



Riverside Primary School and Nursery
Key Learning and Vocabulary - Unit-by-unit
MUSIC

Reception					
Marvellous me	Family and friends/celebrations	Fantasy and adventure	Food and healthy habits	On the farm	New beginnings
Key Learning	Key Learning	Key Learning	Key Learning	Key Learning	Key Learning ELG's
To know that sounds can be copied by my voice, body percussion and instrument	To know that moving to music can be part of a celebration	To understand that a piece of music can tell a story with sounds	To understand how to listen carefully and talk about what I hear.	To know that different instrument can sound like a particular character	To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.
To understand that my voice or an instrument can match an action in a song	To know that there are special songs we can sing to celebrate events	To know that different instrument can sound like a particular character	To know that the beat is the steady pulse of a song.	To recognise that different sounds can be long or short	To understand that performing means playing a finished piece of music for an audience.
To recognise music that is 'fast' or 'slow'	To know that signals can tell us when to start or stop playing.	To understand what 'high' and 'low' notes are	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.	
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Music, dance, fast, slow, voice, musical instrument, actions, shake	Actions, instrument, jingle, sound, dance, Christmas, steady beat, fast, slow, high, low, perform, performance, audience	Percussion, fast, slow, loud, quiet, high, low, character, action	Pulse, steady beat, rhythm, percussion, performance, actions, heartbeat, speed	Band, strings, wind, percussion, brass, sound, musical instruments, orchestra	perform, performance, audience, conductor, instruments, strum, bang, sound



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Year 1					
Pulse and rhythm - (All about me)	Nativity Musical	Dynamics and Tempo (Animals)	Sound Patterns (Fairy Tales)	Pitch - Superheroes	Musical Symbols - By the sea
Key Learning	Key Learning	Key Learning	Key Learning	Key Learning	Key Learning
To know that rhythm is 'the way the words go'	To know that playing/singing in time means all performers playing together at the same speed.	To understand that sounds can be adapted to change their mood, eg through dynamics or tempo.	To know that an instrument or rhythm pattern can represent a character in a story.	To understand that tempo can be used to represent mood or help tell a story.	To know that your voice can be used as a musical instrument.
To know that pulse is the steady beat that goes through music.	To sing songs from memory, singing at the same pitch	To know that sounds can help tell a story.	To know that my voice can create different timbres to help tell a story.	To understand that 'tuned' instruments play more than one pitch of notes.	To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.
To understand that the pulse of music can get faster or slower.	To follow simple performance directions	To know that tempo is the speed of the music.	To know that Sergei Prokofiev wrote 'Peter and the Wolf'	To know that following a leader when we perform helps everyone play together accurately.	To understand that music can be represented by pictures or symbols.
	To perform songs to an audience	To know that dynamics means how loud or soft a sound is.			To know that dynamics can change how someone listening feels about music.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary



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Pulse, rhythm, steady beat, body percussion, in time, untuned percussion, singing voice, speaking voice, sing, chant	Actions, character, in time, chant, pulse, fast, slow, high, low, pitch, tempo, perform, performance, audience , nativity, accuracy	Accuracy, actions, choir composition, composing, dynamics, fast, instruments, in time, loud, melody percussion, performance, perform, quiet, repeat, rhythm, sections, silence, sing, slow	bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, pulse,rhythm, rhythmic pattern, sound, strings, timbre, voice	accelerando, compose, fast, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo.	body percussion, conductor, dynamics, fast, inspire, instruments, tempo, loud, mood, percussion, performance, pitch, quiet, represent, slow, sounds, speed, vocal sounds, volume
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Year 2					
Call and response song - Animals	Nativity Musical	Orchestral instruments - Traditional. Western stories	Musical Me	Dynamics, timbre, tempo and motifs - Space	On this Island - British songs and sounds
Key Learning	Key Learning	Key Learning	Key Learning	Key Learning	Key Learning
To know that call and response is when the leader sings or plays a part and others sing or play it back	To sing songs from memory; singing at the same pitch	To know that musical instruments can be used to create 'real life' sound effects.	To understand that 'melody' means a tune.	To know that a 'soundscape' is a landscape created using only sounds.	To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.
To read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quaver and crotchet rests.	To adapt voices and select actions to suit different characters	To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.	To know that 'notation' means writing music down so that someone else can play it.	To know that a composer is someone who creates music and writes it down. To know that Gustav Holst wrote the planets	To know that 'duration' means how long a note, phrase or whole piece of music lasts.
To understand that the speed of the beat can change, creating a faster or slower pace (tempo). To know the meaning of tempo (fast/slow)	To follow performance directions	To know that stringed instruments, like violins, make a sound when their strings vibrate.	To understand that 'accompaniment' can mean playing instruments along with a song.	To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.	To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.



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To respond to music through movements		To know that a brass instrument is played by vibrating your lips against the mouthpiece.	To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.		
	To perform in time with others	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.			
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Pulse, steady, beat, call and response, singing voice, percussion instrument, in time, performance, rhythm, rhythmic notation, sound, tempo	Actions, fast, slow, high, low, perform, performance, audience, in-tune, tempo, conductor, nativity, control, performance, audience	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	beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume	Accuracy, atmosphere, brass, compare, composer, contrast, dynamics, effect, emotion, improvise, inspiration, mood, motif, notate, orchestra, percussion, rhythm, soundscape, strings, symbols, timbre, woodwind	accurately, body percussion, compose, composition, duration, dynamics, folk song, inspired., lyrics, performing, pitch, soundscape, structure, tempo, texture, timbre,



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Year 3					
Stone Age Composition	Jazz	Pentatonic melodies and composition (Chinese New Year)	Adapting and transposing motifs (The Romans)	Jazz	Traditional instruments and improvisation. Around the World - India
Key Learning	Key Learning	Key Learning	Key Learning	Key Learning	Key Learning
To understand how pulse and rhythm work. To know that The pulse helps musicians all play a piece of music together. We call this playing in time.	To understand that 'syncopation' means a rhythm that is played off the natural beat.	To know that the word 'crescendo' means a sound getting gradually louder.	To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).		To know that Ravi Shankar was an Indian musician and composer
	To know that Ragtime is piano music that uses syncopation and a fast tempo.	To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.	To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.		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 jazz is a type of music that originated in the African-American communities	To understand that a pentatonic melody uses only the five notes C D E G A.			To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument



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	of the USA about 120 years				'sitar' called a
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Pulse, rhythm, quavers, crotchet, rest, percussion instruments, repeated rhythm, dynamics, tempo, notation, composition, soundscape, composition , graphic score	call and response, improvisation, jazz, off-beat, motif, pitch, ragtime, rhythm, scat singing, quaver, rhythm, syncopated rhythm, syncopation, tune	accuracy, crescendo, control, composition, duration, dynamics, expression, features, fluency, glockenspiel, harmony, layered melodies, letter notation, melody, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, timbre, tempo, untuned percussion	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, tempo, tuned instrument, vocal warm-ups	call and response, Dixieland, improvisation, jazz, off-beat, motif, pitch, ragtime, rhythm, scat singing, quaver, rhythm, syncopated rhythm, syncopation, tune	Improvise, composer, drone, dynamics, musician, orchestra, melodic line, notation, pitch, repeated rhythm, rhythm, rag, sitar, call and response, tempo, pitched percussion, unpitched percussion



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Year 4					
Body and tuned percussion - Rainforest	Rock and roll	Changes in pitch, tempo and dynamics - Rivers	Instrumental Unit Recorders: Basics	Instrumental Unit Recorders: The Performer	Samba and carnival sounds and instruments
Key Learning	Key Learning	Key Learning	Key Learning	Key Learning	Key Learning
To know that 'canon' is where two or more instruments, voices or sounds play the same music, but starting at different times.	To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.	To understand that harmony means playing two notes at the same time, which usually sound good together.	To be able to hold and blow the recorder correctly	To be able to play 4 notes (B, A, G, C) with increasing confidence	To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.
To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.	To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.	An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.	To be able to play 3 notes (B, A, G) with increasing confidence	To know that different notes have different durations	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 know what body percussion is. To compose body percussion rhythmic patterns and notate them	To know that playing in time means all performers playing together at the same speed.	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that playing in time means all performers playing together at the same speed.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to



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					the original rhythms.
To know that music technology can be used to make and record music.	To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.	To know that when you sing without accompaniment it is called 'A Capella'.	To play simple tunes written using stave notation.	To play simple tunes written using stave notation.	
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Body percussion, rhythm, loop, improvisation, pulse, graphic score, tempo, dynamics, composition, canon.	bass line, beat, chorus, dynamics, flat notes, hand jive, in-time, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections, sequence, sharp notes, style, tempo, untuned percussion, verse, vocals, walking bass line	a capella, breath control, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato	Accuracy, notation, pulse, rhythm, tempo, pitch, tune, melody, recorder, ensemble, performance, composition, minim, quavers, crotchet, crotchet rest, improvisation, performance, timbre, structure, music stave	Accuracy, notation, pulse, rhythm, tempo, pitch, tune, melody, recorder, ensemble, performance, composition, minim, quavers, crotchet, crotchet rest, improvisation, performance, timbre, structure, music stave	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



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Year 5					
Composition and notation Ancient Egypt	South and West Africa	Exploring Jazz	Composition to represent the festival of colour Holi festival	Blues	Musical Theatre
Key Learning	Key Learning	Key Learning	Key Learning	Key Learning	Key Learning
To know that simple pictures can be used to represent the structure (organisation) of music.	To perform polyrhythms accurately and in time as an ensemble To know that polyrhythms means many rhythms played at once		To know that a vocal composition is a piece of music created only using voices.	To understand that a chord is the layering of several pitches played at the same time.	To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.
To understand that minor scale can be used to make music sound sad.	To identify call-and-response structure of a song		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 know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that choreography means the organisation of steps or moves in a dance.
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 use vocals and tuned percussion to perform a call and response song as an ensemble		To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.	To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.
	To create a eight beat break to play within a performance		To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a	To know that a 'bent note' is a note that varies in its pitch, eg the pitch	



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			symbol on a graphic score.	may slide up or down.	
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Chorus, verse, structure, minor, major, notation, pitch, pitch notation, rhythm, ,composition, ensemble, rhythm, minim, semibreve, crotchet, quavers, crotchet, duration, rest, tuned percussion, untuned percussion, accuracy, in time	Call and response, metronome, polyrhythm, syncopation, rhythm, tuned percussion, untuned percussion, ostinato, rest, tuned percussion, dynamics, tempo, djembe		dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds	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	action song, I, character song, choreographer, composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre



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Year 6					
Advanced rhythms	Composing	Dynamics, pitch and tempo: Fingal's Cave	Film Music	Ukulele	Year 6 Play
Key Learning	Key Learning	Key Learning	Key Learning	Key Learning	Key Learning
To understand that all types of music notation show note duration.	To know the correct technique for playing tuned percussion instruments.	To know that the conductor beats time to help the performers work well together.	To know that a film soundtrack includes the background music and any songs in a film.		To know that 'performance directions' are words added to music notation to tell the performers how to play.
To understand the differences between semibreves, minims, crotchets, quavers and semiquavers.	To know that a melody can be adapted by changing its dynamics, pitch or tempo.	To understand that improvisation means making up music 'on the spot'.	To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.		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 compose a rhythm pattern in a 4/4 meter	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.	To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.		
To play rhythms accurately using body percussion and classroom instruments		To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more		



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			formally on the special lines called 'staves'.		
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Key signature, rhythm, rhythmic notation, semibreve, minim, crotchet, quavers, semiquavers, duration	Composer, composition, graphic score, pentatonic, scale, percussion, rhythm, melody, tune, character, theme, tempo, pulse, dynamics, harmony, performance techniques, notation	classical, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture	accelerando, Body percussion, brass, chords, chromatics, composition,, convey, crescendo, descending, dynamics, emotion, evoke, features,, improvise, interpret, major, melodic, melody,, minor, modulate, musical, orchestral, pitch,, soundtrack, symbol, tension, texture, unison,		Backing track, structure, chorus, forte, upbeat,verse,composer, interpret, control, vocal warm-ups,