



<p>Intent</p>	<p>To promote self-expression, confidence and emotional response through the universal language of music. Engaging enquiry into the question, "How music can inspire individual creativity and self-confidence?"</p>		
<p>Pupils are enabled to:</p>	<p>To listen with ever increasing detail (eg pick out instruments in a musical texture), to appreciate, understand and make educated judgements about music from different genres and eras and to be actively involved with different forms of music making with ever increasing accuracy in relation to pitch, pulse, rhythm and expression.</p>		
<p>EYFS By the end of Reception...</p>	<p>KS1 By the end of Year 2...</p>	<p>Lower KS2 By the end of year 4...</p>	<p>Upper KS2 By the end of year 6...</p>
<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<ol style="list-style-type: none"> 1. To have begun to sing or play from memory with growing confidence in simple songs and music. 2. Perform solos with growing confidence and to begin to be able to play individual parts within an ensemble. 3. To begin to sing and play instruments expressively. 4. To begin to be able to create a simple rhythmic pattern with an awareness of pulse, rhythm, dynamics and group ensemble. 5. To use simple digital technologies to compose and edit pieces of music. 6. To be able to choose from a small range of musical vocabulary to describe music including: pitch/ rhythm/dynamics and tempo. 7. To begin to appreciate and make a simple judgement about music from different genres and eras. 	<ol style="list-style-type: none"> 1. To sing or play from memory with confidence in more difficult songs and music. 2. Perform solos with growing confidence and to be able to perform individual parts of an ensemble with growing confidence. 3. To sing and/or play more expressively and to begin to understand how expression can change the feel of the music. 4. To be able to create more complex rhythmic patterns with a growing awareness of pulse, rhythm dynamics and group ensemble 5. To use more complex digital technologies to compose, edit and refine pieces of music. 6. To be able to choose from a growing range of musical vocabulary to accurately and confidently describe and appraise music including: pitch/ dynamics / tempo / rhythm/timbre / texture / lyrics and melody. 7. To be able to appreciate, understand and make a simple judgement about music from different genres and eras. 	<ol style="list-style-type: none"> 1. To sing or play from memory with confidence in more complex music such as part songs with harmony. 2. Perform solos confidently and perform individual parts of an ensemble with good confidence. 3. To sing and/or play expressively and understand how expression can change the feel of the music for an audience. 4. To be able to confidently create more complex rhythmic patterns with a good awareness of pulse, rhythm dynamics and group ensemble. 5. To use a variety of digital technologies to compose, edit and refine pieces of music to a more complex recipe – Eg A certain combination of sounds, rhythms and tempi. 6. To be able to choose from a wide range of musical vocabulary to accurately and confidently describe and appraise music including: pitch/ dynamics / tempo / rhythm/ timbre / texture / lyrics and melody / sense of occasion / expressive / solo / rounds / harmonies /accompaniments / drones / cyclic patterns /combination of musical elements /cultural context. 7. To be able to appreciate, understand and make educated judgements about music from a wide range of different genres and eras.



Vocabulary	As previously plus	As previously plus	As previously plus
	<p>Chant-singing in unison, with a similar rhythm to speech.</p> <p>Tempo – speed of a piece.</p> <p>Rest – moment when a note is not played for a defined length of time. Beat- unit of rhythm Percussion. Instrument- and instrument which is hit to make a sound.</p> <p>Orchestra – a large group of instruments, usually classical Drum Voice High/Low Tempo, Woodwind, Treble Clef</p> <p>Pulse – the constant beat in a piece of music.</p> <p>Major – a happy sounding piece of music</p> <p>measure – a bar in a piece of music.</p> <p>Minor – a sad sounding piece of music. Clef – a symbol on written music, defining what pitch to play the note. Scale – successive notes of a key, higher or lower.</p> <p>Dynamics – how loud or quiet a piece of music is duet – two vocalists or instruments.</p> <p>Music genre names</p>	<p>Violin, Cello, Double base, Classical, String instruments, Woodwind instruments, Brass instruments</p> <p>Bar – a regular section on a staff, separated by vertical lines.</p> <p>Canon – tune that is repeated at regular intervals by different performers, but with different starting times.</p> <p>Downbeat – first beat in a bar.</p> <p>Staff – five horizontal lines on which notes are written.</p> <p>Tempo – speed of a piece.</p> <p>Time signature – how many beats to a bar.</p> <p>Melody- a tune is a combination of pitch and rhythm.</p> <p>Crescendo – getting louder.</p> <p>Octave – 8 full tones above the key note- start and end of a scale.</p> <p>Crotchet – 1 beat</p> <p>Minim – 2 beats</p> <p>Decrescendo – getting quieter.</p> <p>Strum-sweeping the thumb across the strings.</p> <p>Pluck- by picking or pulling a string with fingers.</p> <p>Ukulele chord – 2 or more notes played simultaneously.</p> <p>Drone – monotonous tone.</p> <p>Key – system of notes based on a key note.</p> <p>Semibreve – 4 beats.</p> <p>Quaver – ½ beat</p> <p>Timbre- the quality of the sound. Texture- the different layers in a piece of music</p> <p>Forte – loud.</p> <p>Diminuendo- gradually getting quieter and slows down.</p> <p>Music genre names</p>	<p>Sharp – note to be raised by a semitone.</p> <p>Semitone- one twelfth of an octave- the smallest interval in western music.</p> <p>Slur – a curve over notes, suggesting that it is slurred together.</p> <p>Staccato – short, sharp notes.</p> <p>Flat – playing a note a semitone lower than the written one.</p> <p>Dissonance – harsh sounds, chords not in harmony.</p> <p>Chord progression – string of chords played in succession, usually a pattern.</p> <p>Vibrato – quickly alternating between two notes – a wobbly sound.</p> <p>Lento – slow</p> <p>Harmony – pleasing combination of two or more notes, played in background behind melody.</p> <p>Accent – where the music is emphasised.</p> <p>Off beat – the unaccented beat.</p> <p>Adagio – slow and calm.</p> <p>Allegro – quick and lively.</p> <p>Andante – relaxed and flowing. Moderato – a reasonable pace.</p> <p>Presto – quick and lively.</p> <p>Prestissimo – extremely quick.</p> <p>Vivace- fast, lively.</p> <p>Mezzo forte- moderately loud</p> <p>Piano- quiet.</p> <p>Music genre names</p>