



Music Knowledge and Vocabulary Map

	Theme	Knowledge	Vocabulary
YR Autumn	Christmas	Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making, performing solo or in groups. Explore, use and refine a variety of musical effects to express their ideas and feelings.	rhymes, songs, performance
YR Spring	Our World	Listen attentively, move to and talk about music, expressing their feelings and responses. Explore, use and refine a variety of musical effects to express their ideas and feelings.	Percussion, pulse, rhythm.
YR Summer	My Stories	Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Pitch, high, low, melody, notes.
Y1/2 Autumn	Having fun with improvisation.	Improvise simple vocal chants, using question and answer phrases. Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.	Improvise, pulse, melody, question and answer.
	Christmas	Performance	Audience, perform, singers, performance
	Adding rhythm and pitch	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.	Rhythm, percussion, pitch,

Y1/2 Spring		Sing familiar songs in both low and high voices and talk about the difference in sound.	
	Focus on dynamics and tempo	Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)	Dynamics, tempo
Y1/2 Summer	Exploring feelings through music	Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.	Compose, imagination, glockenspiel, drums,
	Inventing a musical story.	Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).	Bass, electric guitar, saxophone, trumpet, rap reggae
Y3/4 Autumn	Developing pulse and groove through improvisation.	Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.	Rhythm, pitch, sequence. Notes. Tuned and untuned. Dynamics. Percussion.
	Christmas	Performance	Harmony, unison, chorus, solo
Y3/4 Spring	Developing notational skills.	Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Continue to sing a broad range of unison songs with the range of an octave (do- do) (e.g. One More Day-a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).	Pitch, dynamics, stave, notation, melody, intro, rhythm patterns, scale
	Connecting notes and feelings.	Compose song accompaniments on untuned percussion using known rhythms and note values	Structure, compose, backing

			vocals, musical style.
Y3/4 Summer	Composing using your imagination.	Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.	Pentatonic scale, hook, riff, texture.
	Purpose, identity and expression in music.	Perform a range of songs to a wider audience.	Verse, chorus, unison, solo
Y5/6 Autumn	Emotions and musical styles	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.	Drone, melodic, bars, groove, repetition, contrast, dynamics, fortissimo, pianissimo, mezzo forte, mezzo piano.
	Christmas	Performance	Harmony, unison, solo, intro, melody, chorus, bridge.
Y5/6 Spring	Developing melodic phrases.	Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.	Names for note values, syncopation, structure, verse, interlude,
	Understanding structure and form.	Sing three-part rounds, partner songs, and songs with a verse and a chorus.	Harmony, melody, dynamics, timbre texture,

Y5/6 Summer	Respecting each other through composition.	Plan and compose an 8- or 16- beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.	style indicators, riff, phrases, staccato, ostinato, hook..
	Getting started with music tech.	Capture and record creative ideas using any of: graphic symbols rhythm notation and time signatures staff notation technology.	Scratching, backbeat, loops, backing track.