

School Vision	School Aims	Rights Respecting School
We all work together to achieve the best we can We learn in fun and challenging ways We have a happy, safe and exciting school to make us proud We value and care for everyone and everything	Children are successful at Tillingbourne School because they are: Happy Aspirational Curious Resilient Confident Responsible	<u>Our 3 Focus Rights</u> The right to learn The right to be heard The right to be me <u>Our school responsibilities</u> Always do our best Respect the rights of others Look after our learning environment and the world around us

	Vocabulary	Listening, appraising and responding	Composing	Performing
Year 6	Musical Eras Composers Stylistic Features Pitch, dynamics and texture Graphic Notation Staff Notation Genre Improvisation Composition Melody Rhythm Expression Interrelated dimensions of music Conductor Solo	<ul style="list-style-type: none"> ● Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. ● Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (pop art, film music). ● Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. ● Identifying the way that features of a song can complement one another to create a coherent overall effect. ● Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical). ● Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. ● Comparing, discussing and evaluating music using detailed musical vocabulary. 	<ul style="list-style-type: none"> ● Improvising coherently and creatively within a given style, incorporating given features. ● Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. ● Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. ● Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. ● Recording own composition using appropriate forms of notation and/or technology and incorporating. ● Constructively critique their own and others' work, using musical vocabulary. 	<ul style="list-style-type: none"> ● Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. ● Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. ● Performing a solo or taking a leadership role within a performance. ● Performing with accuracy and fluency from graphic and staff notation and from their own notation. ● Performing by following a conductor's cues and directions.
Year 5	Stylistic Features Genres Graphic and staff notation Motif Dynamics Crescendo/ Decrescendo Tempo Interrelated dimensions of music Chord Rhythmic patterns Composition	<ul style="list-style-type: none"> ● Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical). ● Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. ● Comparing, discussing and evaluating music using detailed musical vocabulary. 	<ul style="list-style-type: none"> ● Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). ● Improvising coherently within a given style. ● Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. ● Using staff notation to record rhythms and melodies. ● Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. ● Suggesting and demonstrating improvements to own and others' work. 	<ul style="list-style-type: none"> ● Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. ● Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. ● Performing with accuracy and fluency from graphic and simple staff notation. ● Playing a simple chord progression with accuracy and fluency.

Year 4	Motif	<ul style="list-style-type: none"> ● Recognising the use and development of motifs in music. 	<ul style="list-style-type: none"> ● Composing a coherent piece of music in a given style with voices, bodies and instruments. 	<ul style="list-style-type: none"> ● Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
	Dynamics	<ul style="list-style-type: none"> ● Identifying gradual dynamic and tempo changes within a piece of music 	<ul style="list-style-type: none"> ● Beginning to improvise musically within a given style (Blues). 	<ul style="list-style-type: none"> ● Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.
	Tempo	<ul style="list-style-type: none"> ● Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues). 	<ul style="list-style-type: none"> ● Developing melodies using rhythmic variation, transposition, inversion, and looping. 	<ul style="list-style-type: none"> ● Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
	Pitch		<ul style="list-style-type: none"> ● Creating a piece of music with at least four different layers and a clear structure. 	<ul style="list-style-type: none"> ● Playing syncopated rhythms with accuracy, control and fluency.
	Rhythm	<ul style="list-style-type: none"> ● Identifying common features between different genres, styles and traditions of music. 	<ul style="list-style-type: none"> ● Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. 	<ul style="list-style-type: none"> ● Playing simple chord sequences (12 bar blues).
	Stylistic features	<ul style="list-style-type: none"> ● Recognising, naming and explaining the effect of the interrelated dimensions of music. 	<ul style="list-style-type: none"> ● Suggesting improvements to others work, using musical vocabulary 	<ul style="list-style-type: none"> ● Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology
	Genre	<ul style="list-style-type: none"> ● Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. 		
	Interrelated dimensions of music	<ul style="list-style-type: none"> ● Using musical vocabulary to discuss the purpose of a piece of music. 		
	Crescendo			
	Decrescendo			
Coherent				
Improvise				
Rhythmic variation				
Year 3	Inversion			
	Transposition			
	Graphic, staff and Rhythmic notation			
	Melody			
	Chord			
	Genres	<ul style="list-style-type: none"> ● Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). 	<ul style="list-style-type: none"> ● Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). 	<ul style="list-style-type: none"> ● Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
	Traditions	<ul style="list-style-type: none"> ● Understanding that music from different parts of the world, and different times, have different features. 	<ul style="list-style-type: none"> ● Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). 	<ul style="list-style-type: none"> ● Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
Composition	<ul style="list-style-type: none"> ● Recognising and explaining the changes within a piece of music using musical vocabulary. 	<ul style="list-style-type: none"> ● Begin to use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. 	<ul style="list-style-type: none"> ● Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. 	
Rhythm	<ul style="list-style-type: none"> ● Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. 	<ul style="list-style-type: none"> ● Suggesting and implementing improvements to their own work, using musical vocabulary. 		
Pitch				
Forte and Piano				
Pulse				
Tempo				
Dynamics	<ul style="list-style-type: none"> ● Beginning to show an awareness of metre. 			
Timbre	<ul style="list-style-type: none"> ● Recognising and beginning to discuss changes within a piece of music. 			
Tone				
Classical				

	<p>Graphic and staff notation</p> <p>Indian, classical, Chinese, Battle Songs, Ballads, Jazz</p> <p>Melody</p> <p>Pentatonic</p>			
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