Year	Listening and appraising	Composing	Performing	The history of music	The inter-related dimensions of music
Group					
EYFS	Responding to music through	Playing untuned percussion 'in	Using their voices to join in with	N/A	Pitch - To understand that what 'high' and ' low' notes are.
	movement, altering movement	time' with a piece of music.	well-known songs from memory.		
	to reflect the tempo, dynamics				Duration - To recognise that different sounds can be long or
	or pitch of the music.	Selecting classroom objects to	Remembering and maintaining		short.
		use as instruments.	their role within a group		
	Exploring lyrics by suggesting		performance.		Dynamics - To understand that instruments can be played
	appropriate actions. Exploring	Experimenting with body			loudly or softly.
	the story behind the lyrics or	percussion and vocal sounds to	Moving to music with instruction		
	music.	respond to music.	to perform actions.		Tempo - To recognise music that is 'fast' or 'slow'.
	Listening to and following a	Selecting appropriate	Participating in performances to		To understand that we can match our body movements to
	beat using body percussion and	instruments to represent action	a small audience.		the speed (tempo) or pulse (beat) of music.
	instruments.	and mood.			
			Stopping and starting playing at		Timbre - To know that different instruments can sound like a
	Considering whether a piece of music has a fast, moderate or	Experimenting with playing	the right time.		particular character.
	slow tempo.	instruments in different ways.			
	slow tempo.				Texture - To know that music often has more than one
	Listening to sounds and				instrument being played at a time.
	matching them to the object or				
	instrument.				Structure - To recognise the chorus in a familiar song.
	Listening to sounds and				Notation - To know that signals can tell us when to start or
	identifying high and low pitch.				stop playing.
	Listening to and repeating a				
	simple rhythm.				
	Listening to and repeating				
	simple lyrics.				
	Understanding that different				
	instruments make different				
	sounds and grouping them				
	accordingly.				

Year 1	Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher.	Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.	N/A	 Pitch - To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes. Duration - To know that rhythm means a pattern of long and short notes. Dynamics - To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics. Tempo - To know that the 'pulse' is the steady beat that goes through music. 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 my voice can create different timbres to help tell a story. Texture - To know that a piece of music can have more theo one pattern.
					Structure - To know that a piece of music can have more than one section, eg a versed and a chorus. Notation - To understand that music can be represented by pictures or symbols.
Year 2	Recognising timbre changes in music they listen to. Recognising structural features in music they listen to.	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).	N/A	Pitch - To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. Duration - To know that 'duration' means how long a note, phrase or whole piece of music lasts.

r					
	Listening to and recognising	Successfully combining and	Singing short songs from		To know that the long and short sounds of a spoken phrase
	instrumentation.	layering several instrumental and	memory, with melodic and		can be represented by a rhythm.
		vocal patterns within a given	rhythmic accuracy.		
	Beginning to use musical	structure.			Dynamics - To know that dynamics can change the effect a
	vocabulary to describe music.		Copying longer rhythmic patterns		sound has on the audience.
		Creating simple melodies from	on untuned percussion		
	Identifying melodies that move	five or more notes.	instruments, keeping a steady		Tempo - To understand that the tempo of a musical phrase
	in steps.		pulse.		can be changed to achieve a different effect.
	m steps.	Choosing appropriate dynamics,			
		tempo and timbre for a piece of	Performing expressively using		
	Listening to and repeating a	music.	dynamics and timbre to alter		Timbre - To know that musical instruments can be used to
	short, simple melody by ear.	music.	,		create 'real life' sound effects.
			sounds as appropriate.		To understand an instrument can be matched to an animal
	Suggesting improvements to	Using letter name and graphic			noise based on its timbre.
	their own and others' work.	notation to represent the details	Singing back short melodic		
		of their composition.	patterns by ear and playing short		Texture - To know that a graphic score can show a picture of
			melodic patterns from letter		the layers, or 'texture', of a piece of music.
		Beginning to suggest	notation.		
		improvements to their own work.			
					Structure - To understand that structure means the
					organisation of sounds within music, eg a chorus and verse
					pattern in a song.
					Notation - To know that 'notation' means writing music
					down so that someone else can play it
					I know that a graphic score can show a picture of the
					structure and / or texture of music.
Year 3	Discussing the stylistic features	Composing a piece of music in a	Singing songs in a variety of	Understanding that	Pitch - To know that the group of pitches in a song is called
	of different genres, styles and	given style with voices and	musical styles with accuracy and	music from	its 'key' and that a key decides whether a song sounds happy
	traditions of music using	instruments (Battle Song, Indian	control, demonstrating	different times has	or sad.
	musical vocabulary (Indian,	Classical, Jazz, Swing).	developing vocal technique.	different features.	To know that some traditional music around the world is
	classical, Chinese, Battle Songs,				based on five-notes called a 'pentatonic' scale.
	Ballads, Jazz).	Combining melodies and rhythms	Singing and playing in time with	(Also part of the	To understand that a pentatonic melody uses only the five
		to compose a multi-layered	peers, with some degree of	Listening strand)	notes C D E G A.
	Understanding that music from	composition in a given style	accuracy and awareness of their		
	different parts of the world has	(pentatonic).	part in the group performance.		Duration - To know that different notes have different
	different features.				durations, and that crotchets are worth one whole beat.
		Using letter name and rhythmic	Performing from basic staff		To know that written music tells you how long to play a note
		notation (graphic or staff), and	notation, incorporating rhythm		for.
		notation (graphic of starr), and			
	1		and pitch and being able to	1	

	Recognising and explaining the	key musical vocabulary to label	identify these symbols using		
	changes within a piece of music	and record their compositions.	musical terminology.		Dynamics - To know that the word 'crescendo' means a
	using musical vocabulary.				sound getting gradually louder.
		Suggesting and implementing			Sound Setting Braddeny rodden.
	Describing the timbre dynamic				
	Describing the timbre, dynamic,	improvements to their own work,			Timbre - To understand that the timbre of instruments
	and textural details of a piece	using musical vocabulary.			played affect the mood and style of a piece of music.
	of music, both verbally, and				
	through movement.				
					Texture - To know that many types of music from around the
	Beginning to show an				world consist of more than one layer of sound; for example
					a 'tala' and 'rag' in traditional Indian music.
	awareness of metre.				
					Structure - To know that in a ballad, a 'stanza' means a
	Beginning to use musical				
	vocabulary (related to the inter-				verse.
	related dimensions of music)				To know that music from different places often has different
	-				structural features, eg traditional Chinese music is based on
	when discussing improvements				the five-note pentatonic scale.
	to their own and others' work.				
					Notation - To understand that 'reading' music means using
					how the written note symbols look and their position to
					know what notes to play.
Year 4	Recognising the use and	Composing a coherent piece of	Singing longer songs in a variety	Recognising and	Pitch - To know that a bass line is the lowest pitch line of
	development of motifs in	music in a given style with voices,	of musical styles from memory,	discussing the	notes in a piece of music, and a walking bassline (where
	music.	bodies and instruments.	with accuracy, control, fluency	stylistic features of	patterns of notes go up then down again) is common in rock
			and a developing sense of	different genres,	and roll.
	Identifying gradual dynamic	Beginning to improvise musically	expression including control of	styles and traditions	To know that a glissando in music means a sliding effect
	and tempo changes within a	within a given style.	subtle dynamic changes.	of music using	played on instruments or made by your voice.
		within a given style.	,	musical vocabulary.	To know that 'transposing' a melody means changing its key,
	piece of music.			inderedi recabararyr	making it higher or lower pitched.
		Developing melodies using	Singing and playing in time with		making it night of lower pitched.
	Recognising and discussing the	rhythmic variation, transposition,	peers with accuracy and	(Also part of the	Duration To lungue that couchining different instances at
	stylistic features of different	inversion, and looping.	awareness of their part in the	Listening strand)	Duration - To know that combining different instruments
	genres, styles and traditions of		group performance.		playing different rhythms creates layers of sound called
	music using musical vocabulary				'texture'.
		Creating a piece of music with at	Playing melody parts on tuned		To know that playing 'in time' requires playing the notes for
	(Samba, Rock and Roll).	least four different layers and a			the correct duration as well as at the correct speed.
		clear structure.	instruments with accuracy and		To know that a motif in music can be a repeated rhythm.
	Identifying common features		control and developing		. ,
	between different genres,	Using letter name, graphic and	instrumental technique.		Demonstrate Tables on the tables of the tables of the tables
	styles and traditions of music.				Dynamics - To know that changing the dynamics of a musical
		rhythmic notation and key			phrase or motif can change the texture of a piece of music.
		1			

	Recognising, naming and explaining the effect of the interrelated dimensions of	musical vocabulary to label and record their compositions.	Playing syncopated rhythms with accuracy, control and fluency.		Tempo - To know that playing in time means all performers playing together at the same speed.
	music.	Suggesting improvements to others' work, using musical			Timbre - To know that grouping instruments according to their timbre can create contrasting 'textures' in music.
	Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.	vocabulary.			To understand that both instruments and voices can create audio effects that describe something you can see.
	Using musical vocabulary to discuss the purpose of a piece of music.				Texture - To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.
	Using musical vocabulary (related to the inter-related dimensions of music) when				Structure - To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.
	discussing improvements to their own and others' work.				An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music
					Notation - To know that 'performance directions' are words added to music notation to tell the performers how to play.
Year 5	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have	 Pitch - To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. 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 varying effects can be created using only your voice, for example by changing the pitch, dynamic or
	Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter- related dimensions of music to add musical interest.	dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	developed over time. (Also part of the Listening strand)	tempo of the sounds made. Duration - To know that 'poly-rhythms' means many different rhythms played at once. 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.

	Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Using staff notation to record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.	Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency.		Dynamics - 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. Tempo - To understand that a slow tempo can be used to make music sound sad. 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. Timbre - To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. Texture – To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once. Structure – To know that a loop is a repeated rhythm or melody and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. Notation – To know that simple pictures can be used to represent the structure (organisation) of music.
					To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.
Year 6	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.	Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different	 Pitch - To know that the Solfa syllables represent the pitches in an octave. 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 a melody can be adapted by changing its pitch.

discussing the stylistic features of music and relating it to otherInstruments.others and communicating with the group.development of musical styles.show note duration, including the Kodaly method which uses syllables to indicate rhythms.	Recognising and confidently	with voices, bodies and	as required, keeping in time with	composers on the	Duration - To understand that all types of music notation
 aspects of the Arts (Pop art, Film music). Composing an original song, incorporating lyric writing, weldy writing, and the composition of accompanying graphic notation, justifying their choices with reference to musical vocabulary. Developing melodies using theatures, within a given structure. Developing melodies using theatures of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly, when describing and piece of music. Evaluating how the venue, occabion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary context when detains of musical vocabulary. Constructively critique their own and others' work, using musical vocabulary. Constructively critique their own and others' work, using musical vocabulary. Constructively critique their own and others' work, using musical vocabulary. Condition and from their own and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary. Condition and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (chrong the there word) is different to harmony and or technology and incorporating. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their errent and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related to the inter-related dimensions of music) to discuss and evaluate their errent and theres work. Constructively critique their own and others work, the main melody and variations' are whene' in music is the main melody and variations' are whene' in music is a seque of chords thar expension is a seque of chords thar expension haremelody		Instruments.		-	show note duration, including the Kodaly method which
aspects of the Arts (Pop art, Film music).Composing an original song, incorporating lyric writing, melody writing and the ecomposition of accompanying features, within a given structure.Performing a solo or taking a leadership role within a graphic notation, justifying their choices with reference to musical vocabulary.To understand that representing beats of silence or 're written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat.Use musical vocabulary correctly with describing of music and charges in dynamics, pitch and charges in dynam	o ,		the group.		
Film music).Composing function using incorporating lyric writing and expresenting changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.Performing a solo or taking a leadership role within a performance.(Also part of the Listening strand)Written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat.Identifying the way that features of a song can complement one another to eveloping melodies using rhythmic variation, transposition and changes in dynamics, pitch and changes in dynamics, pitch and changes in dynamics, pitch and changes in dynamics, correctly when describing and evaluating the features of a piece of music.Recording own composition using appropriate forms of notation and/or technology and incorporating.Performing wit accuracy and fortunes with a duracy is a duration.(Also part of the Listening strand)Use musical vocabulary conductor's cues and directions.(Also part of the Listening strand)Dynamics - To know that a melody can be adapted by changing its dynamics.Use musical vocabulary correctly when describing and evaluating the features of a piece of music.Recording own composition using and/or technology and incorporating.Performing withere can also be thought of ac conductor's cues and directions.Texture - To know that a texture can be cescribed in many ways eg warm or rich or bright.Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.Constructively critique their own and others' work, using musical vocabulary.Performing wit how musical vocabulary constructively critique their ow	÷	Composing an original song	0	,	To understand that representing beats of silence or 'rests' in
Image: Interpretenting changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Interpretenting changes in pitch, dynamics, pitch and changes in dynamics, pitch and texture. Performing with accuracy and fluency from graphic and staff notation. Developing melodies using mythick changes in dynamics, pitch and texture. Performing with accuracy and fluency from graphic and staff notation. Developing own composition using a detailed in dynamics. Developing own composition using a detailed in usical vocabulary. Developing own composition using a detailed in usical vocabulary. Developing own composition using a detailed in usical vocabulary. Developing own composition using a detailed in usical vocabulary. Developing own composition using a detailed in usical vocabulary. Developing own composition using a detailed in usical vocabulary. Developing own composition using a detailed in usical vocabulary. Developing own composition using a detailed in usical vocabulary. Developing own composition using a detailed in usical vocabulary. Developing own composition using a detailed in usical vocabulary. Developing own composition using a detailed in usical vocabulary. Texture – To understand that texture can be created b adding or removing instruments in a piece and can create the effect of dynamic change. Evaluating how the venue, occasion and purpose affects the way a piece of music. Confidently using detailed musical vocabulary. Developing with a diverse work, using musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate thinter-related dimensions of music) to discuss and eva	Film music).		Performing a solo or taking a	(Also part of the	
Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. composition of accompanying features, within a given structure. performance. Identifying the way that features of a song can complement one another to create a coherent overall effect. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Tempo - To know that a melody can be adapted by changing its dynamics. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Recording own composition using appropriate forms of notation and /or technology and incorporating. Constructively critique their own and dyners work, using musical vocabulary. Constructively critique their own and dyners work, using musical vocabulary. Texture – To know that a counter melody is different to harmony because it uses a different rhythm as well as compleme notes. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate the inter-related dimensions of Structure – To know that a chord progression is a sequ of chords that repeats throughout a song. To know that a graphic notation means writi- variations' are whenen the melody has been changed in way.					
Hepresenting entropy dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.performing with accuracy and fluency from graphic and staff notation and changes in dynamics, pitch and texture.Performing with accuracy and fluency from graphic and staff notation and from their own notation.Dynamics - To know that a melody can be adapted by changing its dynamics.Use musical vocabulary correctly when describing and evaluating the features of a piece of music.Recording own composition using and others' work, using musical vocabulary.Performing by following a conductor's cues and directions.Timbre - To know that a melody can be adapted by changing its dynamics.Evaluating the features of a piece of music.Constructively critique their own and others' work, using musical vocabulary.Performing by following a constructively critique their own and others' work, using musical vocabulary.Texture - To know that texture can be created b adding or removing instruments in a piece and can cre the effect of dynamic change.Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate the inter word and bers work, the inter word and bers work, the inter own and others work what a graphic notation means writeNotation - To know that a graphic notation means write	Representing changes in nitch	, .	•	Listening strandy	To know that a guaver is worth half a beat.
graphic notation, justifying their choices with reference to musical vocabulary.Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.Performing with accuracy and fluency from graphic and staff notation and from their own notation.Dynamics - To know that a melody can be adapted by changing its dynamics.Identifying the way that features of a song can complement one another to create a coherent overall effect.Recording own composition using appropriate forms of notation and/or technology and incorporating.Performing with accuracy and fluency from graphic and staff notation.Tempo - To know that a melody can be adapted by cha its dynamics.Use musical vocabulary 			performance.		
their choices with reference to musical vocabulary. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Developing melodies using rhythmic variation, transposition and texture. Changing its dynamics. Tempo - To know that a melody can be adapted by chan its dynamics, pitch or tempo. Identifying the way that features of a song can complement one another to create a coherent overall effect. Recording own composition using and/or technology and incorporating. Performing but developing musical vocabulary correctly when describing and evaluating the features of a piece of music. Texture - To understand that texture can be created b adding or removing instruments in a piece and can creat the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate the inter-related dimensions of music) to discuss and evaluate their own and others work. Constructively critique their own and others work. Texture - To know that a chord progression is a sequ of chords that repeats throughout a song. To know that a different rhythm as well as complemen vary.		iculares, within a given structure.			Dynamics - To know that a melody can be adapted by
musical vocabulary.Developing include study and changes in dynamics, pitch and changes in dynamics, pitch and changes in dynamics, pitch and changes in dynamics, pitch and texture.Indation and from their own notation and changes in dynamics, pitch and texture.Tempo - To know that a melody can be adapted by cha its dynamics, pitch or tempo.Use musical vocabulary correctly when describing and evaluating the features of a piece of music.Recording own composition using ad/or technology and incorporating.Performing by following a conductor's cues and directions.Timbre - To know that timbre can also be thought of ai colour' and can be described in many ways eg warm or rich or bright.Evaluating the features of a piece of music.Constructively critique their own and others' work, using musical vocabulary.Constructively critique their own and others' work, using musical vocabulary.Texture – To understand that texture can be created b adding or removing instruments in a piece and can crea the effect of dynamic change. To know that a counter melody is different to harmony because it uses a different rhythm as well as complement notes.Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate the irown ad others work.Constructively related to the irown and ditters work.Structure – To know that a graphic notation means write		Developing mode discusing			
InstructionInstructionInstructionTempo - To know that a melody can be adapted by chainsIdentifying the way that features of a song can complement one another to create a coherent overall effect.Recording own composition using appropriate forms of notation and/or technology and incorporating.Performing by following a conductor's cues and directions.Use musical vocabulary correctly when describing and evaluating the features of a piece of music.Recording own composition using and/or technology and incorporating.Performing by following a conductor's cues and directions.Evaluating how the venue, occasion and purpose affects the way a piece of music.Constructively critique their own and others work, using musical vocabulary.Confidential texture can be created b adding or removing instruments in a piece and can creat the way a piece of music.Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.Structure – To know that a chord progression is a sequ of chords that repeats throughout a song.Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluateNotation - To know that a graphic notation means with			, .		
Identifying the way that features of a song can complement one another to create a coherent overall effect.and texture.Performing by following a conductor's cues and directions.Timbre - To know that timbre can also be thought of as colour' and can be described in many ways eg warm or rich or bright.Use musical vocabulary correctly when describing and evaluating the features of a piece of music.Recording own composition using and/or technology and incorporating.Performing by following a conductor's cues and directions.Timbre - To know that timbre can also be thought of as colour' and can be described in many ways eg warm or rich or bright.Evaluating how the venue, occasion and purpose affects the way a piece of musicConstructively critique their own and others' work, using musical vocabulary.Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluateStructure – To know that a chord progression is a sequ of chords that a theme' in music is the main melody as variations' are when the melody has been changed in way.Notation – To know that a graphic notation means writhNotation – To know that a graphic notation means writh					Tanana . Ta lunavu that a maladu san ba adapted bu shancing
features of a song can complement one another to create a coherent overall effect.Recording own composition using appropriate forms of notation and/or technology and incorporating.Performing by following a conductor's cues and directions.Timbre - To know that timbre can also be thought of as colour' and can be described in many ways eg warm or rich or bright.Use musical vocabulary correctly when describing and evaluating the features of a piece of music.Constructively critique their own and others' work, using musical vocabulary.Performing by following a conductor's cues and directions.Texture - To understand that texture can be created b adding or removing instruments in a piece and can creat the effect of dynamic change. To know that a counter melody is different to harmony because it uses a different rhythm as well as complement notes.Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.Structure - To know that a graphic notation means writi variations' are when the melody has been changed in way.	Identifying the way that	•	notation.		
complement one another to create a coherent overall effect. Recording own composition using appropriate forms of notation and/or technology and incorporating. Timbre - To know that timbre can also be thought of as colour' and can be described in many ways eg warm or rich or bright. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Constructively critique their own and others' work, using musical vocabulary. Constructively critique their own and others' work, using musical vocabulary. Evaluating how the venue, occasion and purpose affects the way a piece of music Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discust and others work. Structure – To know that a chord progression is a sequ of chords that repeats throughout a song. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discust and others work. Notation – To know that a graphic notation means write		and texture.			its dynamics, pitch of tempo.
create a coherent overall effect. Industry composition of notation and/or technology and incorporating. Industry composition of notation and/or technology and incorporating. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Incorporating. Texture – To understand that texture can be created be adding or removing instruments in a piece and can crea	-				
Image: Constructive of a pipe of nate of nictation and/or technology and incorporating. Image: Constructive of a piece of music. Image: Constructive of a piece of music. Constructive of a piece of music. Image: Constructive of a piece of music. Constructive of a piece of music. Image: Constructive of a piece of music. Constructive of a piece of music. Image: Constructive of a piece of music. Constructive of a piece of music. Image: Constructive of a piece of music sounds. Constructive of a piece of music sounds. Image: Constructive of a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Image: Constructive of the inter-related dimensions of music) to discuss and evaluate their own and others work. Structure – To know that a graphic notation means write the music piece of music sounds.			conductor's cues and directions.		
Use musical vocabulary correctly when describing and evaluating the features of a piece of music.incorporating.Evaluating how the venue, occasion and purpose affects the way a piece of musicConstructively critique their own and others' work, using musicalTexture – To understand that texture can be created b adding or removing instruments in a piece and can created the effect of dynamic change. To know that a counter melody is different to harmony because it uses a different rhythm as well as complement notes.Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.Structure – To know that a chord progression is a sequ of chords that repeats throughout a song. To know that a 'theme' in music is the main melody an 'variations' are when the melody has been changed in way.Confidently using detailed music) to discuss and evaluate their own and others work.Notation – To know that a graphic notation means write					
correctly when describing and evaluating the features of a piece of music. Constructively critique their own and others' work, using musical vocabulary. Texture – To understand that texture can be created b adding or removing instruments in a piece and can cre- the effect of dynamic change. To know that a counter melody is different to harmony because it uses a different rhythm as well as complement notes. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate Structure – To know that a graphic notation means write					rich or bright.
evaluating the features of a piece of music. Constructively critique their own and others' work, using musical vocabulary. Constructively critique their own and others' work, using musical vocabulary. adding or removing instruments in a piece and can create the effect of dynamic change. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. To know that a counter melody is different to harmony because it uses a different rhythm as well as complement of chords that repeats throughout a song. Confidently using detailed musical vocabulary (related to the inter-related dimensions of the inter-related dimensions of music) to discuss and evaluate their own and others work. To know that a graphic notation means write the inter-rol to the source of the means write the inter-rol to the source of the means write the inter-rol to the source of the means write the inter-rol to the source of the means write the inter-rol to the source of the means write the inter-rol to the source of the means write the inter-rol to the source of the means write the inter-rol to the source of the means write the inter-rol to the source of the means write the inter-rol to the source of the source of the means write the inter-rol to the source of the inter-rol to the inter-rol to the inter-rol to the source of the source of the inter-rol to the source of the inter-rol to the inter-rol to the source of the inter-rol to the inter-rol to the source of the inter-rol to the inter-rol to the source of the inter-rol to the inter-rol to the inter-ro		incorporating.			
piece of music. and others' work, using musical vocabulary. and others' work, using musical vocabulary. To know that a counter melody is different to harmony because it uses a different rhythm as well as complement octasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Structure – To know that a chord progression is a sequ of chords that repeats throughout a song. To know that a 'theme' in music is the main melody an 'variations' are when the melody has been changed in way.					,
Evaluating how the venue, vocabulary. occasion and purpose affects the venue, the way a piece of music sounds. Sounds. Structure – To know that a chord progression is a seque of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and 'variations' are when the melody has been changed in way. Music) to discuss and evaluate Notation – To know that a graphic notation means write	÷				
Evaluating how the venue, because it uses a different rhythm as well as complement occasion and purpose affects notes. the way a piece of music sounds. Sounds. Structure – To know that a chord progression is a seque of chords that repeats throughout a song. To know that a 'theme' in music is the main melody an musical vocabulary (related to 'variations' are when the melody has been changed in the inter-related dimensions of way. music) to discuss and evaluate Notation – To know that a graphic notation means write	piece of music.	· •			
occasion and purpose affects notes. the way a piece of music sounds. Structure – To know that a chord progression is a seque of chords that repeats throughout a song. Confidently using detailed To know that a 'theme' in music is the main melody an musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.		vocabulary.			
the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	-				
sounds. Structure – To know that a chord progression is a sequence of chords that repeats throughout a song. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Structure – To know that a chord progression is a sequence of chords that repeats throughout a song. Notation – To know that a graphic notation means write Notation – To know that a graphic notation means write					notes.
Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.					Characterize To be set to the set of an end of the set
Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	sounas.				
indicative using declared indicative using declared invision vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. indicative using declared invision invision					
the inter-related dimensions of music) to discuss and evaluate their own and others work.					
music) to discuss and evaluate their own and others work.					
their own and others work. Notation – To know that a graphic notation means write					way.
					Notation – To know that a graphic notation means writing
	their own and others work.				
					'staff notation' means music written more formally on the
special lines called 'staves'.					
					To know that chord progressions are represented in music
by Roman numerals.					