

# Waterville Primary School Progression of Skills and Vocabulary in Music

## Early Years

### Development Matters links related to Music:

**Nursery** - Use drawing to represent ideas like movement or loud noises, listen with increased attention to sounds, respond to what they have heard, expressing their thoughts and feelings, remember and sing entire songs, sing the pitch of a tune 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, play instruments with increasing control to express their feelings and ideas.

**Reception** - Listen attentively, move to, and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, 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.

### ELGs linked to Music:

Children at the expected level of development will:

#### **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.

### EYFS Statutory Framework links related to Music:

#### **Expressive arts and design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.

## Resources/ Provision

- Musical instruments in the indoor and outdoor area
- Opportunities to explore sounds made by everyday object
- Nursery rhyme bags
- Range of different instruments, stories/rhymes
- Headphones for computer/ iPads

As Nursery plus:

- iPads to listen to music/record
- Music cards for children to follow (fast, slow, high, low)

## Areas of learning

### Performing

### Listening & Appraising

### Composing

## Nursery

\*To play singing games linked to pitch, tone, and melody, e.g., volume buttons, high/low, fast/slow.  
\*To be able to clap/tap to the pulse of songs.  
\*To explore and play instruments from a wide range of cultures.

\*To listen to, learn and sing core nursery rhymes.  
\*To listen to a variety of songs/music linked to interests/topic interests and talk about the music and how it makes them feel.  
\*To be able to talk about own song/music and how it makes them feel.  
\*To be able to 'Draw a song' – children to draw movements linked to the music they hear.

\*To be able to create own simple songs/music.

## Reception

\*Play accurately and in time as part of the performance  
\*Choose one of the songs and perform it with any actions you have created.  
\*Learn to sing the songs in unison with support.  
\*Play a 1-note pattern in time with the pulse.  
\* Learn and perform the following songs:  
-Wind The Bobbin Up  
-Rock-a-bye Baby  
-Five Little Monkeys Jumping On The Bed  
-Twinkle Twinkle  
-If You're Happy And You Know It  
-Head, Shoulders, Knees And Toes

\*Recognise and name two or more instruments they hear: Male vocal, bass guitar, drums.  
\*Find the pulse as they are listening to songs and understand that it is the heartbeat of the music.  
\*Show the pulse through actions eg marching, jumping, moving.  
\*Listen back to a performance.  
\* Enjoy listening to the music and responding to music through dancing or other movement.

\*Enjoy thinking up and sharing their own ideas for actions.  
\*Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.  
\*Copy back the rhythms of phrases in the song.

## Vocabulary

### Nursery:

nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.

### Reception:

As Nursery plus: melody, pulse, some names of common instruments

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<b>Year 1</b>	<p>The national Curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</li> </ul> <p><b><u>In KS1, pupils should be taught:</u></b></p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>		
<b>Prior learning</b>	<p>In Reception, children:</p> <ul style="list-style-type: none"> <li>*Sing a few familiar songs</li> <li>*Build a repertoire of songs and dances</li> <li>*Tap out simple repeated rhythms</li> <li>*Explore different sounds of instruments</li> <li>*Explore and learn how sounds can be changed</li> <li>*They develop a preference for forms of expression</li> <li>*Sing to themselves and make up simple songs</li> <li>*Make their own rhythms</li> </ul> <p>(ELG)</p> <ul style="list-style-type: none"> <li>*Sing songs, make music, dance and experiment with ways of changing them.</li> <li>*Use what they learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>		
<b>Areas of learning</b>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Perform simple instrumental accompaniments to familiar songs <b>(Term 1: Move to the Beat)</b></li> <li>Create simple choreography and learn about dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance <b>(Term 1: Move to the Beat)</b></li> <li>Sing simple songs, adding facial expressions and actions to enhance performance <b>(Term 2: Exploring Sounds)</b></li> <li>Follow musical instructions and invent notation to represent sound sequences <b>(Term 2: Exploring Sounds)</b></li> <li>Play simple listening games, identifying and copying simple pitch patterns <b>(Term 3: High or Low?)</b></li> </ul>	<p><b>Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>Learn to recognise pulse, matching movements to music <b>(Term 1: Move to the Beat)</b></li> <li>Recognise how composers use dynamics, tempo and timbre to reflect a character or theme <b>(Term 2: Exploring Sounds)</b></li> <li>Learn to identify and describe pitch <b>(Term 3: High or Low?)</b></li> <li>Explore sounds created by a variety of different instruments and voice, describing their pitch and timbre. <b>(Term 3: High or Low?)</b></li> </ul>	<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Explore percussion instruments <b>(Term 1: Move to the Beat)</b></li> <li>Explore how sounds can be produced in different ways using voices and instruments. <b>(Term 2: Exploring Sounds)</b></li> <li>Use song lyrics as a stimulus for a composition <b>(Term 2: Exploring Sounds)</b></li> <li>Compose short sound sequences to tell a story and perform them to each other <b>(Term 2: Exploring Sounds)</b></li> <li>Compose simple sound effects to accompany sections of a story <b>(Term 3: High or Low?)</b></li> <li>Compose pitch patterns and represent them using simple graphic notation <b>(Term 3: High or Low?)</b></li> <li>Use a variety of tuned and untuned percussion instruments <b>(Term 3: High or Low?)</b></li> </ul>

	<ul style="list-style-type: none"> <li>Prepare songs for a class performance (Term 3: High or Low?)</li> </ul>					
<b>Y1 Vocabulary</b>						
<p><b>Pitch</b> – how high or low the sound is  <b>Pulse</b> – like a ticking clock, steady beat.  <b>Beat</b> - unit of rhythm  <b>Dynamics</b> – how loud or quiet the music is (depending on how the composer wants the listener to feel).  <b>Chant</b> - singing in unison, with a similar rhythm to speech.  <b>Timbre (Tam-ber)</b>- what makes a musical note sound different from another. Words like round, brassy, sharp, or bright can be used.  <b>Tempo</b> – speed of a piece.  <b>Percussion</b> - a musical instrument (such as a drum, xylophone, or maraca) sounded by striking, shaking, or scraping.</p>						
<b>Composer Study</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Gloria, RV589  <a href="#">Vivaldi - Gloria In D Major RV 589 - YouTube</a> (stop at 2.20)	Winter – Four Seasons  <a href="#">Winter - Antonio Vivaldi - YouTube</a>	Stabat Mater  <a href="#">Vivaldi: Stabat Mater, RV 621 - 1. Stabat mater 2. Cuius animan 3. O quam tristis - YouTube</a>	Spring – Four Seasons  <a href="#">Vivaldi, The Four Seasons, Spring (La Primavera), 1st movement - YouTube</a>	Concerto for Two Trumpets  <a href="#">Vivaldi - Trumpet Concerto for 2 Trumpets - YouTube</a>	Summer – Four Seasons  <a href="#">Mari Samuelsen: Vivaldi - "Summer" from Four Seasons - YouTube</a>
<b>Popular Music/ Musical Traditions</b>	<b>1950s Rock &amp; Roll</b>		<b>1960s Pop</b>		<b>African Drumming</b>	
	<b>Hound Dog – Elvis Presley</b> <a href="#">elvis presley-hound dog - YouTube</a>  Johnny B. Goode – Chuck Berry <a href="#">Chuck Berry - Johnny B. Goode (Live 1958) - YouTube</a> Move it! – Cliff Richard & The Shadows <a href="#">Cliff Richard &amp; The Shadows - Move It (The Cliff Richard Show, 19.03.1960) - YouTube</a> Rock around the clock – Bill Haley & The Comets <a href="#">Bill Haley - Rock Around The Clock - YouTube</a>		<b>With a Little Help from my Friends – The Beatles</b> <a href="#">The Beatles - With A Little Help From My Friend LIVE ( Rare Color Ringo Starr Sing ) Laser Disk - YouTube</a>  You'll Never Walk Alone – Gerry & the Pacemakers <a href="#">Gerry &amp; The Pacemakers You'll Never Walk Alone - YouTube</a> I'm a Believer – The Monkees <a href="#">The Monkees - I'm A Beliver (Original Video HD) - YouTube</a> California Dreamin' – The Mamas & The Papas <a href="#">The Mamas &amp; The Papas - California Dreamin' - YouTube</a> I say a Little Prayer – Aretha Franklin <a href="#">Aretha Franklin - I Say A Little Prayer (1968) - YouTube</a>		<b>Kye Kye Kule (Call and Response song)</b> <a href="https://youtu.be/ZByYHK9RXVM">https://youtu.be/ZByYHK9RXVM</a>  Toom-bah-ee-lero (Call and Response song) <a href="#">Toom-Bah-Ee-Lero - YouTube</a>  Ubuntu – Sparkyard  Jin-Go-Lo-Ba – Babatunde Olatunji <a href="#">Babatunde Olatunji Jin-Go-Lo-Ba (Drums of Passion) - YouTube</a>  Waka Waka - Shakira <a href="#">Shakira - Waka Waka (This Time for Africa) (The Official 2010 FIFA World Cup™ Song) - YouTube</a>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Each half term, children will be assessed on the listening and appraisal of their composer.</li> <li>Formative assessment throughout each set of lessons for composing/improvising aspects.</li> <li>Videos (first lesson and last lesson) to be posted in Evidence folder on Seesaw to show progression.</li> </ul>					

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<h2>Year 2</h2>	<p>The national Curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</li> </ul> <p><b><u>In KS1, pupils should be taught:</u></b></p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>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.</li> </ul>		
<h2>Prior learning</h2>	<p>Year 1 children:</p> <ul style="list-style-type: none"> <li>Learn to recognise pulse, matching movements to music</li> <li>Explore percussion instruments</li> <li>Perform simple instrumental accompaniments to familiar songs</li> <li>Create simple choreography and learn about dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance</li> <li>Explore how sounds can be produced in different ways using voices and instruments</li> <li>Sing simple songs, adding facial expressions and actions to enhance performance</li> <li>Recognise how composers using dynamics, tempo and timbre to reflect a character or theme</li> <li>Use song lyrics as a stimulus for a composition</li> <li>Compose short sound sequences to tell a story and perform them to each other</li> <li>Follow musical instructions and invent notation to represent sound sequences</li> <li>Learn to identify and describe pitch</li> <li>Explore sounds created by a variety of different instruments and voice, describing their pitch and timbre</li> <li>Play simple listening games, identifying and copying simple pitch patterns</li> <li>Use a variety of tuned and untuned percussion instruments</li> <li>Compose simple sound effects to accompany sections of a story</li> <li>Compose pitch patterns and represent them using simple graphic notation</li> <li>Prepare songs for a class performance</li> </ul>		
<h2>Areas of learning</h2>	<h3>Performing</h3> <ul style="list-style-type: none"> <li>Develop ensemble skills through singing a range of songs and musical passing games <b>(TERM 1: Time To Play)</b></li> <li>Play a rhythmic accompaniment to a song or poem, selecting suitable sounds and timbre <b>(TERM 1: Time To Play)</b></li> <li>Investigate different ways to express the mood of a song, adding facial expressions and changing voice <b>(TERM 2: Musical Moods and Pictures)</b></li> <li>Learn to follow and give simple musical instructions <b>(TERM 2: Musical Moods and Pictures)</b></li> <li>Sing songs, developing pitch matching skills and</li> </ul>	<h3>Listening &amp; Appraising</h3> <ul style="list-style-type: none"> <li>Learn to recognise the difference between pulse and rhythm <b>(TERM 1: Time To Play)</b></li> <li>Listen with concentration to a range of music, recognising rhythmic features <b>(TERM 1: Time To Play)</b></li> <li>Learn how songs and music can communicate different emotions</li> <li>Listen to music and represent sounds using a range of graphic symbols <b>(TERM 2: Musical Moods and Pictures)</b></li> <li>Describe pitch and timbre of instruments <b>(TERM 3: Patterns with Pitch)</b></li> <li>Play simple listening games, using movement to describe the direction of pitch <b>(TERM 3: Patterns with Pitch)</b></li> </ul>	<h3>Composing</h3> <ul style="list-style-type: none"> <li>Investigate different ways to play rhythms, varying instrumental timbre and dynamics <b>(TERM 1: Time To Play)</b></li> <li>Create simple four-beat rhythms and represent using graphic notation <b>(TERM 1: Time To Play)</b></li> <li>Work as a class and in small groups to compose and improvise music on the theme of weather <b>(TERM 2: Musical Moods and Pictures)</b></li> <li>Explore instrumental and vocal timbres, selecting sounds to match a mood, character or theme <b>(TERM 2: Musical Moods and Pictures)</b></li> <li>Use songs to inspire a simple soundscape <b>(TERM 2: Musical Moods and Pictures)</b></li> </ul>

	<p>perform them with actions and movement (<b>TERM 3: Patterns with Pitch</b>)</p> <ul style="list-style-type: none"> <li>Learn to use their voices creatively, following graphic notations such as vocal story maps and pipe cleaner notation (<b>TERM 3: Patterns with Pitch</b>)</li> <li>Learn to play simple melodies and accompaniments using tuned percussion (<b>TERM 3: Patterns with Pitch</b>)</li> <li>Prepare songs and music for a class performance (<b>TERM 3: Patterns with Pitch</b>)</li> <li>Participate in whole class tuition – Chime bars</li> </ul>					
<b>Y2 Vocabulary</b>						
<p><b>Pulse</b> – like a ticking clock, steady beat. <b>Rhythm</b> –a pattern of long and short notes  <b>Rhythm</b> –a pattern of long and short notes  <b>Melody</b> - a group of notes of various pitches (how high or low a note sounds) which are played one after another (a tune)  <b>Ostinato</b> - a continued repeated rhythm. An example is <a href="#">Queen - Another One Bites The Dust (Official Video) - YouTube</a>  <b>Beat</b> - unit of rhythm  <b>Dynamics</b> – how loud or quiet the music is (depending on how the composer wants the listener to feel).  <b>Pitch</b> – how High or Low the sound is  <b>Chant</b> - singing in unison, with a similar rhythm to speech.  <b>Timbre (Tam-ber)</b>- what makes a musical note sound different from another. Words like round, brassy, sharp, or bright can be used.  <b>Tempo</b> – speed of a piece.  <b>Improvise</b> - perform without planning or practice.  <b>Notation</b>–symbols used for writing music  <b>Ensemble</b> - a group of people who work or perform together.  <b>Percussion</b> - a musical instrument (such as a drum, xylophone, or maraca) sounded by striking, shaking, or scraping.</p>						
<b>Composer Study</b>  <b>Bach</b> <b>Baroque Period</b>  <b>(Western Classical Tradition &amp; Film)</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<p>Concerto in D minor for two violins</p> <p><a href="#">J.S. Bach: Double Concerto for 2 Violins, Strings &amp; Continuo in D Minor, BWV 1043 - I. Vivace - YouTube</a></p>	<p>Cello Suit No. 1 in G Major</p> <p><a href="#">Yo-Yo Ma - Bach: Cello Suite No. 1 in G Major, Prélude (Official Video) - YouTube</a></p>	<p>Brandenburg Concerto No. 5</p> <p><a href="#">Bach's Brandenburg Concerto No. 5, 3rd movement -- Apollo's Fire - YouTube</a></p>	<p>The Well-Tempered Clavier – The 48</p> <p><a href="#">Lang Lang – Bach: The Well-Tempered Clavier: Book 1, 1.Prelude C Major, BWV 846 - YouTube</a></p>	<p>Toccatà and Fugue in D minor</p> <p><a href="#">Toccatà and Fugue in D Minor (Best Version Ever) - YouTube</a></p>	<p>Cantata No. 21</p> <p><a href="#">J.S. Bach: Cantata No. 21, BWV 21 "Ich hatte viel Bekümmernis" - Sinfonia - YouTube</a></p>
<b>Popular Music</b> <b>Previous learning</b>	<p><b>1950s Rock &amp; Roll - Hound Dog – Elvis Presley</b> <a href="#">elvis presley-hound dog - YouTube</a></p> <p><b>Motown</b></p> <p><b>Heard it through the Grapevine – Marvin Gaye</b> <a href="#">Marvin Gaye - I Heard It Through The Grapevine (Lyric Video) - YouTube</a></p>	<p><b>1960s Pop - Help! – The Beatles</b> <a href="#">The Beatles - Help! - YouTube</a></p> <p><b>Disco</b></p> <p><b>Le Freak – Chic</b> <a href="#">CHIC - Le Freak (Official Music Video) - YouTube</a></p> <p><b>Born to be alive – Patrick Hernandez</b> <a href="#">Born to be alive - Patrick Hernandez - YouTube</a></p>	<p><b>African Drumming – Y1</b>  <b>Kye Kye Kule</b> (Call and Response song) <a href="https://youtu.be/ZByYHK9RXVM">https://youtu.be/ZByYHK9RXVM</a></p> <p><b>England (folk music)</b></p> <p><b>The Wellerman</b> <a href="https://youtu.be/ByJZTmI4sLw">https://youtu.be/ByJZTmI4sLw</a></p> <p><b>Ho Hey – The Lumineers</b> <a href="#">The Lumineers - Ho Hey (Official Video) - YouTube</a></p>			

	<p>Dancing in the Streets – Martha &amp; the Vandellas <a href="#">MARTHA and THE VANDELLAS - Dancing In The Street (1964) (Remastered) - YouTube</a></p> <p>Please, Mr. Postman – The Marvelettes <a href="#">The Marvelettes - Please Mister Postman - YouTube</a></p> <p>My Girl – The Temptations <a href="#">The Temptations - My Girl - YouTube</a></p> <p>Superstition – Stevie Wonder <a href="#">Stevie Wonder - Superstition — (Official Music Video) - YouTube</a></p> <p>My Guy – Mary Wells <a href="#">Mary Wells - My Guy - YouTube</a></p> <p>I want you back – The Jackson 5 <a href="#">I Want You Back - The Jackson 5 - YouTube</a></p>	<p>Got to be real – Cheryl Lynn <a href="#">Got To Be Real - Cheryl Lynn - WITH LYRICS ON SCREEN - YouTube</a></p> <p>You're my first, my last, my everything – Barry White <a href="#">Barry White -You Are My First My Last My Everything. ( 1974 ) - YouTube</a></p> <p>Upside Down – Diana Ross <a href="#">Diana Ross -- Upside Down Video HQ - YouTube</a></p> <p>Stayin' Alive – The Bee Gees <a href="#">Bee Gees - Stayin' Alive (Official Music Video) - YouTube</a></p> <p>We are family – Sister Sledge <a href="#">SISTER SLEDGE - WE ARE FAMILY (1979) OFFICIAL VIDEO - YouTube</a></p> <p><a href="#">Abba - Dancing Queen (Official Music Video Remastered) - YouTube</a></p>	<p>Awake my Soul – Mumford &amp; Sons <a href="#">Mumford &amp; Sons - Awake My Soul (Live from Denver) ft. The Milk Carton Kids - YouTube</a></p> <p>Times are a-changin' – Bob Dylan <a href="#">Bob Dylan - The Times They Are A-Changin' (Official Audio) - YouTube</a></p> <p>Blowin' in the Wind – Bob Dylan <a href="#">Blowing In The Wind (Live On TV, March 1963) - YouTube</a></p> <p><b>North East Folk Songs</b></p> <p><a href="#">Fog On The Tyne - Lindisfarne (Old Grey Whistle Test 1971) - YouTube</a></p> <p><a href="#">Jimmy Nail &amp; Mark Knopfler - Big River (Original Video Clip) - YouTube</a></p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Each half term, children will be assessed on the listening and appraisal of their composer.</li> <li>- Formative assessment throughout each set of lessons for composing/improvising aspects.</li> <li>- Videos (first lesson and last lesson) to be posted in Evidence folder on Seesaw to show progression.</li> </ul>		

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<b>Year 3</b>	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul> <p><b>In KS2, pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music</li> </ul>		
<b>Prior learning</b>	<p>In Year 2 the children:</p> <ul style="list-style-type: none"> <li>Develop ensemble skills through singing a range of songs and musical passing games</li> <li>Learn to recognise the difference between pulse and rhythm</li> <li>Investigate different ways to play rhythms, varying instrumental timbre and dynamics</li> <li>Play a rhythmic accompaniment to a song or poem, selecting suitable sounds and timbre</li> <li>Create simple four-beat rhythms and represent using graphic notation</li> <li>Listen with concentration to a range of music, recognising rhythmic features</li> <li>Learn how songs and music can communicate different emotions</li> <li>Investigate different ways to express the mood of a song, adding facial expressions and changing voice</li> <li>Work as a class and in small groups to compose and improvise music on the theme of weather</li> <li>Explore instrumental and vocal timbres, selecting sounds to match a mood, character or theme</li> <li>Learn to follow and give simple musical instructions</li> <li>Use songs to inspire a simple soundscape Listen to music and represent sounds using a range of graphic symbols</li> <li>Describe pitch and timbre of instruments</li> <li>Play simple listening games, using movement to describe the direction of pitch</li> <li>Sing songs, developing pitch matching skills and perform them with actions and movement</li> <li>Learn to use their voices creatively, following graphic notations such as vocal story maps and pipe cleaner notation</li> <li>Learn to play simple melodies and accompaniments using tuned percussion</li> <li>Prepare songs and music for a class performance</li> </ul>		
<b>Areas of learning</b>	<p style="text-align: center;"><b>Performing</b></p> <ul style="list-style-type: none"> <li>Identify and play rhythms using body percussion, instruments or other sound makers <b>(Term 1: Hear It, Play It!)</b></li> <li>Perform call and response songs and compose their own call-and-response (question and answer phrases) <b>(Term 1: Hear It, Play It!)</b></li> <li>Develop ensemble skills, performing simple rhythmic ostinato to accompany a song or poem <b>(Term 1: Hear It, Play It!)</b></li> <li>Sing songs influenced by different musical styles <b>(Term 1: Hear It, Play It!)</b></li> <li>Perform instrumental accompaniments, selecting suitable timbres to suit the style of a song <b>(Term 2: Painting Pictures With Sound)</b></li> <li>Use voices creatively,</li> </ul>	<p style="text-align: center;"><b>Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>Listen out for simple stylistic features in different styles of music <b>(Term 1: Hear It, Play It!)</b></li> <li>Learn to identify and describe the ingredients (dimensions) that make up music <b>(Term 2: Painting Pictures With Sound)</b></li> <li>Learn to identify and describe the direction of pitch in simple melodies <b>(Term 3: Sing, Play, Notate!)</b></li> <li>Listen and compare versions of music, understanding the elements that shape a performance <b>(Term 3: Sing, Play, Notate!)</b></li> </ul>	<p style="text-align: center;"><b>Composing</b></p> <ul style="list-style-type: none"> <li>Explore rhythmic patterns <b>(Term 1: Hear It, Play It!)</b></li> <li>Compose simple rhythmic patterns and represent them using graphic notation <b>(Term 1: Hear It, Play It!)</b></li> <li>Create suitable music to accompany song lyrics and poetry, varying the dimensions of music to evoke mood and atmosphere <b>(Term 2: Painting Pictures With Sound)</b></li> <li>Compose music inspired by stories or settings <b>(Term 2: Painting Pictures With Sound)</b></li> <li>Create and organise music with layers of musical sound (texture) and represent them using graphic notations <b>(Term 2: Painting Pictures With Sound)</b></li> <li>Learn to represent melodies from songs using dot notation and other graphic representations <b>(Term 3: Sing, Play, Notate!)</b></li> </ul>

creating simple soundscapes singing independently and as part of a group (Term 3: Sing, Play, Notate!)

- Prepare music for a performance (Term 3: Sing, Play, Notate!)

- Explore pentatonic scales, singing songs and composing or improvising simple melodies (Term 3: Sing, Play, Notate!)

### Y3 Vocabulary

**Pulse** – like a ticking clock, steady beat.  
**Rhythm** – a pattern of long and short notes  
**Beat** - unit of rhythm  
**Dynamics** – how loud or quiet the music is (depending on how the composer wants the listener to feel).  
**Pitch** – how High or Low the sound is  
**Chant** - singing in unison, with a similar rhythm to speech.  
**Tempo** – speed of a piece.  
**Timbre (Tam-ber)**- what makes a musical note sound different from another. Words like round, brassy, sharp, or bright can be used.  
**Improvise** - perform without planning or practice.  
**Notation**–symbols used for writing music  
**Ensemble** - a group of people who work or perform together.  
**Bar** –a regular section on a staff, separated by vertical lines.  
**Downbeat** –first beat in a bar.  
**Staff**–five horizontal lines on which notes are written.  
**Melody** - a group of notes of various pitches (how high or low a note sounds) which are played one after another.  
**Texture** - the combination of the many different parts of music, including melody, harmony, bass, and rhythm to produce a composition. Songs are said to have a thick texture if there are many layers of instruments or if a lot of melodies or harmonies are being played at the same time.  
**Pentatonic** - a type of musical scale that uses only five notes in an octave.  
**Octave** - an octave has all notes (A,B,C,D,E,F,G) as well as their sharps and flats  
**Ostinato** - a continued repeated rhythm. An example is [Queen - Another One Bites The Dust \(Official Video\) - YouTube](#)

Composer Study	Autumn 1	Autumn 2	Spring 1	Spring 2`	Summer 1	Summer 2
<b>Handel</b> Baroque period  (Western Classical Tradition & Film)	Organ Concerto No.1 In G Minor <a href="#">Handel: Organ Concerto No. 1 in G Minor, Op. 4 No. 1, HWV 289 - IV. Andante - YouTube</a>	Music for the Royal Fireworks <a href="#">Handel: Music for the Royal Fireworks: Suite HWV 351 - 3. La paix - YouTube</a>	The Arrival of the Queen of Sheba <a href="#">The Arrival of the Queen of Sheba (Arr. Recorders) - YouTube</a>	Water Music Suite No.1 in F <a href="#">Handel: Water Music Suite No. 1 in F Major, HWV 348 - VIII. Hornpipe - YouTube</a>	Messiah Pt. 2 - Hallelujah <a href="#">Handel: Messiah, HWV 56 / Pt. 2 - Hallelujah - YouTube</a>	Concerti grossi, Op.6 <a href="#">Handel: 12 Concerti grossi, Op.6 - Concerto grosso in G minor, Op. 6, No. 6 - 2. Tempo giusto - YouTube</a>

<p><b>Popular Music</b> (Previous learning)</p>	<p><b>Y1 - 1950s Rock &amp; Roll</b>  <b>Hound Dog – Elvis Presley</b> <a href="#">elvis presley-hound dog - YouTube</a>  <b>Y2 Motown</b>  <b>Heard it through the Grapevine – Marvin Gaye</b> <a href="#">Marvin Gaye - I Heard It Through The Grapevine (Lyric Video) - YouTube</a></p> <p><b>Funk</b></p> <p><b>I feel good – James Brown</b> <a href="#">James Brown - I Feel Good 1965 (Remastered) - YouTube</a></p> <p>Funkytown by Lipps Inc.  <a href="#">Funkytown- Lipps Inc (original) - YouTube</a></p> <p>Uptown Funk – Mark Ronson ft Bruno Mars <a href="#">Mark Ronson - Uptown Funk (Official Video) ft. Bruno Mars - YouTube</a></p> <p>Sir Duke – Stevie Wonder <a href="#">Stevie Wonder - Sir Duke - YouTube</a></p> <p>Canned Heat – Jamiroquai <a href="#">Jamiroquai - Canned Heat - YouTube</a></p> <p>Under the bridge – Red Hot Chili Peppers <a href="#">Red Hot Chili Peppers - Under The Bridge [Official Music Video] - YouTube</a></p> <p>Love Train – The O’Jays <a href="#">The O’Jays - Back Stabbers (Official Soul Train Video) - YouTube</a></p>	<p><b>Y1 - 1960s Pop</b>  <b>Help! – The Beatles</b> <a href="#">The Beatles - Help! - YouTube</a>  <b>Y2 - Disco</b>  <b>CHIC - Le Freak (Official Music Video)</b> - YouTube</p> <p><b>70s/80s Rock</b></p> <p><b>We will Rock You – Queen</b> <a href="#">Queen - We Will Rock You (Live at Wembley 11.07.1986) - YouTube</a></p> <p>Go your own way Fleetwood Mac  <a href="#">Fleetwood Mac - Go Your Own Way (Official Music Video) - YouTube</a></p> <p>Smoke on the Water – Deep Purple  <a href="#">Deep Purple - Smoke On The Water - YouTube</a></p> <p>Edge of Seventeen – Stevie Nicks  <a href="#">Stevie Nicks - Edge of Seventeen (Official Music Video) - YouTube</a></p> <p>The Final Countdown – Europe  <a href="#">Europe - The Final Countdown (Official Video) - YouTube</a></p> <p>Livin’ on a Prayer – Bon Jovi <a href="#">Bon Jovi - Livin' On A Prayer - YouTube</a></p> <p>Mr Blue Sky – ELO <a href="#">Electric Light Orchestra - Mr. Blue Sky (Official Video) - YouTube</a></p>	<p><b>Y1 - African Drumming</b>  <b>Kye Kye Kule</b> (Call and Response song)  <a href="https://youtu.be/ZByYHK9RXVM">https://youtu.be/ZByYHK9RXVM</a>  <b>Y2 - Folk</b>  <b>The Wellerman</b>  <a href="https://youtu.be/ByJZTmI4sLw">https://youtu.be/ByJZTmI4sLw</a></p> <p><b>Brazil – Samba</b></p> <p><b>Samba de Janeiro</b>  <b>Samba de Janeiro- - YouTube</b></p> <p><a href="#">Sergio Mendes - Fanfarra Cabua Le Le (Official Visualizer) - YouTube</a></p> <p><a href="#">Samba nana 🎶   Kids Choreography   Performance Video   Pinkfong Kids Pop Dance - YouTube</a></p> <p><a href="#">BAILA BOUNCE   Samba for kids   Easy Latin dance for kids   Teacher friendly content - YouTube</a></p> <p><a href="#">Basement Jaxx - Bingo Bango HQ (Original Version) - YouTube</a></p> <p><a href="#">The Ketchup Song (Aserejé) - YouTube</a></p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>- Each half term, children will be assessed on the listening and appraisal of their composer.</li> <li>- Formative assessment throughout each set of lessons for composing/improvising aspects.</li> <li>- Videos (first lesson and last lesson) to be posted in Evidence folder on Seesaw to show progression.</li> </ul>		

# Waterville Primary School Progression of Skills and Vocabulary in Music

<b>Year 4</b>	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>• learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>• understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul> <p><b>In KS2, pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>	
<b>Prior learning</b>	<p>In Year 3 the children:</p> <ul style="list-style-type: none"> <li>• Explore rhythmic patterns</li> <li>• Identify and play rhythms using body percussion, instruments or other sound makers</li> <li>• Perform call and response songs and compose their own call-and-response (question and answer phrases)</li> <li>• Develop ensemble skills, performing simple rhythmic ostinato to accompany a song or poem</li> <li>• Sing songs influenced by different musical styles and listen out for simple stylistic features in music</li> <li>• Compose simple rhythmic patterns and represent them using graphic notation</li> <li>• Learn to identify and describe the ingredients (dimensions) that make up music</li> <li>• Perform instrumental accompaniments, selecting suitable timbres to suit the style of a song</li> <li>• Create suitable music to accompany song lyrics and poetry, varying the dimensions of music to evoke mood and atmosphere</li> <li>• Compose music inspired by stories or settings</li> <li>• Create and organise music with layers of musical sound (texture) and represent them using graphic notations</li> <li>• Learn to identify and describe the direction of pitch in simple melodies</li> <li>• Use voices creatively, creating simple soundscapes singing independently and as part of a group</li> <li>• Learn to represent melodies from songs using dot notation and other graphic representations</li> <li>• Explore pentatonic scales, singing songs and composing or improvising simple melodies</li> <li>• Listen and compare versions of music, understanding the elements that shape a performance</li> <li>• Prepare music for a performance</li> </ul>	
<b>Performing</b>	<b>Listening &amp; Appraising</b>	<b>Composing</b>

<b>Areas of learning</b>	<ul style="list-style-type: none"> <li>• Develop ensemble skills, learning to perform together rhythmically (Term 1: Playing With Rhythm)</li> <li>• Follow and lead musical instructions (Term 1: Playing With Rhythm)</li> <li>• Play from range of rhythmic notations, performing as a class and in small groups (Term 1: Playing With Rhythm)</li> <li>• Sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato) (Term 1: Playing With Rhythm)</li> <li>• Follow and lead performance directions, controlling instruments and voices (Term 2: Musical Contrasts)</li> <li>• Learn to describe and internalize pitch and use their 'thinking voice' (Term 3: Melody Builders)</li> <li>• Plan a class performance (Term 3: Melody Builders)</li> <li>• Participate in whole class tuition for recorder</li> </ul>	<ul style="list-style-type: none"> <li>• Explore instrumental timbres, learning how instruments can be grouped and classified in different ways (Term 2: Musical Contrasts)</li> <li>• Listen to music such as The Young Person's Guide To The Orchestra and identify orchestral families (string, woodwind, brass and percussion) (Term 2: Musical Contrasts)</li> <li>• Identify changes in tonality and develop recognition of major and minor chords through simple listening games (Term 2: Musical Contrasts)</li> <li>• Learn how to create musical contrasts by varying pitch, tempo, articulation, and dynamics (Term 2: Musical Contrasts)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop knowledge of rhythmic notations (Term 1: Playing With Rhythm)</li> <li>• Compose in a rhythmic framework (e.g. writing lyrics to fit a melody, creating rhythm grids or exploring rhythmic motifs (Term 1: Playing With Rhythm)</li> <li>• Compose music in a given structure such as AB or Rondo form or by exploring musical motifs (Term 3: Melody Builders)</li> <li>• Develop improvisation skills, creating melodies using a small note range (Term 3: Melody Builders)</li> <li>• Compose melodies and record using graphic and letter notation (Term 3: Melody Builders)</li> <li>• Explore and recognize the structure of songs and music (Term 3: Melody Builders)</li> <li>• Compose lyrics and create simple musical arrangements (Term 3: Melody Builders)</li> </ul>
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**Y4 Vocabulary**

**Pulse** – like a ticking clock, steady beat.  
**Rhythm** –a pattern of long and short notes  
**Beat** - unit of rhythm  
**Dynamics** – how loud or quiet the music is (depending on how the composer wants the listener to feel).  
**Pitch** – how High or Low the sound is  
**Chant** - singing in unison, with a similar rhythm to speech.  
**Tempo** – speed of a piece.  
**Timbre (Tam-ber)**- what makes a musical note sound different from another. Words like round, brassy, sharp, or bright can be used.  
**Improvise** - perform without planning or practice.  
**Notation**–symbols used for writing music  
**Ensemble** - a group of people who work or perform together.  
**Bar** –a regular section on a staff, separated by vertical lines.  
**Downbeat** –first beat in a bar.  
**Staff**–five horizontal lines on which notes are written.  
**Melody** - a group of notes of various pitches (how high or low a note sounds) which are played one after another.  
**Texture** - the combination of the many different parts of music, including melody, harmony, bass, and rhythm to produce a composition. Songs are said to have a thick texture if there are many layers of instruments or if a lot of melodies or harmonies are being played at the same time.  
**Pentatonic** - a type of musical scale that uses only five notes in an octave.  
**Octave** - an octave has all notes (A,B,C,D,E,F,G) as well as their sharps and flats  
**Ostinato** - a continued repeated rhythm. An example is [Queen - Another One Bites The Dust \(Official Video\) - YouTube](#)  
**String Instrument** - musical instruments (such as a guitar, violin, or piano) that have strings and that produce sound when the strings are touched or struck.  
**Woodwind Instrument** - musical instruments (such as a flute and clarinet) that produce sound by blowing air into a cylindrical body.  
**Brass Instrument** - a wind instrument that consists of a brass tube (usually of variable length) that is blown by means of a cup-shaped or funnel-shaped mouthpiece (trumpet, saxophone, etc).  
**Percussion** - a musical instrument (such as a drum, xylophone, or maraca) sounded by striking, shaking, or scraping.  
**Crotchet** - a note that is one beat long in 4/4 time.  
**Crotchet Rest**–a pause that lasts for one beat.  
**Quaver** – a note that is worth half a beat (two quavers are equal to one crotchet)  
**Minim** – a note that lasts for two beats in 4/4 time (value of two crotchets)  
**Semi-breve** – a note that lasts for 4 beats in 4/4 time (value of four crotchets)

Composer Study	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mozart &amp; Joseph Bologne</b> Classical period  (Western Classical Tradition & Film)	"Eine kleine Nachtmusik" I. Allegro <a href="#">Mozart "Eine kleine Nachtmusik" I. Allegro - YouTube</a>	Clarinet Concerto (pick a section to listen to) <a href="#">Mozart - Clarinet Concerto [Sharon Kam] - YouTube</a>	Symphony No.41 In C "Jupiter" <a href="#">Mozart: Symphony No. 41 In C, K.551 - "Jupiter" - 4. Molto allegro - YouTube</a>	Requiem In D Minor <a href="#">Mozart: Requiem In D Minor, K.626 - 3. Sequentia: Lacrimosa - YouTube</a>	Symphony No.1 in G major - Allegro <a href="#">CBBC - Ten Pieces, Symphony No. 1 in G major – Allegro by Saint-Georges: An exciting introduction</a>	Symphony Op. 11 No.1 in D major <a href="#">Saint-Georges - Symphony Op. 11 No. 1 in D major (Overture; 'L'amant anonyme') 1. Allegro - YouTube</a>
<b>Popular Music</b> (Previous learning)  Please listen regularly to children's choice of current music.	<b>Y1 - 1950s Rock &amp; Roll</b> <b>Hound Dog – Elvis Presley</b> <a href="#">elvis presley-hound dog - YouTube</a> <b>Y2 Motown</b> <b>Heard it through the Grapevine – Marvin Gaye</b> <a href="#">Marvin Gaye - I Heard It Through The Grapevine (Lyric Video) - YouTube</a> <b>Y3 - Funk</b> <b>I feel good – James Brown</b> <a href="#">James Brown - I Feel Good 1965 (Remastered) - YouTube</a>		<b>Y1 - 1960s Pop</b> <b>Help! – The Beatles</b> <a href="#">The Beatles - Help! - YouTube</a> <b>Y2 - Disco</b> <b>CHIC - Le Freak (Official Music Video) - YouTube</b> <b>Y3 – 70s/80s Rock</b> <b>We will Rock You – Queen</b> <a href="#">Queen - We Will Rock You (Live at Wembley 11.07.1986) - YouTube</a>		<b>Y1 - African Drumming</b> <b>Kye Kye Kule</b> (Call and Response song) <a href="https://youtu.be/ZByYHK9RXVM">https://youtu.be/ZByYHK9RXVM</a> <b>Y2 - Folk</b> <b>The Wellerman</b> <a href="https://youtu.be/ByJZTm14sLw">https://youtu.be/ByJZTm14sLw</a> <b>Y3 - Brazil – Samba</b> <b>Samba de Janeiro- - YouTube</b>	
	<b>90s Indie</b>  <b>Wonderwall by Oasis</b> <a href="#">Oasis - Wonderwall (Official Video) - YouTube</a>  <a href="#">Happy Mondays - Step On (Official Music Video) - YouTube</a>  <a href="#">New Radicals - You Get What You Give (Official Music Video) - YouTube</a>  <a href="#">Republica - Ready to Go (Official Video) - YouTube</a>  <a href="#">The Charlatans - One To Another - YouTube</a>  <a href="#">The Cardigans - My Favourite Game "Stone Version" - YouTube</a>  <a href="#">The Lightning Seeds - Lucky You - YouTube</a>  <a href="#">The Bluetones - Slight Return - YouTube</a>		<b>90s Old School Hip Hop</b>  <b>Can I kick it?</b> - <a href="#">A Tribe Called Quest - Can I Kick It? (Official Audio) - YouTube</a>  MC Hammer - <a href="#">You can't touch this - MC Hammer - Lyrics - YouTube</a>  Fresh Prince of Belair <a href="#">The Fresh Prince of Bel Air lyrics - YouTube</a>  <a href="#">DJ Jazzy Jeff &amp; The Fresh Prince - Summertime - YouTube</a>		<b>India – Ravi Shankar</b>  <a href="#">Sitar &amp; Tabla Legends: Pt. Ravi Shankar. Ud. Alla Rakha: Live: London : 1978: Improved Video Quality - YouTube</a> from 1.12 and skip through to hear various sections. Compare with <a href="#">Panjabi MC - Mundian To Bach Ke (The Dictator Soundtrack) - YouTube</a> for more modern Indian music.  <a href="#">Norwegian Wood (This Bird Has Flown) - YouTube</a>  <a href="#">Rolling Stones - Paint It Black (1965 with Brian Jones) - YouTube</a>  <a href="#">San Francisco - Scott McKenzie - YouTube</a>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Each half term, children will be assessed on the listening and appraisal of their composer.</li> <li>- Formative assessment throughout each set of lessons for composing/improvising aspects.</li> <li>- Videos (first lesson and last lesson) to be posted in Evidence folder on Seesaw to show progression.</li> </ul>					

# Waterville Primary School Progression of Skills and Vocabulary in Music

## Year 5

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

**In KS2, pupils should be taught to:**

- 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 interrelated 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

## Prior learning

**In Year 4 the children:**

- Develop ensemble skills, learning to perform together rhythmically
- Follow and lead musical instructions
- Play from range of rhythmic notations, performing as a class and in small groups
- Sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato)
- Follow and lead performance directions, controlling instruments and voices
- Explore instrumental timbres, learning how instruments can be grouped and classified in different ways
- Listen to music such as The Young Person's Guide To The Orchestra and identify orchestral families (string, woodwind, brass and percussion)
- Identify changes in tonality and develop recognition of major and minor chords through simple listening games
- Learn how to create musical contrasts by varying pitch, tempo, articulation, and dynamics
- Develop knowledge of rhythmic notations
- Compose in a rhythmic framework (e.g. writing lyrics to fit a melody, creating rhythm grids or exploring rhythmic motifs)
- Compose music in a given structure such as AB or Rondo form or by exploring musical motifs
- Learn to describe and internalize pitch and use their 'thinking voice'
- Develop improvisation skills, creating melodies using a small note range
- Compose melodies and record using graphic and letter notation
- Explore and recognize the structure of songs and music
- Compose lyrics and create simple musical arrangements
- Plan a class performance

## Areas of learning

### Performing

- Learn to play rhythms expressively, selecting suitable timbre and dynamics **(Term 1: Exploring Rhythmic Layers)**
- Develop ensemble skills **(Term 1: Exploring Rhythmic Layers)**
- Perform songs and accompany them with polyrhythmic texture **(Term 1: Exploring Rhythmic Layers)**
- Learn rounds and part songs such as School Is Nearly Over and I Got A Little Dog **(Term 3: Song Ingredients)**
- Develop their understanding of intervals, scales and chords **(Term 3: Song Ingredients)**
- Play together as an ensemble and accompany song melodies using chords, drones or

### Listening & Appraising

- Develop understanding of rhythm and rhythmic notation. **(Term 1: Exploring Rhythmic Layers)**
- Explore time signatures, learning to feel the difference between three and four beats in a bar. **(Term 1: Exploring Rhythmic Layers)**
- Listen to a range of music, exploring folk traditions such as Morris and Basque Dance **(Term 1: Exploring Rhythmic Layers)**
- Learn how composers create interesting textures by combining layers of musical sound **(Term 1: Exploring Rhythmic Layers)**
- Explore songs and musical activities to develop understanding of the inter-related dimensions of music and musical vocabulary **(Term 2: Music and Words)**
- Explore creative listening activities, learning to represent expressive

### Composing

- Represent multilayered textures using informal notation such as rhythm grids. **(Term 1: Exploring Rhythmic Layers)**
- Improvise rhythmic and melodic patterns to a four-beat pulse and perform with a sense of style **(Term 2: Music and Words)**
- Create music inspired by words and poetry, exploring techniques to establish mood and atmosphere **(Term 2: Music and Words)**
- Learn to notate pitches using staff and letter notation **(Term 3: Song Ingredients)**
- With a selection of activities to choose from, write a section of a song, compose a school jingle or write a song to celebrate their school community. **(Term 3: Song Ingredients)**

	<p>basslines (<b>Term 3: Song Ingredients</b>)</p>	<p>features in music in a graphic score (<b>Term 2: Music and Words</b>)</p> <ul style="list-style-type: none"> <li>• Learn how improvisations has been used throughout musical history (<b>Term 2: Music and Words</b>)</li> <li>• Learn about music styles such as jazz and influential musicians such as Louis Armstrong. (<b>Term 2: Music and Words</b>)</li> <li>• Learn about key ingredients used in songs: rhythm, melody, harmony and lyrics (<b>Term 3: Song Ingredients</b>)</li> <li>• Identify how layers of melody can be combined to create a polyphonic texture identifying these features in music from the past and present (<b>Term 3: Song Ingredients</b>)</li> <li>• Learn how songs can reflect the time and place in which they are written and may be sung to mark a social or cultural occasion. (<b>Term 3: Song Ingredients</b>)</li> </ul>				
<b>Y5 Vocabulary</b>						
<p><b>Pulse</b> – like a ticking clock, steady beat.  <b>Rhythm</b> –a pattern of long and short notes  <b>Beat</b> - unit of rhythm  <b>Dynamics</b> – how loud or quiet the music is (depending on how the composer wants the listener to feel).  <b>Pitch</b> – how High or Low the sound is  <b>Chant</b> - singing in unison, with a similar rhythm to speech.  <b>Tempo</b> – speed of a piece.  <b>Timbre (Tam-ber)</b>- what makes a musical note sound different from another. Words like round, brassy, sharp, or bright can be used.  <b>Improvise</b> - perform without planning or practice.  <b>Notation</b>–symbols used for writing music  <b>Ensemble</b> - a group of people who work or perform together.  <b>Bar</b> –a regular section on a staff, separated by vertical lines.  <b>Downbeat</b> –first beat in a bar.  <b>Staff</b>–five horizontal lines on which notes are written.  <b>Melody</b> - a group of notes of various pitches (how high or low a note sounds) which are played one after another.  <b>Texture</b> - the combination of the many different parts of music, including melody, harmony, bass, and rhythm to produce a composition. Songs are said to have a thick texture if there are many layers of instruments or if a lot of melodies or harmonies are being played at the same time.  <b>Articulation</b> - is used to show how to play a note - if it should be short and spikey or smooth.  <b>Pentatonic</b> - a type of musical scale that uses only five notes in an octave.  <b>Octave</b> - an octave has all notes (A,B,C,D,E,F,G) as well as their sharps and flats  <b>Ostinato</b> - a continued repeated rhythm. An example is <a href="#">Queen - Another One Bites The Dust (Official Video) - YouTube</a>  <b>String Instrument</b> - musical instruments (such as a guitar, violin, or piano) that have strings and that produce sound when the strings are touched or struck.  <b>Woodwind Instrument</b> - musical instruments (such as a flute and clarinet) that produce sound by blowing air into a cylindrical body.  <b>Brass Instrument</b> - a wind instrument that consists of a brass tube (usually of variable length) that is blown by means of a cup-shaped or funnel-shaped mouthpiece (trumpet, saxophone, etc).  <b>Percussion</b> - a musical instrument (such as a drum, xylophone, or maraca) sounded by striking, shaking, or scraping.  <b>Crotchet</b> - a note that is one beat long in 4/4 time.  <b>Crotchet Rest</b>–a pause that lasts for one beat.  <b>Quaver</b> – a note that is worth half a beat (two quavers are equal to one crotchet)  <b>Minim</b> – a note that lasts for two beats in 4/4 time (value of two crotchets)  <b>Semi-breve</b> – a note that lasts for 4 beats in 4/4 time (value of four crotchets)  <b>Mood</b> –a prevailing atmosphere or feeling created by the music.  <b>Chord</b> –three or more notes (pitches) played together at the same time.  <b>Chord progression</b> –string of chords played in succession, usually a pattern.</p>						
<p><b>Composer Study</b></p> <p><b>Beethoven</b> (Classical period)</p> <p><b>Chopin</b> (Romantic period)</p> <p>(Western Classical Tradition &amp; Film)</p>	<p><b>Autumn 1</b></p> <p>Symphony No 5 <a href="#">Beethoven - Symphony No. 5 (Proms 2012) - YouTube</a></p>	<p><b>Autumn 2</b></p> <p>Symphony No 3 “Eroica” <a href="#">Beethoven's Symphony No. 3 - Eroica - BBC Proms - YouTube</a> (Listen to various sections)</p>	<p><b>Spring 1</b></p> <p>Symphony No 9 <a href="#">Beethoven 9 - Chicago Symphony Orchestra - Riccardo Muti - YouTube</a></p>	<p><b>Spring 2</b></p> <p>Revolutionary Etude (Op. 10 No. 12) <a href="#">Chopin - Revolutionary Etude (Op. 10 No. 12) - YouTube</a></p>	<p><b>Summer 1</b></p> <p>Chopin Minute Waltz Op. 64 No. 1 <a href="#">Lang Lang - Chopin Minute Waltz Op. 64 No. 1 - YouTube</a></p>	<p><b>Summer 2</b></p> <p>Chopin: Nocturne No.2 In E Flat, Op.9 No.2 <a href="#">Chopin: Nocturne No. 2 in E-Flat Major, Op. 9 No. 2 - YouTube</a></p>

<p><b>Popular Music</b> (Previous learning)</p>	<p><b>Y1 - 1950s Rock &amp; Roll</b>  <b>Hound Dog - Elvis Presley</b> <a href="#">elvis presley-hound dog - YouTube</a>  <b>Y2 Motown</b>  <b>Heard it through the Grapevine - Marvin Gaye</b> <a href="#">Marvin Gaye - I Heard It Through The Grapevine (Lyric Video) - YouTube</a>  <b>Y3 - Funk</b>  <b>I feel good - James Brown</b> <a href="#">James Brown - I Feel Good 1965 (Remastered) - YouTube</a>  <b>Y4 - 90s Indie</b>  <b>Wonderwall by Oasis</b> <a href="#">Oasis - Wonderwall (Official Video) - YouTube</a>  e</p> <p><b>80s Synth/Pop</b></p> <p><b>A Little Respect by Erasure</b> <a href="#">Erasure - A Little Respect (Official HD Music Video) - YouTube</a></p> <p><a href="#">Orchestral Manoeuvres In The Dark - Enola Gay (Official Music Video) - YouTube</a></p> <p><a href="#">Yazoo - Only You (Official Music Video) - YouTube</a></p> <p><a href="#">Philip Oakey &amp; Giorgio Moroder - Together in Electric Dreams (Official Video) - YouTube</a></p> <p><a href="#">Kim Wilde - Kids In America (Official Music Video) - YouTube</a></p> <p><a href="#">M - Pop Muzik 1979 - YouTube</a></p> <p><a href="#">Paul Hardcastle - 19 (Official Music Video) - YouTube</a></p> <p><a href="#">Harold Faltermeyer - Axel F (1984) Beverly Hills Cop - Soundtrack - YouTube</a></p> <p><a href="#">a-ha - Take On Me (Official Video) [Remastered in 4K] - YouTube</a></p>	<p><b>Y1 - 1960s Pop</b>  <b>Help! - The Beatles</b> <a href="#">The Beatles - Help! - YouTube</a>  <b>Y2 - Disco</b>  <b>CHIC - Le Freak (Official Music Video) - YouTube  <b>Y3 - 70s/80s Rock</b>  <b>We will Rock You - Queen</b> <a href="#">Queen - We Will Rock You (Live at Wembley 11.07.1986) - YouTube</a>  <b>Y4 - 90s Old School Hip Hop</b>  <b>Can I kick it? - A Tribe Called Quest - Can I Kick It? (Official Audio) - YouTube</b></b></p> <p><b>Artpop</b></p> <p><b>It's oh so quiet by Bjork</b>  <a href="#">Björk - It's Oh So Quiet (Official 4K Music Video) - YouTube</a></p> <p><a href="#">Lady Gaga - Born This Way (Official Music Video) - YouTube</a></p> <p><a href="#">David Bowie Starman (1972) official video - YouTube</a></p> <p><a href="#">Grace Jones Slave To The Rhythm 1985 480p 25fps H264 128kbit AAC - YouTube</a></p> <p><a href="#">Kate Bush - Running Up That Hill - Live on Wogan 1985 - YouTube</a></p> <p><a href="#">Katy Perry - Firework (Official Music Video) - YouTube</a></p> <p><a href="#">1969 Liberace Show Boogie Woogie - YouTube</a></p> <p><a href="#">Prince &amp; The New Power Generation - Diamonds And Pearls (Official Music Video) - YouTube</a></p> <p><a href="#">Elton John - Crocodile Rock - YouTube</a></p> <p><a href="#">Freddie Mercury - Living On My Own (Official Video Remastered) - YouTube</a></p>			<p><b>Y1 - African Drumming</b>  <b>Kye Kye Kule</b> (Call and Response song)  <a href="https://youtu.be/ZByYHK9RXVM">https://youtu.be/ZByYHK9RXVM</a>  <b>Y2 - Folk</b>  <b>The Wellerman</b>  <a href="https://youtu.be/ByJZTml4sLw">https://youtu.be/ByJZTml4sLw</a>  <b>Y3 - Brazil - Samba</b>  <b>Samba de Janeiro - YouTube</b>  <b>Y4 - Ravi Shankar</b>  <a href="#">Norwegian Wood (This Bird Has Flown) - YouTube</a></p> <p><b>South Africa - Choral</b></p> <p><a href="#">Inkanyezi Nezazi by Ladysmith Black Mambazo</a></p> <p><a href="#">Ladysmith Black Mambazo - Inkanyezi Nezazi (heinz theme) - YouTube</a></p> <p>Could introduce by using <i>The Lion Sleeps Tonight</i> - <a href="#">Ladysmith Black Mambazo/Mint Juleps "The Lion Sleeps Tonight" - YouTube</a></p>	
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>- Each half term, children will be assessed on the listening and appraisal of their composer.</li> <li>- Formative assessment throughout each set of lessons for composing/improvising aspects.</li> <li>- Videos (first lesson and last lesson) to be posted in Evidence folder on Seesaw to show progression.</li> </ul>					

# Waterville Primary School Progression of Skills and Vocabulary in Music

<h2>Year 6</h2>	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul> <p><b>In KS2, pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music</li> </ul>		
<h2>Prior learning</h2>	<p><b>In Year 5 the children:</b></p> <ul style="list-style-type: none"> <li>Learn to play rhythms expressively, selecting suitable timbre and dynamics</li> <li>Develop ensemble skills</li> <li>Perform songs and accompany them with polyrhythmic texture</li> <li>Learn rounds and part songs such as School Is Nearly Over and I Got A Little Dog</li> <li>Develop their understanding of intervals, scales and chords</li> <li>Play together as an ensemble and accompany song melodies using chords, drones or basslines</li> <li>Develop understanding of rhythm and rhythmic notation.</li> <li>Explore time signatures, learning to feel the difference between three and four beats in a bar.</li> <li>Listen to a range of music, exploring folk traditions such as Morris and Basque Dance</li> <li>Learn how composers create interesting textures by combining layers of musical sound • Explore songs and musical activities to develop understanding of the inter-related dimensions of music and musical vocabulary</li> <li>Explore creative listening activities, learning to represent expressive features in music in a graphic score</li> <li>Learn how improvisations has been used throughout musical history</li> <li>Learn about music styles such as jazz and influential musicians such as Louis Armstrong.</li> <li>Learn about key ingredients used in songs: rhythm, melody, harmony and lyrics</li> <li>Identify how layers of melody can be combined to create a polyphonic texture identifying these features in music from the past and present</li> <li>Learn how songs can reflect the time and place in which they are written and may be sung to mark a social or cultural occasion.</li> <li>Represent multilayered textures using informal notation such as rhythm grids. <ul style="list-style-type: none"> <li>Improvise rhythmic and melodic patterns to a four- beat pulse and perform with a sense of style</li> <li>Create music inspired by words and poetry, exploring techniques to establish mood and atmosphere</li> <li>Learn to notate pitches using staff and letter notation</li> </ul> </li> <li>With a selection of activities to choose from, write a section of a song, compose a school jingle or write a song to celebrate their school community.</li> </ul>		
<h2>Areas of learning</h2>	<h3>Performing</h3> <ul style="list-style-type: none"> <li>Perform rhythms expressively, experimenting with vocal and instruments effects by varying articulation, dynamics and timbre and learn to identify these features when listening to each other perform. <b>(Term 1: We've Got Rhythm)</b></li> <li>Learn to play polyrhythms and create different polyrhythmic textures. <b>(Term 1: We've Got Rhythm)</b></li> <li>Learn to make subtle changes to vocal timbre as well as exploring dynamics, pitch, tempo and articulation to achieve effects.</li> </ul>	<h3>Listening &amp; Appraising</h3> <ul style="list-style-type: none"> <li>Explore time signatures and through songs and collaborative rhythm games, get a feel for 6/8 rhythms and learn to identify changes in time signature. <b>(Term 1: We've Got Rhythm)</b></li> <li>Listen to rhythms from around the world <b>(Term 1: We've Got Rhythm)</b></li> <li>Explore how consonant and dissonant sounds in harmony can create moods and atmosphere <b>(Term 2: Musical Effects and Moods)</b></li> <li>Learn how composers use music to communicate characters, settings and moods, identifying and exploring techniques such as leitmotifs used by</li> </ul>	<h3>Composing</h3> <ul style="list-style-type: none"> <li>Compose in a rhythmic structure. From a choice of activities, write a short rap, choregraph a routine with plastic cups or create a 16 beat (four bar) body percussion break to accompany the song, Fiesta! <b>(Term 1: We've Got Rhythm)</b></li> <li>Get creative with vocal and instrumental sounds, developing improvisation skills <b>(Term 2: Musical Effects and Moods)</b></li> <li>Learn about intervals through simple tuned percussion activities <b>(Term 2: Musical Effects and Moods)</b></li> <li>Work in small groups and explore ways to interpret and convey the</li> </ul>

<p>(Term 2: Musical Effects and Moods)</p> <ul style="list-style-type: none"> <li>• Play as an ensemble and learn to play simple chord progressions and bass lines to accompany songs (Term 3: Celebrating Songs)</li> <li>• Participate in whole class tuition of ukulele.</li> </ul>	<p>film composer, John Williams (Term 2: Musical Effects and Moods)</p> <ul style="list-style-type: none"> <li>• Learn about key features of musical theatre, identifying the role of actors, musicians, and audience (Term 2: Musical Effects and Moods)</li> <li>• Develop their knowledge of song ingredients. (Term 3: Celebrating Songs)</li> <li>• Learn how composers uses the inter-related dimensions to communicate the message of a song as well as identifying structural features such as verse, chorus and bridge. (Term 3: Celebrating Songs)</li> <li>• Identify and describe melodic patterns and sequences in songs, playing them by ear on melodic instruments. (Term 3: Celebrating Songs)</li> <li>• Listen to a range of music from protest songs to royal fanfares and understand how composers find their inspiration from specific events and situations in the world. (Term 3: Celebrating Songs)</li> </ul>	<p>lyrical meaning of a song effectively adding appropriate dynamics, vocal timbre, facial expression and movement. (Term 2: Musical Effects and Moods)</p> <ul style="list-style-type: none"> <li>• Explore composition activities such as film soundtracks, leitmotifs, sound-effect rhythms or a musical roller coaster ride and represent them using a combination of graphic and standard notations (Term 2: Musical Effects and Moods)</li> <li>• Compose and notate simple melodies inspired by Ring Out The Bells and London Bells (Term 3: Celebrating Songs)</li> <li>• Compose music for a specific occasion, writing a song of celebration, a leavers' song or a school fanfare. (Term 3: Celebrating Songs)</li> </ul>
<p><b>Y6 Specific Vocabulary</b></p>		
<p><b>Pulse</b> – like a ticking clock, steady beat.  <b>Rhythm</b> –a pattern of long and short notes  <b>Beat</b> - unit of rhythm  <b>Dynamics</b> – how loud or quiet the music is (depending on how the composer wants the listener to feel).  <b>Pitch</b> – how High or Low the sound is  <b>Chant</b> - singing in unison, with a similar rhythm to speech.  <b>Tempo</b> – speed of a piece.  <b>Timbre (Tam-ber)</b>- what makes a musical note sound different from another. Words like round, brassy, sharp, or bright can be used.  <b>Improvise</b> - perform without planning or practice.  <b>Notation</b>–symbols used for writing music  <b>Ensemble</b> - a group of people who work or perform together.  <b>Bar</b> –a regular section on a staff, separated by vertical lines.  <b>Downbeat</b> –first beat in a bar.  <b>Stave</b>–five horizontal lines on which notes are written.  <b>Melody</b> - a group of notes of various pitches (how high or low a note sounds) which are played one after another.  <b>Texture</b> - the combination of the many different parts of music, including melody, harmony, bass, and rhythm to produce a composition. Songs are said to have a thick texture if there are many layers of instruments or if a lot of melodies or harmonies are being played at the same time.  <b>Pentatonic</b> - a type of musical scale that uses only five notes in an octave.  <b>Octave</b> - an octave has all notes (A,B,C,D,E,F,G) as well as their sharps and flats  <b>Ostinato</b> - a continued repeated rhythm. An example is <a href="#">Queen - Another One Bites The Dust (Official Video) - YouTube</a>  <b>String Instrument</b> - musical instruments (such as a guitar, violin, or piano) that have strings and that produce sound when the strings are touched or struck.  <b>Woodwind Instrument</b> - musical instruments (such as a flute and clarinet) that produce sound by blowing air into a cylindrical body.  <b>Brass Instrument</b> - a wind instrument that consists of a brass tube (usually of variable length) that is blown by means of a cup-shaped or funnel-shaped mouthpiece (trumpet, saxophone, etc).  <b>Percussion</b> - a musical instrument (such as a drum, xylophone, or maraca) sounded by striking, shaking, or scraping.  <b>Crotchet</b> - a note that is one beat long in 4/4 time.  <b>Crotchet Rest</b>–a pause that lasts for one beat.  <b>Quaver</b> – a note that is worth half a beat (two quavers are equal to one crotchet)  <b>Minim</b> – a note that lasts for two beats in 4/4 time (value of two crotchets)  <b>Semi-breve</b> – a note that lasts for 4 beats in 4/4 time (value of four crotchets)  <b>Mood</b> –a prevailing atmosphere or feeling created by the music.  <b>Chord</b> –three or more notes (pitches) played together at the same time.  <b>Chord progression</b> –string of chords played in succession, usually a pattern.  <b>Minim rest</b> -a pause that lasts for two beats.  <b>Semibreve rest</b> –a symbol used in written music to show a pause that last for four beats.</p>		

Composer Study	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Tchaikovsky and Clara Schumann</b> (Romantic period)  <b>Debussy</b> (20th Century/Post Modern Period)  (Western Classical Tradition & Film)	<b>Tchaikovsky</b> 1812 Overture  <a href="#">Tchaikovsky: Ouverture 1812   Prinsengrachtconcert 2013 - YouTube</a>	<b>Tchaikovsky</b> The Nutcracker Suite – Dance of the Sugar Plum Fairy  <a href="#">Dance of the Sugar Plum Fairy from The Nutcracker (The Royal Ballet) - YouTube</a>	<b>Clara Schumann</b> Piano Trio  <a href="#">Clara Schumann: Piano Trio Op. 17 (1846) - YouTube</a>	<b>Clara Schumann</b> Piano Concerto in A minor  <a href="#">C. Schumann: Piano Concerto in A Minor, Op. 7 - 1. Allegro maestoso - YouTube</a>	<b>Debussy</b> Prélude à l'après-midi d'un faune  <a href="#">Debussy: Prélude à l'après-midi d'un faune · hr-Sinfonieorchester · Andrés Orozco-Estrada - YouTube</a>	<b>Debussy</b> Pelléas et Mélisande, La Mer (The Sea)  <a href="#">Debussy - La Mer (The Sea), 3 Symphonic Sketches for Orchestra - YouTube</a> (Listen to sections)
<b>Popular Music</b> (Previous learning)	<b>Y1 - 1950s Rock &amp; Roll</b> <b>Hound Dog – Elvis Presley</b> <a href="#">elvis presley-hound dog - YouTube</a> <b>Y2 Motown</b> <b>Heard it through the Grapevine – Marvin Gaye</b> <a href="#">Marvin Gaye - I Heard It Through The Grapevine (Lyric Video) - YouTube</a> <b>Y3 - Funk</b> <b>I feel good – James Brown</b> <a href="#">James Brown - I Feel Good 1965 (Remastered) - YouTube</a> <b>Y4 – 90s Indie</b> <b>Wonderwall by Oasis</b> <a href="#">Oasis - Wonderwall (Official Video) - YouTube</a> <b>Y5 80s Synth/Pop</b> <b>A Little Respect by Erasure</b> <a href="#">Erasure - A Little Respect (Official HD Music Video) - YouTube</a>  <b>Jazz (compare with early jazz from WW2) &amp; Blues</b>  <b>Feeling Good by Nina Simone</b> <a href="#">Nina Simone - Feeling Good - YouTube</a>  <a href="#">Louis Armstrong - What A Wonderful World - YouTube</a>  <a href="#">Duke Ellington, "Take the A Train" - YouTube</a>  <a href="#">Ella Fitzgerald - Mack The Knife - YouTube</a>  <a href="#">Billie Holiday - When You're Smiling - YouTube</a>  <a href="#">NINA SIMONE - My baby just cares for me - YouTube</a>  <a href="#">Ella Fitzgerald - Cry me a river - YouTube</a>		<b>Y1 - 1960s Pop</b> <b>Help! – The Beatles</b> <a href="#">The Beatles - Help! - YouTube</a> <b>Y2 - Disco</b> <b>CHIC - Le Freak</b> (Official Music Video) - YouTube <b>Y3 – 70s/80s Rock</b> <b>We will Rock You – Queen</b> <a href="#">Queen - We Will Rock You (Live at Wembley 11.07.1986) - YouTube</a> <b>Y4 – 90s Old School Hip Hop</b> <b>Can I kick it? – A Tribe Called Quest</b> - <a href="#">Can I Kick It? (Official Audio) - YouTube</a> <b>Y5 - Artpop</b> <b>It's oh so quiet by Bjork</b> <a href="#">Björk - It's Oh So Quiet (Official 4K Music Video) - YouTube</a>  <b>90s R&amp;B</b>  <b>Survivor by Destiny's Child</b> <a href="#">Destiny's Child - Survivor Lyrics - YouTube</a>  <a href="#">Mary Mary - Shackles (Praise You) - YouTube</a>  <a href="#">TLC - Waterfalls (Official HD Video) - YouTube</a>  <a href="#">Rihanna - Umbrella (Orange Version) (Official Music Video) ft. JAY-Z - YouTube</a>  <a href="#">Usher - Yeah (ft. Ludacris &amp; Lil' Jon) - YouTube</a>  <a href="#">Justin Timberlake - Cry Me A River (Official Video) - YouTube</a>		<b>Y1 - African Drumming</b> <b>Kye Kye Kule</b> (Call and Response song) <a href="https://youtu.be/ZByYHK9RXVM">https://youtu.be/ZByYHK9RXVM</a> <b>Y2 - Folk</b> <b>The Wellerman</b> <a href="https://youtu.be/ByJZTml4sLw">https://youtu.be/ByJZTml4sLw</a> <b>Y3 - Brazil – Samba</b> <b>Samba de Janeiro - - YouTube</b> <b>Y4 – Ravi Shankar</b> <a href="#">Norwegian Wood (This Bird Has Flown) - YouTube</a> <b>Y5 - South Africa – Choral</b> <b>Inkanyezi Nezazi by Ladysmith Black Mambazo</b> <a href="#">Ladysmith Black Mambazo - Inkanyezi Nezazi (heinz theme) - YouTube</a>  <b>England/Irish – Folk</b>  <b>Ho Hey by The Lumineers</b> <a href="#">The Lumineers - Ho Hey (Official Video) - YouTube</a>  <a href="#">Peter, Paul and Mary - Where Have All the Flowers Gone (25th Anniversary Concert) - YouTube</a>  <a href="#">Daniel O'Donnell - Danny Boy - YouTube</a>  <a href="#">Ed Sheeran - Galway Girl [Official Music Video] - YouTube</a>  <a href="#">Mumford &amp; Sons - Awake My Soul (Live from Denver) ft. The Milk Carton Kids - YouTube</a>	

	<p><b>Blues</b></p> <p><b>Human by Rag n Bone Man</b>  <a href="#">Rag'n'Bone Man - Human (Official Video) - YouTube</a></p> <p><b>Boom, Boom by John Lee Hooker</b>  <a href="#">John Lee Hooker - Boom Boom (from "The Blues Brothers") - YouTube</a></p> <p><a href="#">The Blues Brothers (1980) - Everybody Needs Somebody to Love Scene (6/9)   Movieclips - YouTube</a></p> <p><a href="#">Etta James - I'd Rather Go Blind - YouTube</a></p> <p><a href="#">Howlin' Wolf - Smokestack Lightnin' - YouTube</a></p> <p><a href="#">Ray Charles - I've Got A Woman - YouTube</a></p> <p><a href="#">Ella Fitzgerald - Summertime (1968) - YouTube</a></p> <p><a href="#">Nina Simone - Backlash Blues (Official Audio) - YouTube</a></p> <p><a href="#">Louis Armstrong - When The Saints Go Marching In - YouTube</a></p>	<p><b>90s Singer/Songwriter</b></p> <p><b>Ironic by Alanis Morissette</b>  <a href="#">Alanis Morissette - Ironic (Official 4K Music Video) - YouTube</a></p> <p><a href="#">björk - it's oh so quiet - YouTube</a></p> <p><a href="#">Sheryl Crow - All I Wanna Do (Official Music Video) - YouTube</a></p> <p><a href="#">Tori Amos - Cornflake Girl (US Version) (Official Music Video) - YouTube</a></p> <p><a href="#">Lisa Loeb "Stay (I Missed You)" Music Video - YouTube</a></p>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Each half term, children will be assessed on the listening and appraisal of their composer.</li> <li>- Formative assessment throughout each set of lessons for composing/improvising aspects.</li> <li>- Videos (first lesson and last lesson) to be posted in Evidence folder on Seesaw to show progression.</li> <li>-</li> </ul>		