



KS2

	Year 3	Year 4	Year 5	Year 6
Pulse	<ul style="list-style-type: none"> * To know that pulse continues through rests in the rhythm. * Mark the strong beats in different ways eg clapping, walking, tapping an instrument. 	<ul style="list-style-type: none"> * To know that pulse can be organized into strong and weak beats and grouped in different ways. * Feel and mark the strong beats eg as part of an instrumental accompaniment to a song. * Use the bar line to help develop the sense of phrase and regular beats in a bar. 	<ul style="list-style-type: none"> * To know that the pulse beat can be sub-divided into 2 – Simple Time. 4/4 and 2/4. * Identify aurally how pulse has been grouped eg 2s, 3s, or 4s. * begin to internalize the beat when clapping and playing rhythms. 	<ul style="list-style-type: none"> * To know that pulse can be sub-divided into 2 or 3 – Compound time – 6/8 and 9/8. * Begin to identify aurally examples of Compound time.- 6/8 * Identify aurally well-known musical ‘styles’ eg march, waltz, reggae. * become more confident at internalizing the beat when clapping and playing instruments.
Rhythm	<ul style="list-style-type: none"> * aurally and visually recognise different rhythm patterns. * be able to describe the difference between pulse and rhythm. * aurally recognize call and response building on what they learnt in Yr 2, and improvise their own 	<ul style="list-style-type: none"> * clap and recognise longer more complex rhythm * To know what polyrhythms and perform them – ie clap two or more rhythms simultaneously using a 4 beat pulse pattern. 	<ul style="list-style-type: none"> * Explore the effect of syncopation in rhythm patterns. * clap and recognise longer more complex rhythms. * clap 4 rhythms at the same time. 	<ul style="list-style-type: none"> * Clap complex rhythm patterns with quavers, semiquavers, dotted quaver rhythms and syncopated rhythms. * Clap a rhythm over the top of a steady pulse internalizing it to keep in time.
Pitch	<ul style="list-style-type: none"> * To understand how instruments within an instrument family can be higher / lower depending on the size. * Identify changes in pitch and how this affects music. 	<ul style="list-style-type: none"> * To know that some traditional music around the world is based on five-notes and called a ‘pentatonic’ scale. * Describe how changes in pitch can be used to indicate the character of a piece of music. 	<ul style="list-style-type: none"> *.To know that a bass line is the lowest pitch line of notes in a piece of music. * To know that ‘transposing’ a melody means changing its key, making it higher or lower pitched. 	<ul style="list-style-type: none"> *To understand that ‘major’ keys have note pitches that sound happy and cheerful. * To understand that ‘minor’ keys have note pitches that can suggest sadness and tension. * To aurally recognize key

	<ul style="list-style-type: none"> * To recognizing ascending and descending pitch patterns. 	<ul style="list-style-type: none"> * To know that different voices in a choir or music ensemble / group have differing ranges of pitch: le soprano, alto, tenor, bass. 		changes in a piece of music.
Tempo	<ul style="list-style-type: none"> * To know that playing in time means all playing together at the same speed. *To describe tempo changes in a piece of music using Italian terms and understand the reason why the tempo is changing: Eg <i>Adagio</i>- slow <i>Andante</i>- Walking pace <i>Moderato</i>- Medium pace <i>Allegro</i>- Lively <i>Vivace</i>- Fast pace 	<ul style="list-style-type: none"> * To understand that a slow tempo can be used to make music sound sad and a more lively tempo makes it sound happy. * Consolidate knowledge of Italian terms to refer to tempo - eg <i>Adagio</i>- slow <i>Andante</i>- Walking pace <i>Moderato</i>- Medium pace <i>Allegro</i>- Lively <i>Vivace</i>- Fast pace 	<ul style="list-style-type: none"> * To hear and identify changes to a Melody when the tempo is changed. Eg use the terms <i>ritardando</i> and <i>accelerando</i> and recognise where this is happening in a piece of music. 	<ul style="list-style-type: none"> * To understand how tempo sets the Pulse and this can change as the tempo varies. * To confidently describe tempo changes using musical vocabulary.
Dynamics	<ul style="list-style-type: none"> *To know that the word 'crescendo' means a sound is gradually getting louder, and explore how to create this effect. * To be introduced to some specific vocabulary – forte (f) - loud; piano (p)- quiet; mezzo (m)- medium. 	<ul style="list-style-type: none"> * To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. *consolidate Yr 3 vocabulary and learn pianissimo (pp); fortissimo (ff), decrescendo. 	<ul style="list-style-type: none"> * To know that a melody can be adapted and varied by changing its dynamics. * consolidate all vocabulary learnt previously and apply to performances and composition work. 	<ul style="list-style-type: none"> *To sing or play and instrument expressively changing the dynamics independently to create the desired effect. * Increase the accuracy of following performance directions involving changes in dynamics.
Timbre	<ul style="list-style-type: none"> *To understand that the timbre of instruments played, affect the mood and style of a piece of music. 	<ul style="list-style-type: none"> * To know that grouping instruments according to their timbre can create contrasting textures in music. 	<ul style="list-style-type: none"> * To know that the voice has its own individual timbre and this can be adapted in different ways so it sounds different. 	<ul style="list-style-type: none"> * To know that timbre can also be thought of as 'tone-colour' and can be described in many ways eg warm, cold, rich or bright.
Structure	<ul style="list-style-type: none"> *To recap on the song structure learnt in Year 2, but add knowledge of an intro, outro and the purpose of these. * To understand that musical motifs are used as a 'building block' in many pieces of music. 	<ul style="list-style-type: none"> * As well as recognizing chorus, verse, Intro, outro, in a song, to also learn about pre-chorus and instrumentals *. To know that music from different places often has different structural features eg Indian raag and tala. 	<ul style="list-style-type: none"> *To know that a loop is a repeated melody. * To know that a chord progression is a sequence of chords that repeats throughout a song. 	<ul style="list-style-type: none"> * To know that another name for a loop is an ostinato – a musical pattern that is repeated. *To know that a theme in music is the main 'melody' and that 'variations' are when this melody

				is changed in some way. *To know that a 12-bar blues is a sequence of 12 bars of music, made up of 3 different chords.
Texture	<p>*To know that many types of music from around the world consist of more than one layer of sound – ie Samba.</p> <p>*To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'</p>	<p>*To understand that texture can be created by adding or removing instruments in a piece and can change the dynamics.</p> <p>* To describe music with many parts as having a thick texture and with few layers as having a thin texture.</p>	<p>*To understand that a chord is the layering of several pitches played at the same time</p> <p>*To know that when 2 or more parts move together, it is called 'homophonic'</p>	<p>* To understand that harmony means two or more notes / parts played at the same time.</p> <p>* To know that a countermelody is different to harmony because it uses a different rhythm - polyphonic</p>
Notation	<p>*To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>* to read and clap rhythmic notation including quavers, crotchets and minims.</p> <p>*To read and distinguish between E,D and C on a tuned percussion instrument.</p>	<p>*To understand that in written staff Notation, notes can go on or between Lines and that these lines show the pitch of the note.</p>	<p>*To read, clap and play simple rhythm patterns that are notated with crotchets, quavers, rest and minims.</p> <p>*To know that 'notation' means writing music down and create their own little rhythm and melodic patterns so that someone else can play it.</p>	<p>* To know that 'graphic notation' means writing music down using your choice of pictures or symbols, but 'staff notation' means music written more formally on staves,</p> <p>* Use Mnemonic rhymes to remember how to read notation on the lines and in the spaces.</p>