

Music – Year 5/6 Cycle A

		Key Vocabulary
<p>Autumn Term We've got rhythm – rhythmic devices and structure</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To know how a 6/8 time signature is constructed and how it differs from 4/4. To know the characteristics of a jig (gigue) and recognise changes in musical pulse, tempo, and articulation. To know how timbre and rhythm can be used to accompany and enhance a poem <p>Disciplinary Skills</p> <ul style="list-style-type: none"> To maintain a steady pulse and perform rhythmic patterns accurately across different time signatures. To copy, create, and layer rhythms, including experimenting with accents for effect, both in ensemble and solo contexts. To perform with expression — following rhythmic notation, selecting suitable timbres, and preparing a poem or piece for performance. 	<p>Core Pulse; Rhythm; Bar; Time signature (including 4/4, 6/8); Quaver; Crotchet; Triplet; Rhythmic pattern</p> <p>Essential Tempo; Accent; Articulation; Soft / Loud; Forte; Crescendo; Diminuendo; Layers; Solo; Verse; Expression; Performance</p> <p>Desirable Piano; Compound; Baroque; Dance suite (jig, gigue); Style; Strong beat / Offbeat; Tango; Samba; Polyrhythms; Call and response; Caixa; Agogo; Ganzá; Tamborim; Surdo; Master drummer; Talking drum</p>
<p>We've got rhythm – rhythmic devices and structure</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To recognise the duration of quavers, crotchets, and triplets. To identify features and characteristics of different musical styles (rap, Latin, samba). To know how musical texture and body percussion are used in different cultures and traditions. <p>Disciplinary Skills</p> <ul style="list-style-type: none"> To perform rhythms (including polyrhythms and ostinati) accurately, expressively, and in time within an ensemble. To compose, notate, and structure rhythmic ideas for performance using body percussion or instruments. To listen carefully, give feedback, and refine performances based on observations. 	<p>Core Rhythm; Pulse / Four-beat pulse; Tempo; Dynamics; Piano (quiet); Forte (loud); Rest; Structure; Verse; Chorus; Introduction; Layers; Texture; Timbre; Tradition; Culture</p> <p>Essential Crescendo; Diminuendo; Mezzo forte; Phrase; Syncopated / Straight rhythm; Call and response; Solo; Improvise; Ostinato / Rhythmic ostinato; Notation; Contrasting; Binary form / AB form; Canon; Dense / Thick / Sparse / Thin (to describe texture)</p> <p>Desirable Polyrhythmic; Latin American; Retrograde; Instrumental break</p>

<p>Spring 1 -</p>	<p>Substantive Knowledge</p> <p>To understand how different vocal timbres, pitch, articulation, and dynamics create musical effects.</p> <p>To recognize and describe key musical features, including intervals, harmony (consonant and dissonant), and articulation (staccato/legato).</p> <p>To identify and interpret musical structures and elements from compositions, including graphic scores and examples like Tchaikovsky's 1812 Overture.</p> <p>Disciplinary Skills</p> <p>To experiment with and perform vocal sounds, varying pitch, timbre, articulation, and dynamics.</p> <p>To follow and interpret a graphic score to perform a soundscape or musical sequence.</p> <p>To identify, play, and sing musical intervals accurately, demonstrating understanding of consonance and dissonance.</p>	<p>Core Pitch; Higher / Lower; Stays the same; Melody; Interval; Second, Third, Fourth, Fifth, Sixth, Seventh, Octave; Harmony; Notation</p> <p>Essential Melodic contour; Timbre; Dynamics; Forte / Fortissimo; Crescendo / Diminuendo; Accelerando / Rallentando; Articulation; Staccato / Legato; Sustained; Minor second; Semitone; Consonant / Dissonant; Consonance / Dissonance; Clash</p> <p>Desirable Diction; Romantic period; Leitmotif</p>
<p>Spring 2 -</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To know that dynamics, harmony, timbre and tempo can be selected and combined to create mood and atmosphere. To know the key features and characteristics of musical theatre and how these communicate story and character. To know how musical elements such as consonant and dissonant harmony, ostinato and time signature contribute to structure and expression. <p>Disciplinary Skills</p> <ul style="list-style-type: none"> To perform and compose using voices and instruments creatively, varying tempo, dynamics and timbre for expression. To sing and perform with awareness of style, character and audience, using clear diction and expression. 	<p>Core Melody; Tempo; Dynamics; Crescendo; Diminuendo; Harmony; Timbre; Solo; Chorus song; Lyrics</p> <p>Essential Scale; Interval; Consonant / Dissonant; Consonance / Dissonance; Tension / Release; Ostinato; ¾ time signature; Crotchet; Quaver; Dotted minim; Articulation; Diction; Style; Musical theatre; Soundtrack; Sound effects</p> <p>Desirable Scale; Interval; Consonant / Dissonant; Consonance / Dissonance; Tension / Release; Ostinato; ¾ time signature;</p>

	<ul style="list-style-type: none"> To evaluate and suggest ways to improve a performance, using musical vocabulary accurately. 	Crotchet; Quaver; Dotted minim; Articulation; Diction; Style; Musical theatre; Soundtrack; Sound effects
Summer 1 -	<ul style="list-style-type: none"> Substantive Knowledge To recognize the structural features of songs (e.g. verse, chorus, bridge, hook). To understand how melody, lyrics, and musical dimensions express mood, character, and message. To identify and describe key characteristics of popular song styles, including use of harmony and chromatic melodies. <p>Disciplinary Skills</p> <ul style="list-style-type: none"> To analyze and evaluate how musical and lyrical elements work together to tell a story or communicate a feeling. To perform songs accurately and expressively, considering articulation, dynamics, and harmony. To compose or improvise short melodic or rhythmic ideas that reflect a chosen mood, message, or song structure. 	<p>Core</p> <ul style="list-style-type: none"> Pitch; Rhythm; Melody; Lyrics; Verse; Chorus; Bridge; Structure; Tempo; Dynamics <p>Essential</p> <p>Timbre; Tonality (major / minor); Texture; Articulation; Hook; Repetition; Intro / Outro / Coda; Middle 8; Unison; Harmony; Scale; Ascending / Descending; Chromatic; Sequence; Rallentando (gradually slowing); Allegro / Largo (tempo markings)</p> <p>Desirable</p> <p>Protest song; Programme notes; Composer; Key change; Syncopated; Rests; Instrumental; Pop; Opera / Aria; Romantic period; Peal</p>
Summer 2	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To recognize and describe key features and structures of different musical styles (e.g. blues, fanfare, song form). To identify and understand melodic patterns and sequences in music. To understand how melody, lyrics, and structure combine to create a complete song or piece. <p>Disciplinary Skills</p> <ul style="list-style-type: none"> To compose and notate short melodies and lyrics for a specific purpose or style. To perform as part of an ensemble, maintaining melody, rhythm, and structure. 	<p>Core</p> <p>Melody / Melodic; Pitch; Rhythm; Phrase; Repeat; Chorus; Structure</p> <p>Essential</p> <p>Ascending / Descending; Blues; 12-bar blues; Riff; Melodic pattern; Ostinato; Syncopated; Call and response; Pentatonic; Tonic; Triad; Chord; Major</p> <p>Desirable</p> <p>Fanfare; Rallentando; Brass; C major scale; Mezzo forte; Fortissimo; Crescendo</p>

<ul style="list-style-type: none"> To listen critically and suggest ways to refine and improve musical performances. 	
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Music– Year 5/6 Cycle B

		Key Vocabulary	
Autumn 1	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To recognise and describe pulse, metre (4/4 and 3/4), and note values. To identify and describe musical characteristics, including dynamics, timbre, folk dances, minuets, polkas, and Romantic period music. To understand how rhythmic patterns can be organised and structured in music. <p>Disciplinary Skills</p> <ul style="list-style-type: none"> To maintain a steady pulse and perform rhythms accurately in different metres, individually and in an ensemble. To create, copy, and organise rhythmic patterns within a musical structure. To perform expressively using dynamics and appropriate musical techniques, including canon and ensemble playing. 	<p style="background-color: #d9ead3;">Core</p> <p>Pulse; Beat; Rhythm; Time signature; Bar; Rest; Crotchet; Quaver; Dynamics; Timbre</p> <p style="background-color: #f4cccc;">Essential</p> <p>4/4; Four-beat rhythm; Canon; Polka; Minuet; dynamics (Pianissimo (pp); Piano (p); Mezzo piano (mp); Mezzo forte (mf); Forte (f); Fortissimo (ff)) Crescendo; Diminuendo; Structure; Verse; Chorus</p> <p style="background-color: #fff2cc;">Desirable</p> <p>Basque dance; Morris dance; Romantic period; Improvise; Style; Funk; Rock 'n' roll; Texture</p>	
	Autumn 2 -	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To recognise and describe the inter-related dimensions of music, including tempo, dynamics, articulation, pitch, timbre, and texture. To identify and understand rhythmic features, including syncopation and rhythmic patterns. To recognise different types of instruments and describe their timbre. <p>Disciplinary Skills</p>	<p style="background-color: #d9ead3;">Core</p> <p>Beat; Pulse; Rhythm; Crotchet; Quaver; Minim; Crotchet rest; Tempo; Dynamics; Staccato; Legato</p> <p style="background-color: #f4cccc;">Essential</p> <p>Bar; Pattern; Lento; Faster; Slower; Notation; Motif; Ostinato; Syncopated; Offbeat; Unison; Graphic notation; Improvisation; Rhythmic layers; Structure</p>

	<ul style="list-style-type: none"> To perform and maintain independent rhythmic and melodic parts accurately in an ensemble. To create, experiment with, and perform musical textures, including class improvisations and graphic notation. To sing and play instruments expressively, using changes in tempo, dynamics, articulation, pitch, and timbre. 	<p>Desirable</p> <p>Polyrhythmic; Texture; Sparse; Dense; Rhythm grid</p>
<p>Spring 1</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To identify and describe the inter-related dimensions of music, including pitch, dynamics, rhythm, tempo, timbre, and articulation. To recognise and use Italian musical vocabulary and understand its effect on performance. To listen to and describe how the dimensions of music are used in a piece. <p>Disciplinary Skills</p> <ul style="list-style-type: none"> To create and improvise sounds using voices, body percussion, and instruments, maintaining a steady pulse. To vary tempo, dynamics, and articulation to enhance expressive performance. To develop ensemble skills, performing accurately and in time with others. 	<p>Core</p> <p>Pitch; Rhythm; Duration; Tempo; Dynamics; Articulation; Timbre; Beat; Pulse; Pattern; Forte; Piano; Staccato; Legato</p> <p>Essential</p> <p>Crescendo; Diminuendo; Largo; Andante; Allegro; Presto; Sforzando; Rallentando; Improvise; Graphic score; Graphic notation</p> <p>Desirable</p> <p>Fine</p>
<p>Spring 2 -</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To recognise stylistic features of jazz and blues music, including scat singing. To understand how the inter-related dimensions of music (timbre, dynamics, structure, tempo) can create mood and atmosphere. To learn about influential jazz musicians and their contribution to the genre. 	<p>Core</p> <p>Rhythm; Tempo; Pitch; Dynamics; Forte; Fortissimo; Piano; Pianissimo; Crescendo; Diminuendo; Timbre; Call and response; Question; Answer</p> <p>Essential</p> <p>Improvisation; Syncopated rhythms; Offbeat; Structure; Graphic score; Scat; Pizzicato; Jazz; Blues; Ragtime; Faster;</p>

	<p>Disciplinary Skills To perform and improvise rhythmic patterns, including call-and-response and scat rhythms, to a steady pulse.</p> <ul style="list-style-type: none"> To explore and manipulate vocal timbre and instrumental sounds in performance and composition. To create and perform musical ideas from graphic scores, using expressive control of musical dimensions. 	<p>Slower; Rallentando; Accelerando; Texture; Sparse; Dense; Repetition; Silence</p> <p>Desirable</p> <p>Musical conversation; Alliteration; Sforzando; Tension; Descending</p>
<p>Summer 1</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To recognise the structure of a round and how melodies fit together to produce harmony. To identify scalic patterns, major and minor chords, and understand how triads are constructed. To understand how notation (informal and standard) represents melodies and scales. <p>Disciplinary Skills</p> <ul style="list-style-type: none"> To sing in unison and in parts, maintaining pitch and independent lines within a group. To play and perform rounds, scales, and triads accurately, following notation. To compose and notate simple melodies, demonstrating understanding of pitch and harmony. 	<p>Core</p> <p>Melody; Harmony; Rhythm; Beat; Pitch; Round; Canon; Part; Phrase; Structure; Unison; Bar; Staff / Stave; Treble clef</p> <p>Essential</p> <p>Scalic / Scale; C major; Major / Minor; Ledger / Ledger line; Dynamics; Crescendo; Diminuendo; Piano; Forte; Tempo; Accelerando; Rallentando; Overtones; Melodic layers; Loop / Loop pedal; Chord / Triad; Ascending / Descending; texture</p> <p>Desirable</p> <p>High / Rise / Fall</p>
<p>Summer 2 -</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To recognise and identify musical intervals, including consonant and dissonant sounds. To understand harmony, including combining melodic parts, triads, and singing in parts. 	<p>Core</p> <p>Interval; Notes; Melody; Harmony; Rhythm; Scale / Pentatonic scale; Chord / Triad; bass note / Root note; Tonic; Drone; Phrase; Dynamics; Crescendo; Diminuendo</p> <p>Essential</p> <p>interval; Consonance / Dissonance; Pedal note; Homophonic; Texture; Order / Melodic pattern; Repetition;</p>

- To understand how melodies can be composed and notated using staff and letter notation.

Disciplinary Skills

- To sing, play, and perform melodies and harmonies accurately, including intervals and pentatonic melodies.
- To compose and perform original melodies, songs, and jingles, following melodic structures.
- To notate composed or performed music using staff and letter notation.

Lyrics; Theme; Structure; Mezzo piano / Mezzo forte / Fortissimo; Largo / Andante / Allegro

Desirable

Bagpipe / Chanter; Barbershop; Community; Olympics / Ceremony / Culture; Consecutive