



CONTENT COVERAGE	EYFS	KS1	LKS2	UKS2
<p>A1</p>	<p>To understand how to listen carefully and talk about what I hear. To know that sounds can be copied by my voice, body percussion and instruments. To understand that instruments can be played loudly or softly. To know that music often has more than one instrument being played at a time.</p> <p>To know that the beat is the steady pulse of a song. To know that tempo is the speed of the music. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To know that signals can tell us when to start or stop playing.</p> <p>Key vocabulary: voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body</p>	<p>To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower. To know that a piece of music can have more than one section, eg a versed and a chorus. To understand that tempo can be used to represent mood or help tell a story. To understand that 'tuned' instruments play more than one pitch of notes. To know that following a leader when we perform helps everyone play together accurately.</p> <p>Key vocabulary: body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument,</p>	<p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that different notes have different durations, and that crotchets are worth one whole beat. To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that written music tells you how long to play a note for. To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm.</p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. To know that simple pictures can be used to represent the structure (organisation) of music. To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that 'graphic notation' means writing music</p>



	<p>percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds</p> <p>actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform, performance, audience</p>	<p>perform, play, pulse, rhythm, sing, syllables</p> <p>accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune</p>	<p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p> <p>Key vocabulary:</p> <p>accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline, duration, dynamics, in-time, in-tune, layer, lyrics, key change, major key, minim, minor key, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, tension, tune, vocal warm-up</p> <p>body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion</p>	<p>down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>Key vocabulary:</p> <p>accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups</p> <p>accelerando, Body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval, major, melodic, melody, military, minor, modulate, musical, orchestral, pitch, polished, sequence, solo, soundtrack, symbol, timpani,</p>
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				tension, texture, tremolo, unison, urgency
A2	<p>To understand that a piece of music can tell a story with sounds. To know that different instruments can sound like a particular character. To understand what 'high' and 'low' notes are.</p> <p>Key vocabulary: classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance</p>	<p>To understand that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it. To understand that 'accompaniment' can mean playing instruments along with a song. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p> <p>Key vocabulary: beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume</p>	<p>To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.</p> <p>Key vocabulary: accuracy, crescendo, control, composition, duration, dynamics, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, timbre, tempo, untuned percussion</p>	<p>To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>Key vocabulary: 3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind</p>
A3	To know that an orchestra is a big group of people playing a	To know that musical instruments can be used to	To understand that musical motifs (repeating patterns) are used as a building block	To know that a chord progression is a sequence of



	<p>variety of instruments together. To know that music often has more than one instrument being played at a time. To understand that performing means playing a finished piece of music for an audience.</p> <p>Key vocabulary: music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass</p>	<p>create 'real life' sound effects. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p> <p>Key vocabulary: actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind</p>	<p>in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p> <p>Key vocabulary: backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups</p>	<p>chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals. To understand that all types of music notation show note duration.</p> <p>Key vocabulary: allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse</p>
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<p>B1</p>	<p>To understand how to listen carefully and talk about what I hear. To know that sounds can be copied by my voice, body percussion and instruments. To understand that instruments can be played loudly or softly. To know that music often has more than one instrument being played at a time.</p> <p>To know that the beat is the steady pulse of a song. To know that tempo is the speed of the music. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To know that signals can tell us when to start or stop playing.</p> <p>Key vocabulary: <i>voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly,</i></p>	<p>To understand that pitch means how high or low a note sounds. To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that music has layers called 'texture'. To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</p> <p>Key vocabulary: <i>actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse</i></p> <p><i>bassoon, beat, body percussion, chant, clap, clarinet, compose, flute,</i></p>	<p>To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar' To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. To know that a ballad tells a story through song. To know that lyrics are the words of a song. To know that in a ballad, a 'stanza' is a verse.</p> <p>Key vocabulary: <i>ballad, chorus, compose, dynamics, emotions,</i></p>	<p>To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that a chord is the layering of several pitches played at the same time. To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music 'on the spot'. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described</p>
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	<p>dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds</p> <p>actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform, performance, audience</p>	<p>French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice</p>	<p>ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume</p> <p>Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, repeated rhythm, rhythm, rag, sarangi, sitar, tabla, tala, tempo</p>	<p>in many ways eg warm or cold, rich or bright.</p> <p>Key vocabulary:</p> <p>12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation</p> <p>classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture</p>
B2	<p>To understand that a piece of music can tell a story with sounds.</p> <p>To know that different instruments can sound like a particular character.</p> <p>To understand what 'high' and 'low' notes are.</p> <p>Key vocabulary: classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody,</p>	<p>To know that dynamics can change the effect a sound has on the audience.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p> <p>To understand that the tempo of a musical phrase</p>	<p>To know that when you sing without accompaniment it is called 'A Capella'.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To know that 'performance directions' are words added</p>	<p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p> <p>To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</p> <p>To understand that major chords create a bright, happy sound.</p>



	<p>character, instrument, song, actions, percussion, compose, perform, performance</p>	<p>can be changed to achieve a different effect. To understand that an instrument can be matched to an animal noise based on its timbre.</p> <p>Key vocabulary: actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume</p>	<p>to music notation to tell the performers how to play.</p> <p>Key vocabulary: a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato</p>	<p>To know that poly-rhythms means many rhythms played at once. To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p> <p>Key vocabulary: a capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals</p>
<p>B3</p>	<p>To know that an orchestra is a big group of people playing a variety of instruments together. To know that music often has more than one instrument being played at a time. To understand that performing means playing a finished piece of music for an audience.</p>	<p>I know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic</p>	<p>To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. To understand that a rhythmic break is a place in</p>	<p>To know that a vocal composition is a piece of music created only using voices. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. To understand that human voices have their own</p>



	<p>Key vocabulary: <i>music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass</i></p>	<p>poem' written by Arthur Bax in 1917.</p> <p>Key vocabulary: <i>beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental, layers, melody, notation, performance, pluck, pitch, represent, rhythm, stave notation, structure, tempo, texture, thick, thin, timbre, verse, violin, viola</i></p>	<p>the music where some of the instruments play a new rhythm before going back to the original rhythms.</p> <p>Key vocabulary: <i>agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion</i></p>	<p>individual timbre, and that this can be adapted by using the voice in different ways. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. To know that a vocal composition is a piece of music created only using voices.</p> <p>Key vocabulary: <i>dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds</i></p>
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