



Key Vocabulary Tracker

Music

Formal Curriculum							
Year	Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	Leamington	Recycled Music: Sound Music Instruments Create Recycled	Victorian Music: Victorian Music Popular Brass Composers Parlour	Tudor music: Tudor Music Crotchet Minim Semibreve Beats Performance	African music: African Composition Performed Create	Ancient Greece: Song Sing Represent Feelings Story	Live and recorded music: Record Produce Sing Lyrics Technology Live Perform
2	Leamington	Painting with sound: Painting Sound Instruments Mood Composition	Play it again: Rhythm Rhythmic Pattern Ostinato Repeat	Songwriter: Song Writing Mood Lyrics Composed	Performing together: Perform Performance Lyrics Music Sing Song Audience	Exploring musical processes: Music Processes Composed Sounds Notation Metre Pulse	The Class Orchestra: Orchestra Composer Musician Strings Percussion Impact Performance
1	Hampden	Rhythmic patterns: Rhythm Rhythmic Pattern Create Song Accompaniment	Musical vocabulary and orchestras: Orchestra Conductor Instruments Woodwind Brasses	Film music - responding/ reviewing/ appraising skills: Film Music Elements	History of music: History Instrumentation Medieval Evolve Perform Record	Song writing: Song Writing Creative Lyrics Singing	Notation, scores and notes: Notation Scores Symbols Musical notes



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		Chant	Percussion Ostinato Graphic score	Mood Impact			
2	Hampden	Rhythmic patterns: Rhythm Rhythmic Patterns Pulse Create	Follow visual instructions: Visual Instructions Instruments Control Sounds	Sounds are used to create moods: Sounds Mood Create Understanding Combine Describe	Pentatonic scales: Pentatonic scales Music Textures Accompaniment	Breathing, dynamics and accuracy of pitch: Dynamics Pitch Breathing Tone Rhythm Structure	How symbols can represent sound: Symbols Represent Clichés
1	Oval, Wembley, Silverstone	Play and perform confidently	Improvise and compose	Using notations in musical styles, genres, traditions	Use music expressively	Listening to a range of music from composers and other artists	Creating a musical performance
2	Oval, Wembley, Silverstone	Vocal Sounds, Graphic Scores, Rhythmic Notation: Graphis Scores Rhythm	Orchestral instruments, time signatures, theme & development: Orchestral	Basic structures, Classical music, melodic development and notation:	Scales: Scales Musical Tone	Chords, ensemble work, Blues: Chords Blues	Lyric writing, performance skills, song writing techniques: Lyrics



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		Rhythmic notation Vocal	Instruments Time signature Musical themes Music track Conductor Performance	Classical Melody Notation	Semi tone	Ensemble	Skills Songs Reflect Rap Perform
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Semi-Formal Curriculum							
Year	Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	Trent Bridge	Favourite songs and lullabies: Lullabies Singing Song	Ongoing skills - Using our voices: Voices Gesture Sing Pulse Higher Lower	Singing, chants and rhymes: Singing Chant Rhyme Voice	Magical musical aquarium: Magic Aquarium Sounds Voice Listen	Music - toys: Toys Singing Listen Respond Song	Pirates: Music Song Pirates Instruments Musical
2	Trent Bridge	To understand what is meant by pulse or steady beat: Pulse Beat Rhythm	To recognise different sound sources: Sound Describing Instruments Listening	Recognise long and short sounds: Long Short Recognise Sequence Create	To know what is meant by pitch: Pitch Sounds Repeated Rhythmic	To use different voices and find their singing voice: Singing Voice Vocal Control	To explore instruments tuned and un-tuned: Instruments Perform Explore
1	Aintree	Painting with sound Painting Sound Exploring	Pitch Pitch Higher Lower	Using our voices Voices Vocalise Sound Noise	African music Africa Music Create Beat	Recycled music Recycle Create Build Music	Magical music Fairies Music Sound Explore



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Revisited - greater depth/ to ensure a secure understanding in more in-depth contexts as pupils progress with their development of knowledge and understanding.

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