand a musical timeline.</p>	<p>together as part of an ensemble.</p> <p>*I know that improvise means making it up on the spot.</p> <p>*I know how to use an instrument to improvise effectively.</p> <p>*I know how to use an instrument to create rhythmic patterns (a variety of rhythms holding long and short sounds).</p> <p>*I know how to use an instrument to develop rhythmic patterns using instruments into a melody using 2 or 3 notes.</p>	<p>*I know that improvise means making it up on the spot.</p> <p>*I know how to use an instrument to improvise effectively.</p> <p>*I know how to use an instrument to create rhythmic patterns (a variety of rhythms holding long and short sounds).</p> <p>*I know how to develop rhythmic patterns using instruments into a melody using 2 or 3 notes</p> <p>*I know how to use instruments to develop and create a more complex melody (using high and low pitches).</p> <p>*I know that compose means create.</p> <p>*I know how to record a composition using video, pictorial or graphic.</p> <p>*I know that the inter-related dimensions of music are the important elements used to create music (pitch, duration, dynamics, tempo, timbre, texture, structure)</p>	<p>*I know that texture means the different layers within a piece of music (one sound making a thin texture, many sounds creating a thicker/richer texture)</p> <p>*I know that tempo means the speed/pace of the music.</p> <p>*I know that the dynamics means the volume of sounds (loud/soft)</p> <p>*I know that the timbre is the tone or sounds quality made by different instruments.</p> <p>*I know how to clap/play simple rhythms and copy one or to note pitches with confidence.</p> <p>*I know how to create my own rhythms and lead others.</p> <p>*I know how to explain how the interrelated dimensions of music work together, with increased confidence.</p> <p>*I know how to sing alone or as part of a group with confidence.</p> <p>*I know how to show good technique and breathing practices when preparing to sing</p> <p>*I know how to sing with increasing musicality,</p>	<p>*I know how to identify the structure of a piece of music using the lyrics and pattern of music that is played or sung.</p> <p>*I know how to use musical language to describe how music makes me feel.</p> <p>*I know that the pulse is a regular beat.</p> <p>*I know that rhythm is a pattern of long and short sounds.</p> <p>*I know that pitch is high and low sounds.</p> <p>*I know how that texture means the different layers within a piece of music (one sound making a thin texture, many sounds creating a thicker/richer texture)</p> <p>*I know that tempo means the speed/pace of the music.</p> <p>*I know that the dynamics means the volume of sounds (loud/soft)</p> <p>*I know that the timbre is the tone or sounds quality made by different instruments.</p> <p>*I know that the structure is the order of sections within a piece of music.</p> <p>*I know how to place a piece of music on a timeline of different composers/genres.</p> <p>*I know how to clap/play simple rhythms and copy one or to note pitches with confidence.</p> <p>*I know how to create my own rhythms and lead others.</p> <p>*I know how to explain how the inter-related dimensions of music work together, with increased confidence.</p>
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Music Curriculum

				connecting with the lyrics and the emotion of the song.	
	<p>*I know that genres of music use specific instruments and have a distinctive style.</p> <p>*I know how to identify the styles of different genres with increasing confidence.</p> <p>*I know how to identify the pulse/beat in a piece of music.</p> <p>*I know that the structure of a piece of music consists of verses and chorus and sometimes pre-chorus using the song lyrics to hear and see the structure.</p> <p>*I know that tempo means the speed and pace of the music.</p> <p>*I know that pitch means high and low sounds.</p> <p>*I know that a rhythm is the pattern of long and short sounds.</p> <p>*I know that tempo, pitch have an impact</p>	<p>*I know how to play a classroom instrument as part of a group with more knowledge and confidence.</p> <p>*I know how to move between different parts to play them.</p> <p>*I know how to respond to basic and commonly understood cues from a conductor to know when to start, stop, change dynamic etc.</p> <p>*I know how to treat my instrument with care and respect.</p> <p>*I know how to develop a musical ear to play more confidently and together as part of an ensemble.</p> <p>*I know that improvise means making it up on the spot.</p> <p>*I know how to use an instrument to improvise effectively.</p> <p>*I know how to use an instrument to create rhythmic patterns (a variety of rhythms holding long and short sounds).</p> <p>*I know how to use an instrument to</p>	<p>*I know that the inter-related dimensions of music are beat/pulse, rhythm, pitch, texture, tempo, dynamics and structure.</p> <p>*I know how to internalise the pulse with more confidence.</p> <p>*I know how to clap, play simple rhythms and using different pitched notes with more confidence.</p> <p>*I know how to create my own rhythms.</p> <p>*I know how to explain how the interrelated dimensions of music work together in a piece of music.</p> <p>*I know that improvise means making it up on the spot.</p> <p>*I know how to use an instrument to improvise effectively.</p> <p>*I know how to use an instrument to create rhythmic patterns (a variety of rhythms holding long and short sounds).</p>	<p>*I know how to recognise and identify styles and instruments used in a range of musical genres.</p> <p>*I know how to find the steady beat within the music and can express the importance of the pulse.</p> <p>*I know how to recognise and name the sounds of the musical instruments in the piece from their distinctive timbre.</p> <p>*I know that the pulse is a regular beat.</p> <p>*I know that rhythm is a pattern of long and short sounds.</p> <p>*I know that pitch is high and low sounds.</p> <p>*I know that texture means the different layers within a piece of music (one sound making a thin texture, many sounds creating a thicker/richer texture)</p> <p>*I know that tempo means the speed/pace of the music.</p> <p>*I know that the dynamics means the volume of sounds (loud/soft)</p>	<p style="text-align: center;"><u>Lean on Me!</u></p> <p>*I know how to improvise confidently and create rhythmic patterns that lead to melodies, either solo or as an ensemble.</p> <p>*I know how to perform my improvisations with confidence.</p> <p>*I know how to use more than three notes to compose a melody.</p> <p>*I know how to create my own more complex melodies.</p> <p>*I know how to use different methods to record my compositions.</p> <p>*I know how to demonstrate an increased working knowledge and understanding of the inter-related dimensions of music.</p> <p style="text-align: center;"><u>Reflect, Rewind, Replay</u></p> <p>*I know how to recognise and identify styles and instruments used in a range of musical genres.</p> <p>*I know how to find the steady beat within the music and can express the importance of the pulse.</p> <p>*I know how to recognise and name the sounds of the musical instruments in the piece from their distinctive timbre.</p> <p>*I know how to identify the structure of a piece of music using the lyrics and pattern of music that is played or sung.</p> <p>*I know how to how to use musical language to describe how music makes me feel.</p> <p>*I know that the pulse is a regular beat.</p> <p>*I know that rhythm is a pattern of long and short sounds.</p> <p>*I know that pitch is high and low sounds.</p>



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	<p>on the mood of the music.</p> <p>*I know that a rhythmic pattern is a combination of different rhythms.</p> <p>*I know how to describe how music makes you feel using musical language such as pitch, tempo, dynamics, rhythm, pulse.</p> <p>*I know how that musical genres and composers have a place in history.</p> <p>*I know how to follow and understand a musical timeline.</p>	<p>create rhythmic patterns (a variety of rhythms holding long and short sounds).</p> <p>*I know how to develop rhythmic patterns using instruments into a melody using 2 or 3 notes.</p>	<p>*I know how to develop rhythmic patterns using instruments into a melody using 2 or 3 notes</p> <p>*I know how to use instruments to develop and create a more complex melody (using high and low pitches).</p> <p>*I know that compose means create.</p> <p>*I know how to record a composition using video, pictorial or graphic.</p> <p>*I know that the inter-related dimensions of music are the important elements used to create music (pitch, duration, dynamics, tempo, timbre, texture, structure)</p>	<p>*I know that the timbre is the tone or sounds quality made by different instruments.</p> <p>*I know how to clap/play simple rhythms and copy one or to note pitches with confidence.</p> <p>*I know how to create my own rhythms and lead others.</p> <p>*I know how to explain how the interrelated dimensions of music work together, with increased confidence.</p> <p>*I know how to sing alone or as part of a group with confidence.</p> <p>*I know how to show good technique and breathing practices when preparing to sing</p> <p>*I know how to sing with increasing musicality, connecting with the lyrics and the emotion of the song.</p>	<p>*I know how that texture means the different layers within a piece of music (one sound making a thin texture, many sounds creating a thicker/richer texture)</p> <p>*I know that tempo means the speed/pace of the music.</p> <p>*I know that the dynamics means the volume of sounds (loud/soft)</p> <p>*I know that the timbre is the tone or sounds quality made by different instruments.</p> <p>*I know that the structure is the order of sections within a piece of music.</p> <p>*I know how to place a piece of music on a timeline of different composers/genres.</p> <p>*I know how to clap/play simple rhythms and copy one or to note pitches with confidence.</p> <p>*I know how to create my own rhythms and lead others.</p> <p>*I know how to explain how the inter-related dimensions of music work together, with increased confidence.</p>
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