Bridekirk Dovenby Music Whole School Component Building Blocks of Knowledge (to be learned and remembered).

	Listening & Appraise	Musical Elements (texture, dynamics, tempo, rhythm and pitch).	Singing	Playing	Improvisation	Composition	Performance
Yr2	To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	To know that music has a steady pulse To know that we can create rhythms from words Rhythms are different from the steady pulse. We add high and low sounds; pitch, when we sing and play our instruments.	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class E, F, G, A, B + C C, D + F C + D C, D, E, F, G, A + B	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two or even more notes!	Composing is like writing a story with music. Everyone can compose. C, D, E, F + G D + E C, D, E, G + A D, E, G, A + B C, D, E, G + A	A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.
Yr1	To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use	To know that music has a steady pulse, To know that we can create rhythms from words.	To confidently sing or rap five songs from memory and sing them in unison.	Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. C D E F G A C	Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!	Composing is like writing a story with music. Everyone can compose. C D E F G	A performance is sharing music with other people, called an audience.
Reception	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.	To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.	To sing or rap nursery rhymes and simple songs from memory. To know songs have sections.	C C D D D E G G A D D E F F G D, D&E, D&C			A performance is sharing music

	Listening & Appraise	Musical Elements (texture, dynamics, tempo, rhythm and pitch).	Singing	Playing	Improvisation	Composition	Performance
Yr4	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song.	Know and be able to talk about: How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music. Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice	To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. G, A, B + C C, D, E, F + G G, A, B, C, D + E C, D, E, F + G	To know and be able to talk about improvisation: When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations C, F, G C,D F,G	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) G, A, B, D + E C, D, E, F + G C, D, F, G + A C, D, E, G + A	To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music
Yr3	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics: What the song is about, Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.	To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice	To know and be able to talk about: The instruments used in class (including a glockenspiel, a recorder) E, F ,G, A ,B + C D, E, F and C, D + E C + A G, A + B G, A + C	To know and be able to talk about improvisation: When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake D E F C D G A B C A	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) C, D, E, F + G D + E C, D, E, G + A D, E, G, A + B C, D, E, G + A	To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music

	Listen & Appraise	Musical Elements	Singing	Playing	Improvisation	Composition	Performance
Yr6	To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice	To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends G, A, B, C, D + E Eb, F, G, Ab, Bb, C + D D, E, F, G, A, B + C	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians A, G, B A, G, E D, E	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol C, E, G, A + B E, G, A, C + D	To know and be able to talk about: Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/ music
Yr 5	To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time?	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice	To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends D, E, F sharp, Swing D, E, G, A + B G, A, B + C B, C, D, E, F + G C, D, E, F, G + A F, G, A + D	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians G, A, B C, D, E G, E, F	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol	To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/ music

Bridekirk Dovenby Music Whole School Component Building Blocks of Vocabulary to be learned and remembered

Yr6	Style indicators, melody, compose, improvise/improvisation, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, elements, Soul, producer, groove, Motown, hook, riff, ostinato, solo, Blues, Jazz, by ear, phrases, unison, Gospel, harmony, bassline, brass section, melody, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, Orchestral, Pop, Hip Hop, Rock, Disco, Romantic, Zimbabwean Pop, Folk, Salsa, Film Music, Musicals, Reggae, crescendo, diminuendo, mezzo forte, mezzo piano.
Yr5	Rock, bridge, backbeat, amplifier, chorus, riff, hook, improvise, compose, syncopation, structure, Swing, tune/head, note values, note names, big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, rap, ostinato, synthesizer, deck, backing loops, Funk, scratching, unison, pitch, tempo, dynamics, timbre, texture, tonality, Soul, groove, bassline, brass section, harmony, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, Minimalism, Rock n' Roll, South African Pop, Contemporary Jazz, crescendo, diminuendo, mezzo forte, mezzo piano.
Yr4	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, timbre, tonality, structure, improvise, hook, riff, ostinato, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, acoustic guitar, percussion, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, legato, staccato, forte, piano, fortissimo, pianissimo, Contemporary R&B, Classical music, Choral music, Electronic Dance Music (EDM), crescendo, diminuendo, mezzo forte, mezzo piano.
Yr3	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, electric guitar, backing vocals, riff, ostinato, Reggae, pentatonic scale, imagination, Disco, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, texture, repeats, rhythm patterns, legato, staccato, forte, piano, Appalachian music, Baroque music, Blues, Country, Folk music, Native American music.
Yr2	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/ performance, audience, glockenspiel, band, bass guitar, brass band, percussion, piano accompaniment, lullaby, Musicals, orchestra, Pop, Rock, Soul, Opera, major, minor, introduction, verse, chorus.
Yr1	Pulse, rhythm, pitch, rap, improvise, compose, high, low, melody, bass guitar, drums, perform, singers, keyboard, percussion, trumpets, saxophones, Funk, groove, audience, imagination, song, tempo, Hip Hop, Jazz, Lullaby, Musicals, orchestra, Pop, Reggae, waltz.
REC	Heart beat, pulse, sound, fast, slow, rhythm, move, dance, instrument, high, low, sing, clap, listen, perform, quietly, loudly, nursery rhyme, song, chorus, verse, rap, pop stars,

Bridekirk Dovenby Whole School **Elements of Music** Building Blocks of Knowledge (specialist teacher blocks)

	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. **Notation** the link between sound and symbol.	**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, eg 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, eg an introduction, verse and chorus ending.
Yr2	Watch and follow a steady beat. Find a steady beat. Recognise the time signature 4/4 by ear and notation. Understand that the speed of the beat can change, creating a faster or slower pace (tempo).	Recognise long sounds and short sounds, and match them to syllables and movement. Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point.	Identify the high notes and low notes in a melody. Join in part of a melody. Rehearse and play a simple instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together. Identify and play by ear or notation notes in the tonality of C major.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Understand that the speed of the beat can change, creating a faster or slower pace.	Identify loud and quiet sections of music, and discuss what makes the music loud and quiet. Understand the meaning of loud and quiet (forte and piano).	Know the difference between a speaking voice and a singing voice. Identify friends from the sound of their voice.	Understand that singing and playing together creates a musical texture. Add body percussion accompaniments.	Join in with a repeated section of a song: the chorus, the response. Join in with the main tune when it is repeated.
Yr1	Watch, follow, feel and move to a steady beat with others. Find and enjoy moving to music in different ways. Respond to the pulse in recorded/live music through movement and dance.	Recognise and clap long sounds and short sounds, and simple combinations. Perform short, copycat rhythm patterns accurately, led by the teacher. Perform short, repeating rhythm patterns (ostinato and riffs) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform your own rhythm patterns.	Recognise, sing and play high and low- pitched notes. Explore singing and playing C D E from the C major scale. Explore singing and playing F G A from the F major scale.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	Talk about loud sounds and quiet sounds and give some examples.	Identify different sounds in the environment, indoors and outside. Identify the sounds of the instruments played in school. Identify some of the sounds of the instruments heard when listening to music.	Sing together. Listen out for combinations of instruments together.	Add movement to key sections of a song. Understand when to sing in a verse and a chorus.
Rec	To know that we can move with the pulse of the music.	Recognise a long sound and a short sound	Use their body to show a high note and a low note (stand tall / curl in a ball)	Dance to music slowly or quickly.	Sing nursery rhymes quietly & loudly	Identify which object / instrument is making the sound. How do you know?	Sing together Play together	Listen to the verse and join in on the chorus

	Pulse the regular heart-beat of the music; its steady beat.	**Rhythm** long and short sounds or patterns that happen over the pulse.	**Pitch** high and low sounds. **Notation** the link between sound and symbol.	**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, eg the trumpet has a very different sound quality to the violin.	**Texture** layers of sound. Layers of sound working together make music very inter-esting to listen to.	**Structure** every piece of music has a structure, eg an introduction, verse and chorus ending.
Yr4	Recognise and move in time with a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4. Respond to the 'offbeat' or 'backbeat'	Recognise by ear and notation: Semibreves, minims, crotchets, quavers and semiquavers Dotted minims and dotted crotchets Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests. Create rhythm patterns by ear and using simple notation, that use semi-breves, minims, crotch-ets and quavers. Understand and explain the difference between beat and rhythm. Recall the most memora-ble rhythms in a song or piece of music.	Identify and explain what a melody is. Learn to sing and follow a melo-dy Understand melodic movement up and down as pitch. Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. Identify the names of the pitched notes on a stave: Identify scales by ear or from nota-tion: Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Identify and talk about the way vocals are used in a song. Identify and explain: Harmony: two or more notes heard at the same time. Second part: a second musical part, usually a melodic line, that creates harmony Explore chords I. Explore intervals octaves. Identify and demonstrate a major and minor scale.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in con-trolling the speed of a steady beat in a class performance	Identify gradation of dynamics and use the correct vocabu-lary to describe crescendo and diminuendo.	Explain tone colour: the instru-ments or voices heard that can be recognised by their unique qualities. Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings. Identify the following instru-ments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned per-cussion, steel pans, clarinet, trombone, trumpet, piano, key-board, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar. Recognise the difference be-tween the sound of male and female voices. Understand the importance of the vocal warm-up and its impact on the tone of the voice.	Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create. Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music. Understand and demon-strate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music. Explain the term 'unison' and the difference be-tween unison and solo.	Identify and explain the following structur-al terms: verse, cho-rus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musi-cal structures. Identify the instru-mental break and its purpose in a song. Recognise phrases and repeated sections. Discuss the purpose of a bridge section.
Yr3	Recognise and move in time with the beat. Play the steady beat on percussion in-struments. Recognise the 'strong' beat. Play in time with a steady beat in 2/4, 4/4 and 3/4.	Recognise by ear and notation: minims, crotch-ets, quavers and their rests. Copy simple rhythm patterns created from minims, crotchets, qua-vers and their rests. Create simple rhythm patterns by ear and using simple notation from minims, crotchets, qua-vers and their rests. Alternate between a steady beat and rhythm.	Show the shape of a melody as rising and falling in pitch. Learn to sing a melody Learn to rehearse and play a me-lodic instrumental part by ear or from notation. Identify the names of the pitched notes on a stave: Identify the scales of: C major G major F major Identify if a scale is major or minor. Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Explore and play by ear or from notation: 5-note scale Pentatonic scale	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower.	Listen out and re-spond to forte (loud) sections of music. Identify instruments playing loud dynam-ics when listening to the music. Use dynamics to help communicate the meaning of a song.	Choose particular instruments for rehearsal and performing. Identify the sound of different tuned and untuned percussion instruments.	Understand that singing and playing together creates a musical tex-ture. Add body percussion accompaniments. Listen to the accompaniment to a song. Identify large numbers of people playing and sing-ing. Listen out for solo play-ers.	Show the different sections of a song structure or piece of music through actions.

	Pulse the regular heart-beat of the music; its steady beat.	**Rhythm** long and short sounds or patterns that happen over the pulse.	**Pitch** high and low sounds. **Notation** the link between sound and symbol.	**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, eg 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, eg an introduction, verse and chorus ending.
Yr6	Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4. Identify syncopation and swing.	Recognise by ear and notation: Minims, crotchets, quavers, semiquavers and their rests Recognise by ear and notation: 6/8 rhythm patterns Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests Recognise by ear and notation: 9/8 rhythm patterns Dotted crotchets, triplet quavers and quaver notes and their rests Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music.	Identify major and minor tonality by ear and from notation. Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. Identify the names of the pitched notes on a stave: C, D, E, E♭, F♯, G, A, B, B♭, C, C♯, D Identify the following scales by ear or from notation: A minor G major D major D minor F major Identify an interval of a major triad: 3rd, 5th. Identify an octave by ear or notation. Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Use chords C, F, G and A minor by ear or from notation. Identify the tonal centres of: A minor G major D major D minor F major Identify and demonstrate the following scales by ear and from notation: Major scale Minor scale Pentatonic scale Blues scale	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi and musical styles. Recognise an effective use of tempo at the end of a song.	Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood. Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.	Recognise the following ensembles: Pop group, A Cappella group, Gospel choir Identify instruments that add particular colour to a song or piece of music. Identify the following instruments by ear and through a range of media: Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer. Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano. Other instruments such as steel pans, harmonica, banjo and accordion.	Sing and play instruments in different-sized groups. Identify solos and instrumental breaks in songs and music. Talk about solo voices, backing vocals and different vocal textures. Refer to repeated rhythmic or melodic patterns as riffs/ostinati., Talk about the different textures created by intervals and chords. Understand how texture builds throughout a piece as voices are layered.	Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break. Talk about the purpose of musical structures. Identify where changes in texture and tonality help emphasize the contrasting sections in a song. Recognise that changing the tonality at different points within the song creates different sections to the structure.
Yr5	Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 5/4 and 6/8. Respond to the 'offbeat' or 'backbeat'.	Recognise by ear and notation: Minims, dotted crotchets, crotchets, quavers and their rests Recognise by ear and notation: 6/8 rhythm patterns Dotted crotchets, triplet quavers, dotted quavers, quavers and their rests Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music.	Identify and explain steps, jumps and leaps in the pitch of a melody. Learn to sing and follow a melody by ear and from notation. Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation. Identify the names of the pitched notes on a stave: C, D, E, E♭ F♯, G, A, B, B♭, C, C♯, D Identify the following scales by ear or from notation: C major F major D minor G major E♭ major C minor Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Add new chords II and VI from a given tonality. Identify tone by ear or from notation. Identify intervals 3rd, 5th and 7th. Identify the tonal centres of: C major and C minor F major D minor and D major E♭ major Identify and demonstrate the following scales by ear and from notation: Major scale Minor scale Pentatonic scale	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi and musical styles.	Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.	Recognise the following ensembles: Gospel choir and soloist, Rock band, Symphony orchestra, A Cappella group Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute. Recognise the difference between the sound of male and female voices. Recognise tone colour and rapping.	Identify solos and instrumental breaks in songs and music. Talk about solo voices, backing vocals and different vocal textures. Identify changes in texture. Talk about the different textures created by intervals and chords.	Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures. Identify the instrumental break and its purpose in a song. Recognise phrases and repeated sections. Discuss the purpose of a bridge section.