



**SUBJECT PROGRESSION- Conceptual Knowledge and Understanding**

**Singing**

KS1		LKS2		UKS2	
		Cycle A	Cycle B	Cycle A	Cycle B
<ul style="list-style-type: none"> <li>Sing a short song in a group from a given starting pitch following musical instructions such as stop start/loud &amp; quiet. I can sing a song from a different culture.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a song including the interval of a 5th in a group from a given starting pitch following musical instructions including <b>a range of dynamics and tempos.</b></li> </ul>	<ul style="list-style-type: none"> <li>Sing songs from a range of cultures including the interval of a 5th in a group from a given starting pitch following <b>musical instructions</b> including a range of dynamics (<b>forte and piano</b>) and tempos.</li> <li>Sing <b>as part of a choir in school assemblies in two parts and perform unaccompanied with a drone (interval of a 5<sup>th</sup>) played with tune percussion</b></li> </ul>	<ul style="list-style-type: none"> <li>Sing a range of songs <b>with a full octave range and with more complicated time signatures and rhythms</b> in a group from a given starting pitch following musical instructions including a range of dynamics (forte and piano) and tempos.</li> <li>Sing as part of a choir in school assemblies in two parts and perform unaccompanied with a drone (interval of a 5<sup>th</sup>) played with tune percussion. <b>I can sing partner songs such as Mary Mac with Furrem Be Me Heen and songs from a range of cultures.</b></li> </ul>	<ul style="list-style-type: none"> <li>Sing a range of songs with a full octave range and with more complicated time signatures and rhythms (<b>including syncopation</b>) in a group from a given starting pitch following musical instructions including a range of dynamics (forte and piano) and tempos.</li> <li>Sing as part of a choir in school assemblies in <b>three parts</b> and perform unaccompanied with a drone (interval of a 5th) played with tune percussion.</li> <li>Sing more complex partner songs.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a range of songs with a full octave range and with more complicated time signatures and rhythms (including syncopation) in a group from a given starting pitch following musical instructions including a range of dynamics (forte and piano) and tempos.</li> <li>Sing as part of a choir in school assemblies in <b>four parts</b> and perform unaccompanied with a drone (interval of a 5th) played with tune percussion.</li> <li>Sing more complex partner songs.</li> </ul>



<p><u>Duration</u> - pulse and rhythm  <u>Tempo</u> - fast and slow  <u>Dynamics</u> - loud and quiet,  Pitch - Higher and lower, Do, Me &amp; So, Me, La  Types of song - Chants, Call and Response.  <u>Misc:</u> Start/Stop through gesture  <u>Timbre</u> - spoken or sung  <u>Texture</u> - Unison</p>	<p><u>Duration</u> - pulse and rhythm  <u>Tempo</u> - fast and slow  <u>Dynamics</u> - loud and quiet, getting louder or getting softer.  Pitch - higher/lower - solfa - Do, Re, Me, Fa, So, La  <u>Types of songs:</u> Chants, Call and response.  <u>Misc:</u> Start/Stop through gesture  <u>Timbre</u> - spoken or sung  <u>Texture</u> - Unison</p>	<p><u>Duration</u> - pulse and rhythm - crotchets/quavers/rests  <u>Tempo</u> - Allegro and Adagio  <u>Dynamics</u> - forte and piano  Pitch - high/low/middle - solfa - Do, Re, Me, So, La  <u>Types of songs</u> - Chants, call and response, unison, two part. Round  <u>Misc:</u> Start/Stop with gesture  <u>Timbre</u>- spoken or sung.  <u>Texture</u> - Unison, two part (duet)</p>	<p><u>Duration</u> - pulse and rhythm - crotchets/quavers/minims/rests  <u>Tempo</u> - Allegro and Adagio  <u>Dynamics</u> - forte and piano  Pitch - high/low/middle - solfa - Do, Re, Me, So, La, Te  <u>Types of songs &amp; structure</u> - Chants, call and response, unison, two part and partner songs. Verse &amp; chorus, Round  <u>Misc:</u> Star/Stop with gesture  <u>Timbre</u>- spoken or sung.  <u>Texture</u> - spoken or sung. Unison, duet (two part), partner songs (contrapuntal)</p>	<p><u>Duration</u> - pulse and rhythm - crotchets/quavers/rests/minims - syncopation &amp; phrasing.  <u>Tempo</u> - Allegro and Adagio  <u>Dynamics</u> - forte and piano  Pitch - high/low/middle - solfa - Do, Re, Me, So, La, Te  <u>Types of songs and structure</u> - Chants, call and response, unison, two &amp; three parts plus partner songs, verse and Chorus, Round.  <u>Misc:</u> Star/Stop with gesture. Vocal Balance  <u>Timbre</u>- spoken or sung.  <u>Texture</u> - spoken or sung. Unison, duet (two part), trio (three part). Several parts - contrapuntal</p>	<p><u>Duration</u> - pulse and rhythm -crotchets/quavers/rests/minims - syncopation &amp; phrasing  <u>Tempo</u> - Allegro and Adagio  <u>Dynamics</u> - forte and piano  Pitch - high/low/middle - solfa - Do, Re, Me, So, La, Te  <u>Types of songs and structure</u> - Chants, call and response, unison, two, three &amp; four parts plus partner songs, verse and chorus. Round.  <u>Misc:</u> Star/Stop with gesture  Vocal Balance  <u>Timbre</u>- spoken or sung.  <u>Texture</u> - spoken or sung. Unison, duet (two part), trio (three part). Several parts - contrapuntal. Parts moving as one - homophonic.</p>
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## Listening

KS1		LKS2		UKS2	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<ul style="list-style-type: none"> <li>• Answer a question about dynamics or tempo and respond with movement whilst listening with concentration.</li> <li>• Listen to music from a wide range of styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer a question about dynamics including <b>cres/deces</b>, tempo (<b>fast/slow</b>), pauses and respond with movement whilst listening with concentration.</li> <li>• Respond <b>with likes and dislikes</b> to a <b>full range of music from Western Classical, Popular and Musical Traditions.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Listen to music with concentration and identify a range of musical dimensions including pitch (recognising melodies and ostinatos), duration (rhythm and pulse), dynamics (forte, piano) tempo (allegro and adagio), timbre (type of sounds).</b></li> <li>• <b>Start to explore structure (call/response, phrases), texture (solo) and harmony (drones).</b></li> <li>• To become aware of western classical, Popular and Musical Traditions music, their existence and <b>differences.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music with concentration and identify a range of musical dimensions including pitch (recognising melodies and ostinatos), duration (rhythm and pulse), dynamics &amp; articulation (forte, piano, <b>cres, decrec, legato and staccato</b>) tempo (allegro and adagio, <b>accelerando and rallentando</b>), timbre (type of sounds).</li> <li>• Start to explore structure (call/response, phrases), texture (<b>duet, melody and accompaniment</b>) and harmony (drones).</li> <li>• To become aware of different musical styles including western classical, pop</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music with concentration and identify a range of musical dimensions including pitch (recognising melodies and ostinatos), duration (rhythm and pulse), dynamics &amp; articulation (forte, piano, <b>cres, decrec, legato and staccato</b>) tempo (allegro and adagio, <b>accelerando and rallentando</b>), timbre (type of sounds).</li> <li>• Start to explore structure (call/response, phrases), texture (duet, melody and accompaniment) and harmony (drones).</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music with concentration and identify a range of musical dimensions including pitch (recognising melodies and ostinatos), duration (rhythm and pulse), dynamics &amp; articulation (forte, piano, <b>cres, decrec, legato and staccato</b>) tempo (allegro and adagio, <b>accelerando and rallentando</b>), timbre (type of sounds). Start to explore structure (call/response, phrases), texture (duet, melody and accompaniment) and harmony (drones).</li> <li>• Identify musical styles including western classical,</li> </ul>



			and Musical Traditions and able to identify some of them.	<ul style="list-style-type: none"> <li>Identify musical styles including western classical, pop and Musical Traditions.</li> </ul>	<p>pop and Musical Traditions.</p> <ul style="list-style-type: none"> <li>Identify some specific set works by name eg. Mars Planet Suite by Holst</li> </ul>
<p><u>Duration</u> - Pulse and Rhythm  <u>Pitch</u> - High and low.  <u>Tempo</u> - Fast and Slow  <u>Dynamics</u> - Loud and Quiet  <u>Styles</u> - Classical &amp; Popular. Traditional music - folk  <u>Misc.</u> Improvise a pulse action, finger dancing  <u>Timbre</u> - understand this means type of sound. Spoken or sung.</p>	<p><u>Duration</u> - Pulse and Rhythm, pauses.  <u>Pitch</u> - High and low.  <u>Tempo</u> - Fast and Slow, crescendo and decrescendo  <u>Dynamics</u> - Loud and Soft  <u>Styles</u> - Classical &amp; Popular. Traditional music - folk  <u>Misc.</u> Improvise a pulse action, finger dancing, likes and dislikes  <u>Timbre</u> - understand this means type of sound. Spoken or sung.</p>	<p><u>Duration</u> - Pulse and Rhythm, pauses  <u>Pitch</u> - high low, melodies and ostinatos  <u>Tempo</u> - Fast and Slow, allegro and adagio  <u>Dynamics</u> - Loud and Soft, forte and piano  <u>Styles</u> - Classical &amp; Popular. Traditional music - folk  <u>Timbre</u>- types of sound eg. tingling, ringing, rich, thin. Tuned and untuned percussion.  <u>Structure</u> - call and response, phrases  <u>Misc.</u> Improvise a pulse action, finger dancing, likes and dislikes  <u>Texture</u> - Solo, harmony sung.</p>	<p><u>Duration</u> - Pulse and Rhythm, pauses, ¾, 4/4  <u>Pitch</u> - high low, melodies and ostinatos  <u>Tempo</u> - Fast and Slow, allegro and adagio, rallentando, accelerando.  <u>Dynamics</u> - Loud and soft, forte and piano, crescendo and decrescendo.  <u>Styles</u> - Classical &amp; Popular. Traditional music - folk  <u>Timbre</u>- types of sound eg. tingling, ringing, rich, thin. Strings, brass, percussion and woodwind. articulation - staccato/legato  <u>Structure</u> - duet, melody and accompaniment.  <u>Phrases.</u>  <u>Misc.</u> Improvise a pulse action, finger dancing, likes and dislikes  <u>Texture:</u> Solo, duet, harmony, melody and accompaniment.</p>	<p><u>Duration</u> - Pulse and Rhythm, pauses, metre, 2/4, ¾, 4/4  <u>Pitch</u> - high low, melodies, drone and ostinatos  <u>Tempo</u> - Fast and Slow, allegro and adagio, rallentando, accelerando.  <u>Dynamics</u> - Loud and soft, forte and piano, crescendo and decrescendo.  <u>Styles</u> - Classical &amp; Popular. Traditional music - folk, world music  <u>Timbre</u>- types of sound eg. tingling, ringing, rich, thin. Strings, brass, percussion and woodwind. articulation - staccato/legato  <u>Structure</u> - duet, melody and accompaniment.  <u>Phrases.</u>  <u>Misc.</u> Improvise a pulse action, likes and dislikes  <u>Texture:</u> Solo, duet, trio harmony, melody and accompaniment.</p>	<p><u>Duration</u> - Pulse and Rhythm, pauses, metre 2/4, ¾, 4/4  <u>Pitch</u> - high low, melodies, done and ostinatos  <u>Tempo</u> - Fast and Slow, allegro and adagio, rallentando, accelerando.  <u>Dynamics</u> - Loud and soft, forte and piano, crescendo and decrescendo.  <u>Styles</u> - Popular. Traditional music - folk, world music (Samba). Renaissance, Baroque, Classical, Romantic, Contemporary, Jazz, Recognise set works - Planet Suite by Holst, Peter and the Wolf, Tchaikovsky, Britten - Young Person's Guide to the Orchestra.  <u>Timbre</u>- types of sound eg. tingling, ringing, rich, thin. Strings, brass, percussion and woodwind.  <u>Structure</u> - duet, melody and accompaniment.  <u>Phrases.</u></p>



**Osbalwick**  
PRIMARY ACADEMY

					<p><u>Misc.</u> Improvise a pulse action, likes and dislikes <u>Texture:</u> Solo, duet, trio, quartet, harmony, melody and accompaniment.</p>
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## Composing

KS1		LKS2		UKS2	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<ul style="list-style-type: none"> <li>Improvise a 4 beat rhythm using question and answer phrases.</li> <li>To be aware of stick and graphic notation.</li> <li>Improvise words or noises to a song.</li> </ul>	<ul style="list-style-type: none"> <li><b>write a rhythm</b> I have composed using stick notation.</li> <li>Improvise words, or noises to go with a theme <b>and record with graphic notation on my chrome book.</b></li> </ul>	<ul style="list-style-type: none"> <li>Record a rhythm I have composed using stick notation <b>and melody using the pitches C D E off the staff. I can organise these into a beginning, middle and end.</b></li> <li>Improvise words, noises (with untuned percussion) and pitches (with tuned percussion) <b>for a theme/part of a class instrumental lesson as short response with a limited note range.</b></li> <li>Use a programme from google chrome suit.</li> </ul>	<ul style="list-style-type: none"> <li>Record a rhythm I have composed using stick notation and melody using the pitches C D E F G off the staff.</li> <li>Organise these into a beginning, middle and end.</li> <li>Compose to create a given mood: happy, sad, spooky, festive.</li> <li>Improvise words, noises (including untuned percussion) and pitches (including tuned percussion) to go with a theme as part of a whole class instrumental lesson as short 'on the spot' response with a limited note range with</li> </ul>	<ul style="list-style-type: none"> <li>Compose using a riff or groove and improvise using the pentatonic scale major and minor over a drone.</li> <li>Compose in C major and A minor using chords and also giving detailed dynamic, tempo and articulation markings in ternary form.</li> <li>Use more than one programme of music technology.</li> </ul>	<ul style="list-style-type: none"> <li>Compose using a riff or groove and improvise using the pentatonic scale major and minor over a drone <b>in a small group and perform. This will be part of a year 6 transition project to secondary school.</b></li> <li>Compose an 8 to 16 beat phased using the pentatonic scale.</li> <li>Compose using chords C major and A minor, or E minor and G major. and also giving detailed dynamic, tempo and articulation markings.</li> <li>Use music technology to compose and record this.</li> </ul>



			different articulation legato/stacc.		
<p><u>Duration</u> - Pulse and rhythm, long and short. 4 beat rhythm. Ta (crotchet) Te te (quaver)</p> <p><u>Pitch</u> - High and low</p> <p><u>Notation</u> - Graphic</p> <p><u>Structure</u> - Question and Answer phrases.</p> <p><u>Timbre</u> - Sung or spoken.banging, ringing, shaking, tinkling, tapping, whispering, growling, knocking, tuned and untuned percussion, tambourine, claves, triangle, handtom, cymbals, shakers.</p>	<p><u>Duration</u> - Pulse and rhythm, long and short. 4 beat rhythm. Ta (crotchet) Te te (quaver)</p> <p><u>Pitch</u> - High and low</p> <p><u>Notation</u> - stick notation.</p> <p><u>Misc.</u> Improvisation</p> <p><u>Structure</u> - Question and Answer phrases.</p> <p><u>Timbre</u> - Sung or spoken.banging, ringing, shaking, tinkling, tapping, whispering, growling, knocking. tuned and untuned percussion, tambourine, claves, triangle, handtom, cymbals, shakers. african drum. Bells.</p>	<p><u>Duration</u> - Pulse and rhythm, long and short. 4 beat rhythm. Ta (crotchet) Te te (quaver) Crotchet rest - Z.</p> <p><u>Pitch</u> - C D E (off the stave), treble clef, note range.</p> <p><u>Notation</u> - stick notation, C D E (pre stave notation) Crotchet, quaver, crotchet rest.</p> <p><u>Misc.</u> Improvisation</p> <p><u>Structure</u> - Question and Answer phrases. Beginning middle and end.</p> <p><u>Timbre</u> - Sung or spoken, banging, ringing, shaking, tinkling, tapping, whispering, growling, knocking. tuned and untuned percussion, tambourine, claves, triangle, handtom, cymbals, shakers. african drum. Bells. Chime bars, Instrument - recorder</p>	<p><u>Duration</u> - Pulse and rhythm, long and short. 4 beat rhythm. Ta (crotchet) Te te (quaver) Crotchet rest - Z. Metre, time signature 4/4</p> <p><u>Pitch</u> - C D E F G (off the stave), treble clef, note range.</p> <p><u>Notation</u> - stick notation, C D E F G (pre stave notation) Crotchet, quaver, minim, crotchet rest.</p> <p><u>Misc.</u> Improvisation, moods - happy, sad, spooky, festive.</p> <p><u>Structure</u> - Question and Answer phrases. Beginning middle and end.</p> <p><u>Timbre</u> - Sung or spoken, banging, ringing, shaking, tinkling, tapping, whispering, growling, knocking. tuned and untuned percussion - tambourine, claves, triangle, handtom, cymbals, shakers. african drum. Bells, Chime bars, Plates,</p>	<p><u>Duration</u> - Pulse and rhythm, long and short. 4 beat rhythm. Ta (crotchet) Te te (quaver) Crotchet rest - Z. ta a - minim, tika tika - semi-quaver. Metre, time signature, ¾, 4/4</p> <p><u>Pitch</u> - C D E F G A B C (off the stave), treble clef, note range. Riff, groove, pentatonic scale - major and minor. Chords A minor and C major</p> <p><u>Notation</u> - stick notation, C D E F G A B C (pre stave notation) Crotchet, quaver, crotchet rest, minim, semi-quaver.</p> <p><u>Misc.</u> Improvisation, moods - happy, sad, spooky, festive.</p> <p><u>Structure</u> - Question and Answer phrases. Beginning middle and end.</p> <p><u>Timbre</u> - Sung or spoken, banging, ringing, shaking, tinkling, tapping, whispering, growling, knocking. Untuned percussion - tambourine, claves, triangle, handtom, cymbals, shakers. african drum. Tuned percussion -</p>	<p><u>Duration</u> - Pulse and rhythm, long and short. 4 beat rhythm. Ta (crotchet) Te te (quaver) Crotchet rest - Z. ta a - minim, tika tika - semi-quaver. Metre, time signature, 2/4, ¾, 4/4</p> <p><u>Pitch</u> - C D E F G A B C (off the stave), treble clef, note range. Riff, groove, pentatonic scale - major and minor. Interval. Chords A minor, Cmajor, Gmajor and E Minor</p> <p><u>Notation</u> - stick notation, C D E F G A B C (stave notation) Crotchet, quaver, crotchet rest, minim, semi-quaver. dotted crotchet.</p> <p><u>Misc.</u> Improvisation, moods - happy, sad, spooky, festive.</p> <p><u>Structure</u> - Question and Answer phrases. Beginning middle and end. 8-16 beat phrase.</p> <p><u>Timbre</u> - Sung or spoken, banging, ringing, shaking, tinkling, tapping, whispering, growling, knocking. untuned percussion, tambourine, claves, triangle, handtom,</p>



**Osbalwick**  
PRIMARY ACADEMY

			<b>Instruments -Recorder, Ukulele, Violin</b>	<b>Bells, Chime bars, Plates, glockenspiel, xylophone, Instruments - Recorder, Ukulele, Violin</b>	<b>cymbals, shakers. african drum. Tuned percussion - Bells, Chime bars, Plates, glockenspiel, xylophone, Instruments - Recorder, Ukulele, Violin</b>
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## Musicianship

KS1		LKS2		UKS2	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<ul style="list-style-type: none"> <li>• Talk about duration, long or short notes and clap rhythms performed by my teacher.</li> <li>• Identify changes in pitch using correct vocabulary high/low higher/lower using hand signs.</li> <li>• Maintain a pulse rocking on the floor including if the tempo changes.</li> <li>• Describe different types of sound made by percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about duration, long or short notes &amp; <b>read stick notation rhythms (10 cards)</b></li> <li>• Identify changes in pitch using correct vocabulary high/low higher/lower and <b>record them with graphic notation.</b></li> <li>• Maintain a <b>pulse clapping</b> including tempo changes and <b>identify different timbre</b></li> </ul>	<ul style="list-style-type: none"> <li>• Talk about duration, long or short notes &amp; <b>read stick notation rhythms (15 cards)</b> including crotchets, quavers, <b>minims and crotchet rests.</b></li> <li>• Identify changes in pitch using correct vocabulary high/low higher/lower and record them with graphic notation and <b>the actual note names for C D E in the treble clef.</b></li> <li>• Maintain a pulse (including tempo changes) clapping, stamping <b>or my own improvised action.</b></li> <li>• Identify different timbre and a</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about duration, long or short notes &amp; <b>read stick notation rhythms (20 cards)</b> including crotchets, quavers, minims and crotchet rests.</li> <li>• Identify changes in pitch using correct vocabulary high/low higher/lower and record them with graphic notation and the actual note names for C D E F G in the treble clef.</li> <li>• Maintain a pulse (including tempo changes) clapping, stamping or my own improvised action.</li> <li>• Identify different timbre and a range of orchestral instruments plus at least one instrument from world music.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform &amp; <b>read stick notation rhythms (25 cards)</b> including crotchets, quavers, minims, <b>semi-quavers</b> and crotchet rests.</li> <li>• Identify changes in pitch using correct vocabulary high/low higher/lower and record them with graphic notation and the actual <b>note names of a full octave</b> for C D E F G A B C in the treble clef <b>and understanding the chords C</b></li> </ul>	<ul style="list-style-type: none"> <li>• Perform &amp; <b>read stick notation rhythms (30 cards)</b> including crotchets, quavers, minims, semi-quavers and crotchet rests.</li> <li>• Identify changes in pitch using correct vocabulary high/low higher/lower and record them with graphic notation and the actual note names of a full octave for C D E F G A B C in the treble clef and understanding the chords C major and A minor, <b>G major and E minor.</b></li> </ul>



		range of orchestral instruments.		<p><b>major and A minor.</b></p> <ul style="list-style-type: none"> <li>Maintain a pulse (including tempo changes) clapping, stamping or my own improvised action.</li> <li>Identify different timbre and a range of orchestral instruments plus at least one instrument from world music.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a pulse (including tempo changes) clapping, stamping or my own improvised action.</li> <li>Identify different timbre and a range of orchestral instruments plus <b>several instruments from world music.</b></li> </ul>
<p><u>Duration</u> - Pulse and rhythm, long and short. 4 beat rhythm. Ta (crotchet) Te te (quaver)  <u>Pitch</u> High and low, hand signs  <u>Dynamics</u> Loud and soft  <u>Notation</u> - Graphic  <u>Tempo</u> fast and slow  <u>Misc.</u> Improvisation, copy me (echo a melody or rhythm), thinking voice  <u>Structure</u> - Question and Answer phrases.  <u>Timbre</u> - Sung or spoken.banging, ringing, shaking, tinkling, tapping,</p>	<p><u>Duration</u> - Pulse and rhythm, long and short. 4 beat rhythm. Ta (crotchet) Te te (quaver)  <u>Pitch</u> High and low, hand signs  <u>Dynamics</u> Loud and soft  <u>Notation</u> - stick notation.  <u>Tempo</u> fast and slow  <u>Misc.</u> Improvisation, copy me (echo a melody or rhythm), thinking voice  <u>Structure</u> - Question and Answer phrases.  <u>Timbre</u> - Sung or spoken.banging, ringing, shaking, tinkling, tapping,</p>	<p><u>Duration</u> - Pulse and rhythm, long and short. 4 beat rhythm. Ta (crotchet) Te te (quaver), four beat rhythm  <u>Pitch</u> High and low, hand signs  <u>Dynamics</u> Loud and soft  <u>Notation</u> - stick notation.  <u>Tempo</u> fast and slow  <u>Misc.</u> Improvisation, copy me (echo a melody or rhythm), thinking voice</p>	<p><u>Duration</u> - Pulse and rhythm, long and short. 4 beat rhythm. Ta (crotchet) Te te (quaver), four beat rhythm  <u>Pitch</u> High and low, hand signs  <u>Dynamics</u> Loud and soft  <u>Notation</u> - stick notation.  <u>Tempo</u> fast and slow  <u>Misc.</u> Improvisation, copy me (echo a melody or rhythm), thinking voice  <u>Structure</u> - Question and Answer phrases. Binary, Ternary, Melody and Chorus</p>	<p><u>Duration</u> - Pulse and rhythm, long and short. 4 beat rhythm. Ta (crotchet) Te te (quaver), four beat rhythm  <u>Pitch</u> High and low, hand signs  <u>Dynamics</u> Loud and soft  <u>Notation</u> - stick notation.  <u>Tempo</u> fast and slow  <u>Misc.</u> Improvisation, copy me (echo a</p>	<p><u>Duration</u> - Pulse and rhythm, long and short. 4 beat rhythm. Ta (crotchet) Te te (quaver), four beat rhythm, compound time (6/8)  <u>Pitch</u> High and low, hand signs  <u>Dynamics</u> Loud and soft  <u>Notation</u> - stick notation.  <u>Tempo</u> fast and slow  <u>Misc.</u> Improvisation, copy me (echo a</p>



<p>whispering, growling, knocking.</p>	<p>whispering, growling, knocking.</p>	<p><u>Structure</u> - Question and Answer phrases. Binary and Ternary. <u>Timbre</u> - Sung or spoken.banging, ringing, shaking, tinkling, tapping, whispering, growling, knocking.</p>	<p><u>Timbre</u> - Sung or spoken.banging, ringing, shaking, tinkling, tapping, whispering, growling, knocking. Identify string, brass, percussion and woodwind.</p>	<p>melody or rhythm), thinking voice <u>Structure</u> - Question and Answer phrases. Binary, Ternary, Rondo. Melody and Chorus <u>Timbre</u> - Sung or spoken.banging, ringing, shaking, tinkling, tapping, whispering, growling, knocking. Identify string, brass, percussion and woodwind.</p>	<p>melody or rhythm), thinking voice <u>Structure</u> - Question and Answer phrases. Binary, Ternary, Rondo, Melody and Chorus <u>Timbre</u> - Sung or spoken.banging, ringing, shaking, tinkling, tapping, whispering, growling, knocking. Identify string, brass, percussion and woodwind. Violin, Viola, Cello, Double Bass, Flute, Clarinet, Saxophone, Oboe, Bassoon, Trumpet, Trombone, Tuba, French Horn. World Music - Gamelan</p>
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## Performance

KS1		LKS2		UKS2	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<ul style="list-style-type: none"> <li>Perform a solo one bar with untuned percussion.</li> <li>Perform as part of my class, key stage or school sensibly and with good stagecraft.</li> <li>Recognise 4 different percussion instruments and use them appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Compose and <b>perform with a partner</b> a solo one bar rhythm with a range of <b>untuned percussion I can identify.</b></li> <li><b>Perform in a concert</b> with stagecraft music from a range of cultures.</li> </ul>	<ul style="list-style-type: none"> <li><b>Perform as a whole class on a recorder</b> a range of songs including Hot Cross Buns and Rain is Falling Down and other <b>CDE/crotchet &amp; paired quaver pieces</b> reading from a score.</li> <li>Perform in a concert with stagecraft and <b>take care of my instrument.</b></li> </ul>	<ul style="list-style-type: none"> <li>Perform as a whole class on a recorder or <b>violin tunes</b> using a range of a 5<sup>th</sup> CDEFG or open strings <b>G A D E.</b> Note values of crotchet, quavers and minims including rests from notation and as an ensemble.</li> <li><b>Perform music using the major and minor pentatonic scale.</b></li> <li>Perform in a concert with stagecraft holding my instrument in a rest/performing position.</li> <li><b>Record using technology.</b></li> </ul>	<ul style="list-style-type: none"> <li>Perform as a whole class on a <b>ukulele, performing simple chords C major, A minor and F major.</b> Note values of crotchet, quavers and minims including rests from notation and as an ensemble.</li> <li>Perform music using the major and minor pentatonic scale.</li> <li>Perform in a concert with stagecraft holding my instrument in a rest and performing position.</li> </ul>	<ul style="list-style-type: none"> <li>Perform as a whole class on a <b>samba, and other world music genres on a range of untuned percussion.</b> Note values of crotchet, quavers, minims and semi-quavers including rests. Riff notation to be shown and recognised.</li> <li>Perform music using the major and minor pentatonic scale.</li> <li>Perform in a concert with stagecraft holding my instrument in a rest and</li> </ul>



					performing position.
<p><u>Duration</u> - Pulse, rhythm  <u>Pitch</u> - in tune, higher and lower  <u>Tempo</u> - faster and slower  <u>Timbre</u> - tuned and untuned percussion, tambourine, claves, triangle, handtom, cymbals, shakers.  <u>Misc</u> - Stagecraft, choir, orchestra  <u>Style</u> - Styles of music, range of cultures  <u>Texture</u> - Solo</p>	<p><u>Duration</u> - Pulse, rhythm  <u>Pitch</u> - in tune, higher and lower  <u>Tempo</u> - faster and slower  <u>Timbre</u> - tuned and untuned percussion, tambourine, claves, triangle, handtom, cymbals, shakers. african drum. Bells.  <u>Misc</u> - Stagecraft, choir, orchestra  <u>Style</u> - Styles of music, range of cultures  <u>Texture</u> - Solo, duet</p>	<p><u>Duration</u> - Pulse, rhythm  <u>Pitch</u> - in tune, higher and lower  <u>Tempo</u> - faster and slower  <u>Timbre</u> - tuned and untuned percussion, tambourine, claves, triangle, handtom, cymbals, shakers.  african drum. Bells, chime bars, plates.  recorder  <u>Misc</u> - Stagecraft, orchestra, choir  <u>Style</u> - Styles of music, range of cultures  <u>Texture</u> - Solo, duet</p>	<p><u>Duration</u> - Pulse, rhythm, paired quavers.  <u>Pitch</u> - in tune, higher and lower, pentatonic scale - major and minor.  <u>Tempo</u> - faster and slower  <u>Timbre</u> - tuned and untuned percussion, tambourine, claves, triangle, handtom, cymbals, shakers.  african drum. Bells, chime bars, plates, xylophone, glockenspiel, recorder, ukulele, violin  <u>Misc</u> - Stagecraft, Score, care of instruments. Rest position, bow. Orchestra, band, choir  <u>Style</u> - Styles of music, range of cultures  <u>Texture</u> - Solo, duet, drone</p>	<p><u>Duration</u> - Pulse, rhythm, paired quavers.  <u>Pitch</u> - in tune, higher and lower, pentatonic scale - major and minor. Chords C major and A minor  <u>Tempo</u> - faster and slower  <u>Timbre</u> - tuned and untuned percussion, tambourine, claves, triangle, handtom, cymbals, shakers.  african drum. Bells, chime bars, plates, xylophone, glockenspiel, recorder, ukulele, violin, pizzicato  <u>Misc</u> - Stagecraft, Score, care of instruments. rest position, bow. Orchestra, band, choir  <u>Style</u> - Styles of music, range of cultures  <u>Texture</u> - Solo, duet, drone</p>	<p><u>Duration</u> - Pulse, rhythm, paired quavers.  <u>Pitch</u> - in tune, higher and lower, pentatonic scale - major and minor. Chords C major and A minor, E minor and G major, chord progression.  <u>Tempo</u> - faster and slower  <u>Timbre</u> - tuned and untuned percussion, tambourine, claves, triangle, handtom, cymbals, shakers.  african drum. Bells, chime bars, plates, xylophone, glockenspiel, recorder, ukulele, violin, pizzicato  <u>Misc</u> - Stagecraft, Score, care of instruments. rest position, bow. Ensemble, band, orchestra, choir.  <u>Style</u> - Styles of music, range of cultures</p>



**Osbalwick**  
PRIMARY ACADEMY

					<u>Texture - Solo,</u> duet, drone
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