

MUSIC Curriculum – What will the children actually learn?

Key Threshold Concepts (Substantive Knowledge)

When constructing our curriculum, we considered key threshold concepts or “the big ideas” which shape the ways pupils think within each subject. These threshold concepts, also known as “substantive knowledge,” are explored in every year group which help pupils gradually increase their understanding of them. Over time this approach of revisiting concepts helps children to *know more and remember more*. In our Music lessons children are taught the key threshold concepts (substantive knowledge) below:

Perform This concept involves understanding that music is created to be performed.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.	Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	Describe music This concept involves appreciating the features and effectiveness of musical elements.
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The key threshold concepts for each class are set out in our three learning Milestones. Milestone 1 (Years 1 & 2), Milestone 2 (Years 3 & 4) and Milestone 3 (Year 5 & 6). These can be seen below alongside the topics that are to be taught in each class.

Topic Specific Milestones

In addition to the key threshold Milestones our curriculum sets out progression in the form of topic specific ‘Milestones’ for every topic taught. Each Milestone contains a range of descriptors which provide details of the skills, within each topic, to be covered and taught in class. KS1 children work to achieve the objectives set out in Milestone 1. Lower KS2 children work to achieve the objectives set out in Milestone 2 and upper Key Stage 2 children work to achieve the objectives set out in Milestone 3.

Vocabulary:

Research has shown that pupils with the most extensive vocabulary have:

- better reasoning, inference and pragmatic skills
- academic success and employment
- better mental health in adulthood.

Each milestone introduces a range of age appropriate Music vocabulary that the teacher will teach and revisit throughout the two-year period that the children are working on these milestone targets. These are set out below. In addition to this, each topic assessment tracker (see below) contains vocabulary that is specific to the individual topic.

Key Threshold Milestone 1 (Year 1 & 2)

– Assessment Tracker (print one copy of this page for each year group and tick/date the Milestone 1 targets when they are covered in class).

Class name:

Year groups:

Academic year:

Year groups	Perform This concept involves understanding that music is created to be performed.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.	Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	Describe music This concept involves appreciating the features and effectiveness of musical elements.
1 & 2 Milestone 1	<ul style="list-style-type: none">• Take part in singing, accurately following the melody.• Follow instructions on how and when to sing or play an instrument.• Make and control long and short sounds, using voice and instruments.• Imitate changes in pitch.	<ul style="list-style-type: none">• Create a sequence of long and short sounds.• Clap rhythms.• Create a mixture of different sounds (long and short, loud and quiet, high and low).• Choose sounds to create an effect.• Sequence sounds to create an overall effect.• Create short, musical patterns.• Create short, rhythmic phrases.	<ul style="list-style-type: none">• Use symbols to represent a composition and use them to help with a performance.	<ul style="list-style-type: none">• Identify the beat of a tune.• Recognise changes in timbre, dynamics and pitch.

TOPICS TAUGHT in KS1:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

KS1 (Class 3 – Years 1 & 2) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Music (see Charanga Music scheme of work)	1 st half term: Year 1 Charanga Hey You! 2 nd half term: Year 2 Charanga Ho Ho Ho	1 st half term: Year 1 Charanga Rhythm In The Way We Walk and Banana Rap 2 nd half term: Year 2 Charanga Hands, Feet, Heart	1 st half term: Year 1 Charanga In The Groove 2 nd half term: Year 2 Charanga I Wanna Play in a Band	1 st half term: Year 1 Charanga Round and Round 2 nd half term: Year 2 Charanga Zootime	1 st half term: Year 1 Charanga Your Imagination 2 nd half term: Year 2 Charanga Friendship Song	1 st half term: Year 1 Charanga Reflect, Rewind and Replay 2 nd half term: Year 2 Charanga Reflect, Rewind and Replay

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	bass guitar	drums	performance
singers	note	percussion	trumpet	saxophones	Blues	Baroque	Latin	Irish Folk	Reggae
Funk	groove	dynamics	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel

The Assessment Tracker documents below outline what children will learn within each topic

MUSIC: KS1 – Assessment tracker: Year 1 & 2

Topic: – Hey You!

Pupils:												
Targets Children can/know/explain/understand:												
Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.												
March in time with the pulse.												
Copy back the rhythms they hear.												
Clap the rhythm of their name over the track.												
Create their own rhythm for others to copy												
Rap and sing in time to the music												
Lead the groups that are rapping and singing												
Play instrumental parts accurately and in time as part of the performance.												
Improvise in the lessons and as part of the performance.												
Compose a simple melody using simple rhythms and use as part of the performance.												
Perform & Share Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?												

Topic specific vocabulary:

pulse	rhythm	pitch	rap	improvise	compose	melody	bass guitar	drums	decks	perform
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	bass guitar	drums	performance
singers	note	percussion	trumpet	saxophones	Blues	Baroque	Latin	Irish Folk	Reggae
Funk	groove	dynamics	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel

MUSIC: KS1 – Assessment tracker: Year 1 & 2

Topic: – Ho Ho Ho

Pupils:												
Targets												
Children can/know/explain/understand:												
Find the pulse.												
Understand that songs have a musical style. This song has a rap in it – spoken word.												
Recognise and name some of the instruments/voices: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.												
Find the pulse (a steady heartbeat) and march and to the pulse.												
Be a rapper and find the pulse												
Clap rhythms (long + short sounds whilst marching to the pulse)												
Copy and clap back rhythms.												
Clap the rhythm of your name.												
clap the rhythm of your favourite colour.												
Create their own rhythms for the class to copy back.												
Know that pitch are high and low sounds we add to the pulse and rhythm when we sing/play an instrument.												
Play instrumental parts ● Play accurately and in time ● Most will play G, A + B.												
Sing and rap together and in time.												
Improvise using words.												
Perform & Share - Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?												

Topic specific vocabulary:

keyboard	bass	drums	guitar	rhythm	pulse	rhythm	compose	pitch	imagination
tempo	percussion	audience	saxophones	rap	dynamics	trumpets	improvise	perform	clap

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	bass guitar	drums	performance
singers	note	percussion	trumpet	saxophones	Blues	Baroque	Latin	Irish Folk	Reggae
Funk	groove	dynamics	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel

MUSIC: KS1 – Assessment tracker: Year 1 & 2

Topic: – Rhythm In The Way We Walk & Banana Rap

Pupils:												
Targets Children can/know/explain/understand:												
Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.												
Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.												
March to the pulse.												
Copy back the rhythms they hear.												
Copy and clap back rhythms.												
Clap the rhythm of your name.												
Clap the rhythm of your favourite colour.												
Make up your own rhythm.												
Rap and sing in time to the music.												
Start to understand that pitch is high and low sounds.												
Perform & Share Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?												

Topic specific vocabulary:

keyboard	drums	bass	rhythm	melody	saxophone	trumpet	pulse	pitch	singers	rap
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	bass guitar	drums	performance
singers	note	percussion	trumpet	saxophones	Blues	Baroque	Latin	Irish Folk	Reggae
Funk	groove	dynamics	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel

MUSIC: KS1 – Assessment tracker: Year 1 & 2

Topic: – Hands, Feet, Heart

Pupils:												
Targets Children can/know/explain/understand:												
Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.												
Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.												
Recognise all or many of the instruments they can hear.												
Find the pulse (a steady heartbeat) March in time with the pulse.												
Know that rhythm is different to the pulse.												
Copy and clap back rhythms.												
Clap the rhythm of their name.												
Create simple rhythms themselves.												
Recognise that songs sometimes have a question and answer section and a chorus.												
Play instrumental parts <ul style="list-style-type: none"> • Play accurately and in time • Expected to play: G, A + C. • Greater depth: play G, A, B + C. 												
Improvise <ul style="list-style-type: none"> • In the lessons and the performance. • Most will use C. • Some will play C + D. 												
Compose <ul style="list-style-type: none"> • A simple melody using simple rhythms, and use as part of the performance. 												

<ul style="list-style-type: none"> • Most will use C + D. • Some will use C, D + E or C, D, E, F + G. 												
Perform & Share: Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?												

Topic specific vocabulary:

keyboard	drums	bass	rhythm	melody	saxophone	trumpet	pulse	pitch	improvise	compose
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	bass guitar	drums	performance
singers	note	percussion	trumpet	saxophones	Blues	Baroque	Latin	Irish Folk	Reggae
Funk	groove	dynamics	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel

MUSIC: KS1 – Assessment tracker: Year 1 & 2

Topic: – In The Groove

Pupils:												
Targets Children can/know/explain/understand:												
Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music												
Identity five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them.												
Dance to each style or move to the pulse – be “In The Groove!”												
March to the pulse/Choose an animal and keep the pulse.												
Copy back the rhythms they hear.												
Clap the rhythm of their name.												
Clap the rhythm of their favourite food.												
Make up their own rhythms												
Sing together and in time, in all the different styles.												
<ul style="list-style-type: none"> • Play accurately and in time as part of the performance. • Most will play C. • Some will play C + D. 												
Improve <ul style="list-style-type: none"> • In the lessons and as part of the performance. • Most will use C. 												
Compose <ul style="list-style-type: none"> • A simple melody using simple rhythms, and use as part of the performance. • Most will use C + D. • Some will use C, D + E. 												
Perform & Share Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?												

Topic specific vocabulary:

Blues	Baroque	Latin	Irish Folk	Funk	pulse	rhythm	compose	pitch	improvise	groove
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	bass guitar	drums	performance
singers	note	percussion	trumpet	saxophones	Blues	Baroque	Latin	Irish Folk	Reggae
Funk	groove	dynamics	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel

MUSIC: KS1 – Assessment tracker: Year 1 & 2
Topic: – I Wanna Play In A Band

Pupils:												
Targets												
Children can/know/explain/understand:												
Find the pulse and know that this Unit is about Rock music. Others will understand that songs have a musical style.												
Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers. Others will recognise all or many of the instruments they can hear.												
March and find the pulse.												
Be a rockstar finding the pulse.												
Freestyle finding the pulse.												
Clap rhythms (long + short sounds whilst marching to the pulse)												
Copy and clap back rhythms.												
Clap the rhythm of their name.												
Clap the rhythm of their favourite colour.												
Create their own rhythms for the class to copy back.												
Sing and dance together, in time and using actions												
Play instrumental parts accurately and in time. <ul style="list-style-type: none"> • Most will play D + C. • Some will play G, F + C. 												
Improvise in the lessons and the performance. <ul style="list-style-type: none"> • Most will use F. • Some will use F + G. 												

Compose a simple melody using simple rhythms, and use as part of the performance. ● Most will use F, G + A												
Perform & Share - Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?												

Topic specific vocabulary:

keyboard	bass	drums	electric guitar	rhythm	pulse	rhythm	compose	pitch	imagination
tempo	melody	audience	Rock	guitar	dynamics	trumpets	improvise	perform	clap

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	bass guitar	drums	performance
singers	note	percussion	trumpet	saxophones	Blues	Baroque	Latin	Irish Folk	Reggae
Funk	groove	dynamics	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel

MUSIC: KS1 – Assessment tracker: Year 1 & 2

Topic: – Round And Round

Pupils:												
Targets Children can/know/explain/understand:												
Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.												
Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.												
March to the pulse.												
Use their imagination to find the pulse												
Copy back the rhythms they hear.												
Clap the rhythm of their name.												
Clap the rhythm of their favourite animal.												
Make up their own rhythms.												
Sing the song together with the actions.												
Play accurately and in time as part of the performance. ● Most will play D, F, C + D.												
Improvise in the lessons and as part of the performance. ● Most will use D. ● Some will use D + E.												
Perform & Share - Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?												

Topic specific vocabulary:

keyboard	bass	audience	guitar	trumpets	pulse	rhythm	compose	pitch	improvise	perform	saxophones
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	bass guitar	drums	performance
singers	note	percussion	trumpet	saxophones	Blues	Baroque	Latin	Irish Folk	Reggae
Funk	groove	dynamics	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel

MUSIC: KS1 – Assessment tracker: Year 1 & 2

Topic: – Zootime

Pupils:												
Targets Children can/know/explain/understand:												
Find the pulse and know that this Unit is about Reggae music. Others will understand that songs have a musical style.												
Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers. Others will recognise all or many of the instruments they can hear.												
Find the pulse (a steady heartbeat)												
Clap rhythms (long + short sounds)												
Copy and clap back rhythms.												
Clap the rhythm of their name.												
Clap the rhythm of their favourite colour.												
Create their own rhythms for the class to copy back												
High and low sounds we add to the pulse and rhythm when we sing/play an instrument.												
Sing and dance together, in time and using actions.												
Play instrumental parts accurately and in time. <ul style="list-style-type: none"> • Some will use C. • Most will use C + D. 												
Improvise <ul style="list-style-type: none"> • In the lessons and the performance. • Some will use C. • Most will use C + D 												

Compose ● A simple melody using simple rhythms, and use as part of the performance. ● Most will use C +D.												
Perform & Share Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?												

Topic specific vocabulary:

keyboard	bass	drums	electric guitar	rhythm	pulse	rhythm	compose	pitch	imagination
tempo	melody	audience	Reggae	guitar	dynamics	trumpets	improvise	perform	clap

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	bass guitar	drums	performance
singers	note	percussion	trumpet	saxophones	Blues	Baroque	Latin	Irish Folk	Reggae
Funk	groove	dynamics	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel

MUSIC: KS1 – Assessment tracker: Year 1 & 2

Topic: – Your Imagination

Pupils:												
Targets												
Children can/know/explain/understand:												
Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.												
Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer												
Be a pop star finding the pulse.												
Use their imagination to find the pulse.												
Copy and clap back rhythms.												
Clap the rhythm of their name.												
Clap the rhythm of their favourite animal.												
Clap the rhythm of their favourite colour.												
Make up their own rhythms.												
Sing in unison and in two parts.												
Play instrumental parts accurately and in time as part of the performance. <ul style="list-style-type: none"> • Most will play C. • Some will play C + D. 												
Perform & Share - Look back at the recorded performance with the class. What did the children like best? How did they feel about it? How did they feel during the performance?												

Topic specific vocabulary:

keyboard	bass	drums	guitar	rhythm	pulse	rhythm	compose	pitch	improvise	perform	imagination
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Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	bass guitar	drums	performance
singers	note	percussion	trumpet	saxophones	Blues	Baroque	Latin	Irish Folk	Reggae
Funk	groove	dynamics	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel

MUSIC: KS1 – Assessment tracker: Year 1 & 2

Topic: – Friendship Song

Pupils:												
Targets Children can/know/explain/understand:												
Find the pulse and know that this Unit is about being friends. Others will understand that songs have a musical style.												
Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel. Others will recognise all or many of the instruments they can hear												
Find the pulse (a steady heartbeat) ● Decide how to find the pulse												
Clap the rhythm of their name.												
Clap the rhythm of their favourite colour.												
Create their own rhythms for the class to copy back												
Sing: In two parts.												
Play instrumental parts accurately and in time. ● Most play E + G. ● Some will play C.												
Improvise in the lessons and as part of the performance. ● Most will use C. ● Some will use C + D.												
Compose a simple melody using simple rhythms, and use as part of the performance. ● Most will use E + G. ● Some will use E, G A + B.												
Perform & Share - Look back at the recorded performance with the class. What did the children like best? How did												

they feel about it? How did they feel during the performance?												
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Topic specific vocabulary:

keyboard	bass	drums	glockenspiel	rhythm	pulse	rhythm	compose
tempo	melody	audience	perform	pitch	dynamics	note	improvise

Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	bass guitar	drums	performance
singers	note	percussion	trumpet	saxophones	Blues	Baroque	Latin	Irish Folk	Reggae
Funk	groove	dynamics	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel

MUSIC: KS1 – Assessment tracker: Year 1 & 2

Topic: – Reflect, rewind and replay – YEAR 1 songs

Pupils:												
Targets Children can/know/explain/understand:												
Revisit each of the year one and two songs learnt this year and complete the musical passport below for each child.												

My Music Passport – from Year 1 to 2



I know and can sing/rap five songs off by heart! They are:

1. Hey You!
2. Rhythm In The Way We Walk and Banana Rap
3. In The Groove
4. Round And Round
5. Your Imagination

☐ I have learnt about lots of styles of music.

Pulse

- ☐ I can find the pulse of all the songs listed above.
- ☐ I know that the pulse is the heartbeat of the music.
- ☐ I can be an animal, a pop star or march when finding the pulse of the music.

Rhythm

- ☐ I can copy rhythms when playing Warm-up Games.
- ☐ I can clap the rhythm of my name and favourite colour when playing Warm-up Games.

Play

- ☐ I can play the glockenspiel along to all the songs we sang this year.
- I played the ☐ easy ☐ medium ☐ both the easy and medium parts.

Improvise

- ☐ I can improvise with the songs we sang this year.
- I used ☐ one ☐ two notes.

Compose

- ☐ I composed a simple melody with some of the songs we sang this year.

I used these notes

Reflect

When performing the songs, I felt



Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1).

pulse	rhythm
singers	note
Funk	groove
rap	improvise
trumpet	saxophones
imagination	keyboard
melody	bass guitar
Baroque	Latin
electric guitar	audience
performance	Reggae
pitch	bass
percussion	drums
dynamics	Irish Folk
compose	tempo
Blues	glockenspiel

MUSIC: KS1 – Assessment tracker: Year 1 & 2

Topic: – Reflect, rewind and replay – YEAR 2 songs

Pupils:												
Targets												
Children can/know/explain/understand:												
Revisit each of the year one and two songs learnt this year and complete the musical passport below for each child.												

My Music Passport – from Year 2 to 3



I know and can sing/rap five songs off by heart! They are:

1. Hands, Feet, Heart
2. Ho Ho Ho
3. I Wanna Play In A Band
4. Zootime
5. Friendship Song

☐ I have learnt about lots of styles of music.

Pulse

- ☐ I can find the pulse of all the songs listed above.
- ☐ I know that the pulse is the heartbeat of the music.
- ☐ I can be an animal, a pop star or march when finding the pulse of the music.

Rhythm

- ☐ I can copy rhythms when playing Warm-up Games.
- ☐ I can clap the rhythm of my name and favourite colour when playing Warm-up Games.

Play

- ☐ I can play the glockenspiel along to all the songs we sang this year.
- I played the ☐ easy ☐ medium ☐ both the easy and medium parts.

Improvise

- ☐ I can improvise with the songs we sang this year.
- I used ☐ one ☐ two notes.

Compose

- ☐ I composed a simple melody with some of the songs we sang this year.

I used these notes:

Perform

I performed these songs:

Reflect

When performing the songs, I felt:



Milestone 1: Vocabulary (words to revisit throughout the two-years that the children study Milestone 1).

pulse	rhythm
singers	note
Funk	groove
rap	improvise
trumpet	saxophones
imagination	keyboard
melody	bass guitar
Baroque	Latin
electric guitar	audience
performance	Reggae
pitch	bass
percussion	drums
dynamics	Irish Folk
compose	tempo
Blues	glockenspiel

Key Threshold Milestone 2 (Year 3 & 4)

– Assessment Tracker (print one copy of this page for each year group and tick/date the Milestone 2 targets when they are covered in class).

Class name:

Year groups:

Academic year:

Year groups	Perform This concept involves understanding that music is created to be performed.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.	Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	Describe music This concept involves appreciating the features and effectiveness of musical elements.
3 & 4 Milestone 2	<ul style="list-style-type: none">• Sing from memory with accurate pitch.• Sing in tune.• Maintain a simple part within a group.• Pronounce words within a song clearly.• Show control of voice.• Play notes on an instrument with care so that they are clear.• Perform with control and awareness of others.	<ul style="list-style-type: none">• Compose and perform melodic songs.• Use sound to create abstract effects.• Create repeated patterns with a range of instruments.• Create accompaniments for tunes.• Use drones as accompaniments.• Choose, order, combine and control sounds to create an effect.• Use digital technologies to compose pieces of music.	<ul style="list-style-type: none">• Devise non-standard symbols to indicate when to play and rest.• Recognise the notes EGBDF and FACE on the musical stave.• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	<ul style="list-style-type: none">• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.• Evaluate music using musical vocabulary to identify areas of likes and dislikes.• Understand layers of sounds and discuss their effect on mood and feelings.

TOPICS TAUGHT in Lower KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 3 & 4 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

Lower KS2 (Class 2 – Year 3 & 4) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Music (see Charanga Music scheme of work)	1 st half term: Year 3 Charanga Let Your Spirit Fly 2 nd half term: Year 4 Charanga Mamma Mia	1 st half term: Year 3 Charanga Glockenspiel Stage 1 2 nd half term: Year 4 Charanga Glockenspiel Stage 2	1 st half term: Year 3 Charanga Three Little Birds 2 nd half term: Year 4 Charanga Stop!	1 st half term: Year 3 Charanga The Dragon Song 2 nd half term: Year 4 Charanga Lean On Me	1 st half term: Year 3 Charanga Bringing Us Together 2 nd half term: Year 4 Charanga Blackbird	1 st half term: Year 3 Charanga Reflect, Rewind and Replay 2 nd half term: Year 4 Charanga Reflect, Rewind and Replay

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rapping	improvise	compose	melody	musical style	drums	performance
singers	keyboard	percussion	trumpet	saxophone	equality	rhythm patterns	unison	solo	lyrics
racism	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
dynamics	synthesizer	hook	texture	structure	organ	backing vocals	riff	pentatonic scale	disco
choreography	digital	electronic	turntables	by ear	notation	piano	acoustic guitar	birdsong	civil rights

The Assessment Tracker documents below outline what children will learn within each topic

MUSIC: KS2 – Assessment tracker: Year 3 & 4

Topic: – Let Your Spirit Fly

Pupils:												
Targets Children can/know/explain/understand:												
Listen & Appraise: Let Your Spirit Fly (RnB) Identify the piece's structure: Introduction, verse, chorus.												
identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.												
Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics.												
Musical Activities using glockenspiels and/or recorders • Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.												
Warm-up Games copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: Rhythm patterns.												
Silver Challenge: C, sometimes with D and reading notes.												
Gold Challenge: C + D and reading notes.												
Singing in 2 parts.												
Play instrumental parts accurately and in time, as part of the performance. The easy part: F, G + C by ear.												
The medium part: E, F, G, A, B + C by ear and from notation.												
Improvise in the lessons and as part of the performance. Bronze Challenge: C. Silver Challenge: C and sometimes D.												

Gold Challenge: C + D.												
Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E.												
Using the notes: C, D, E, F + G.												
Perform & Share -Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?												

Topic specific vocabulary:

keyboard	verse	introduction	synthesizer	rhythm	pulse	rhythm	compose	Hook
tempo	melody	audience	perform	pitch	dynamics	structure	improvise	chorus

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rapping	improvise	compose	melody	musical style	drums	performance
singers	keyboard	percussion	trumpet	saxophone	equality	rhythm patterns	unison	solo	lyrics
racism	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
dynamics	synthesizer	hook	texture	structure	organ	backing vocals	riff	pentatonic scale	disco
choreography	digital	electronic	turntables	by ear	notation	piano	acoustic guitar	birdsong	civil rights

MUSIC: KS2 – Assessment tracker: Year 3 & 4
Topic: – Mamma Mia

Pupils:												
Targets												
Children can/know/explain/understand:												
Listen & Appraise: Mamma Mia (Pop, Abba's Music) • Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.												
• Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.												
• Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.												
Musical Activities using glocks and/or recorders. Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.												
Warm-up Games copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: rhythm patterns.												
Silver Challenge: G, sometimes A and reading notes.												
Gold Challenge: G + A and reading notes.												
Singing in unison.												
Play instrumental parts accurately and in time, as part of the performance. The easy part: G by ear.												
The medium part: G + A by ear and from notation.												
Improvise in the lessons and as part of the performance. Bronze Challenge: G.												
Silver Challenge: G and sometimes A.												

Gold Challenge: G + A.												
Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: G, A + B.												
Using the notes: G, A, B, D + E (pentatonic scale).												
Perform & Share - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?												

Topic specific vocabulary:

texture	tempo	melody	pitch	rhythm	pulse	dynamics	compose	improvise	structure	bass
introduction	verse	chorus	pentatonic scale	hook	riff	solo	vocals	unison	backing	keyboard

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rapping	improvise	compose	melody	musical style	drums	performance
singers	keyboard	percussion	trumpet	saxophone	equality	rhythm patterns	unison	solo	lyrics
racism	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
dynamics	synthesizer	hook	texture	structure	organ	backing vocals	riff	pentatonic scale	Disco
choreography	digital	electronic	turntables	by ear	notation	piano	acoustic guitar	birdsong	civil rights

MUSIC: KS2 – Assessment tracker: Year 3 & 4

Topic: – Glockenspiel Stage 1

Pupils:												
Targets Children can/know/explain/understand:												
Musical Activities using glocks Learn to play and read the notes C, D, E + F.												
Learn to play these tunes:												
• Easy E												
• Strictly D												
• Play Your Music												
• Drive												
• Dee Cee's Blues												
• What's Up												
• D-E-F-initely												
• Roundabout												
Improvise with Dee Cee's Blues using the notes C + D.												
Compose using the notes C, D, E + F.												
Perform & Share - Record the performance and talk about it afterwards. Did they enjoy it?												
The performance will include one or more of the following: • Improvisations • Instrumental • performances • Compositions												

Topic specific vocabulary:

texture	tempo	melody	pitch	rhythm	pulse	dynamics	compose	improvise	structure	glockenspiel
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rapping	improvise	compose	melody	musical style	drums	performance
singers	keyboard	percussion	trumpet	saxophone	equality	rhythm patterns	unison	solo	lyrics
racism	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
dynamics	synthesizer	hook	texture	structure	organ	backing vocals	riff	pentatonic scale	disco
choreography	digital	electronic	turntables	by ear	notation	piano	acoustic guitar	birdsong	civil rights

MUSIC: KS2 – Assessment tracker: Year 3 & 4
Topic: – Glockenspiel Stage 2

Pupils:												
Targets Children can/know/explain/understand:												
Musical Activities using glocks The child can learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G.												
Learn to play these tunes: • Mardi Gras Groovin'												
• Two-Way Radio												
• Flea Fly												
• Rigadoon												
• Mamma Mia												
Revisit these tunes from Stage 1: • Portsmouth												
• Strictly D												
• Play Your Music												
• Drive												
Compose using the notes C, D, E, F + G.												
Perform & Share - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?												

Topic specific vocabulary:

texture	tempo	melody	pitch	rhythm patterns	pulse	dynamics	compose	improvise	structure
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Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rapping	improvise	compose	melody	musical style	drums	performance
singers	keyboard	percussion	trumpet	saxophone	equality	rhythm patterns	unison	solo	lyrics
racism	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
dynamics	synthesizer	hook	texture	structure	organ	backing vocals	riff	pentatonic scale	Disco
choreography	digital	electronic	turntables	by ear	notation	piano	acoustic guitar	birdsong	civil rights

MUSIC: KS2 – Assessment tracker: Year 3 & 4
Topic: – Three Little Birds

Pupils:												
Targets Children can/know/explain/understand:												
Listen & Appraise: Three Little Birds (Reggae) • Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.												
• Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals.												
• Find the pulse and identify funky rhythms, tempo changes and dynamics.												
Musical Activities using glocks and/or recorders. Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.												
Warm-up Games copy back, play, invent rhythmic and melodic patterns.												
Bronze Challenge: rhythm patterns.												
Silver Challenge: C, sometimes with D and reading notes.												
Gold Challenge: C + D and reading notes.												
Singing in unison.												
Play instrumental parts accurately and in time, as part of the performance. The easy part: G + A.												
The medium part: C + A.												
Improvise in the lessons and as part of the performance. Bronze Challenge: C.												
Silver Challenge: C and sometimes D.												
Gold Challenge: C + D.												

Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E.												
Using the notes: C, D, E, G + A (pentatonic scale).												
Perform & Share - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?												

Topic specific vocabulary:

texture	tempo	melody	pitch	rhythm	pulse	dynamics	compose	improvise	structure	glockenspiel
introduction	verse	chorus	pentatonic scale	hook	riff	Reggae	vocals	organ	backing	keyboard

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rapping	improvise	compose	melody	musical style	drums	performance
singers	keyboard	percussion	trumpet	saxophone	equality	rhythm patterns	unison	solo	lyrics
racism	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
dynamics	synthesizer	hook	texture	structure	organ	backing vocals	riff	pentatonic scale	disco
choreography	digital	electronic	turntables	by ear	notation	piano	acoustic guitar	birdsong	civil rights

MUSIC: KS2 – Assessment tracker: Year 3 & 4

Topic: – Stop!

Pupils:												
Targets Children can/know/explain/understand:												
Listen & Appraise: Stop! (Grime) • Identify the structure: Intro and 6 rapped verses, each with a sung chorus.												
• Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums.												
• Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture												
Musical Activities using glocks and/or recorders. Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.												
Warm-up Games copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: rhythm patterns.												
Silver Challenge: C, sometimes D and reading notes.												
Gold Challenge: C + D and reading notes.												
Singing and rapping in unison and in parts.												
Compose own rapped lyrics about bullying or another topic or theme that you decide as a class.												
Perform & Share - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?												

Topic specific vocabulary:

musical style	tempo	melody	pitch	rhythm	pulse	dynamics	compose	improvise	structure	riff
rapping	lyrics	choreography	digital	electronic	turntables	synthesizers	unison	texture	hook	solo

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rapping	improvise	compose	melody	musical style	drums	performance
singers	keyboard	percussion	trumpet	saxophone	equality	rhythm patterns	unison	solo	lyrics
racism	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
dynamics	synthesizer	hook	texture	structure	organ	backing vocals	riff	pentatonic scale	Disco
choreography	digital	electronic	turntables	by ear	notation	piano	acoustic guitar	birdsong	civil rights

MUSIC: KS2 – Assessment tracker: Year 3 & 4
Topic: – The Dragon Song

Pupils:												
Targets Children can/know/explain/understand:												
Listen and Appraise: The Dragon Song (Pop) • Identify the themes: Kindness, respect, friendship, acceptance and happiness.												
• Identify the instruments/voices: Keyboard, drums, bass, a female singer.												
• Explain how the words of the song tell a story? Does the music create a story in your imagination? What story?												
Musical Activities using glocks and/or recorders Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.												
Warm-up Games copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: rhythm patterns.												
Silver Challenge: G, sometimes A and reading notes.												
Gold Challenge: G + A and reading notes.												
Singing in 2 parts												
Play instrumental parts accurately and in time, as part of the performance. The easy part: G by ear.												
The medium part: G, A + B by ear and from notation.												
Improvise in the lessons and as part of the performance. Bronze Challenge: G, A + B.												
Silver Challenge: G, A or B.												

Gold Challenge: G, A + B.												
Compose a simple melody using simple rhythms and use as part of the performance.												
Perform & Share - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?												

Topic specific vocabulary:

texture	tempo	melody	pitch	rhythm	pulse	dynamics	compose	improvise	structure	glockenspiel
introduction	verse	chorus	pentatonic scale	hook	riff	Pop	vocals	organ	backing	keyboard

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rapping	improvise	compose	melody	musical style	drums	performance
singers	keyboard	percussion	trumpet	saxophone	equality	rhythm patterns	unison	solo	lyrics
racism	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
dynamics	synthesizer	hook	texture	structure	organ	backing vocals	riff	pentatonic scale	disco
choreography	digital	electronic	turntables	by ear	notation	piano	acoustic guitar	birdsong	civil rights

MUSIC: KS2 – Assessment tracker: Year 3 & 4

Topic: – Lean On Me

Pupils:												
Targets Children can/know/explain/understand:												
Listen & Appraise: Lean On Me (Soul/Gospel) • Identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.												
• Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ.												
• Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture												
Musical Activities using glocks and/or recorders. Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.												
Warm-up Games copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: rhythm patterns.												
Silver Challenge: F sometimes G and reading notes.												
Gold Challenge: F + G and reading notes.												
Singing in unison.												
Play instrumental parts accurately and in time, as part of the performance. The easy part: C + F by ear.												
The medium part: E, F + G by ear and from notation.												
Improvise in the lessons and as part of the performance. Bronze Challenge: F.												
Silver Challenge: F and sometimes G.												
Gold Challenge: F + G.												

Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: F, G + A.												
Using the notes: C, D, F, G + A.												
Perform & Share - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?												

Topic specific vocabulary:

musical style	tempo	melody	pitch	rhythm	pulse	dynamics	compose	improvise	structure	riff
bass	organ	notation	piano	backing vocal	by ear	composition	unison	texture	hook	solo

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rapping	improvise	compose	melody	musical style	drums	performance
singers	keyboard	percussion	trumpet	saxophone	equality	rhythm patterns	unison	solo	lyrics
racism	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
dynamics	synthesizer	hook	texture	structure	organ	backing vocals	riff	pentatonic scale	Disco
choreography	digital	electronic	turntables	by ear	notation	piano	acoustic guitar	birdsong	civil rights

MUSIC: KS2 – Assessment tracker: Year 3 & 4

Topic: – Bringing Us Together

Pupils:												
Targets												
Children can/know/explain/understand:												
Listen and Appraise: Bringing Us Together (Disco) • Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics.												
• Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer.												
• Explain how the words of the song tell a story? Does the music create a story in your imagination? What story?												
Musical Activities using glocks and/or recorders. Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.												
Warm-up Games copy back, play, invent rhythmic and melodic patterns. Bronze Challenge: Rhythm patterns.												
Silver Challenge: C and sometimes A and reading notes.												
Gold Challenge: C + A and reading notes.												
Singing in 2 parts.												
Play instrumental parts accurately and in time, as part of the performance. The easy part: C.												
The medium part: G, A + C.												
Improvise in the lessons and as part of the performance. Bronze Challenge: C.												
Silver Challenge: C and sometimes A.												
Gold Challenge: C + A.												

Compose a simple melody using simple rhythms and use as part of the performance Using the notes: C, A + G.												
Using the notes: C, D, E, G + A (pentatonic scale).												
Perform & Share - Children can contribute to the performance by singing, playing an instrumental part, improvising or performing their composition. Record the performance and discuss thoughts and feelings towards it. Did they enjoy it?												

Topic specific vocabulary:

texture	tempo	melody	pitch	rhythm	pulse	dynamics	compose	improvise	structure	glockenspiel
introduction	verse	chorus	pentatonic scale	hook	riff	Disco	vocals	organ	backing	keyboard

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rapping	improvise	compose	melody	musical style	drums	performance
singers	keyboard	percussion	trumpet	saxophone	equality	rhythm patterns	unison	solo	lyrics
racism	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
dynamics	synthesizer	hook	texture	structure	organ	backing vocals	riff	pentatonic scale	Disco
choreography	digital	electronic	turntables	by ear	notation	piano	acoustic guitar	birdsong	civil rights

MUSIC: KS2 – Assessment tracker: Year 3 & 4

Topic: – Blackbird

Pupils:												
Targets												
Children can/know/explain/understand:												
Listen & Appraise: Blackbird (Pop)												
• Identify the themes: Equality, civil rights.												
• Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.												
• Do the words tell a story? Does the music create a story in your imagination? What story?												
Musical Activities using glocks and/or recorders. Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.												
Warm-up Games copy back, play, invent rhythmic and melodic patterns.												
Bronze Challenge: rhythm patterns.												
Silver Challenge: C, sometimes D and reading notes.												
Gold Challenge: C + D and reading notes.												
Singing in unison.												
Play instrumental parts accurately and in time, as part of the performance.												
The easy part C + G by ear.												
The medium part: G, A, B + C by ear and from notation.												
Improvise in the lessons and as part of the performance. Bronze Challenge: C.												
Silver Challenge: C and sometimes D.												
Gold Challenge: C, D + E.												

Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E.												
Using the notes: C, D, E, G + A (pentatonic scale).												
Perform & Share - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?												

Topic specific vocabulary:

acoustic guitar	tempo	melody	pitch	rhythm	pulse	dynamics	compose	improvise	structure	riff
percussion	birdsong	civil rights	pentatonic scale	equality	racism	audience	unison	texture	hook	solo

Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rapping	improvise	compose	melody	musical style	drums	performance
singers	keyboard	percussion	trumpet	saxophone	equality	rhythm patterns	unison	solo	lyrics
racism	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
dynamics	synthesizer	hook	texture	structure	organ	backing vocals	riff	pentatonic scale	Disco
choreography	digital	electronic	turntables	by ear	notation	piano	acoustic guitar	birdsong	civil rights

MUSIC: KS2 – Assessment tracker: Year 3 & 4

Topic: – Reflect, rewind and replay – YEAR 3 songs

Pupils:												
Targets Children can/know/explain/understand:												
Revisit each of the year one and two songs learnt this year and complete the musical passport below for each child.												

My Music Passport – Year 3 to 4



I know and can sing/rap four songs off by heart! They are:

1. Let Your Spirit Fly
2. Three Little Birds
3. The Dragon Song
4. Bringing Us Together

Listen

- ☐ Each of these songs has a musical style that I can recognise.
- ☐ I have also listened to some Classical music.

Play

- ☐ I learnt some more tunes on the glockenspiel.
- ☐ I can play the glockenspiel along to all the songs we sang this year.
- I played the ☐ easy ☐ medium ☐ both the easy and medium parts.
- ☐ I learnt to read some music in Glockenspiel Stage 1.

Pulse

- ☐ I can find the pulse of all these songs and recognise some other musical dimensions when I listen to them.
- ☐ I know the difference between pulse, rhythm and pitch and can show you when I'm doing Warm-up Games.

Improvise

- ☐ I can improvise with the songs we sang this year.
- In class, we completed the ☐ Bronze ☐ Silver ☐ Gold ☐ All Challenges.

Compose

- ☐ I composed a simple melody with some of the songs we sang this year.

I used these notes

Perform

I performed these songs

Reflect

When performing the songs, I felt



Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2).

pulse	rhythm
singers	keyboard
racism	groove
dynamics	synthesizer
choreography	digital
pitch	rapping
percussion	trumpet
audience	imagination
hook	texture
electronic	turntables
improvise	compose
saxophone	equality
keyboard	bass
structure	organ
by ear	notation
melody	musical style
rhythm patterns	unison
electric guitar	audience
backing vocals	riff
piano	acoustic guitar
drums	performance
solo	lyrics
tempo	glockenspiel
pentatonic scale	Disco
birdsong	civil rights

MUSIC: KS2 – Assessment tracker: Year 3 & 4

Topic: – Reflect, rewind and replay – YEAR 4 songs

Pupils:												
Targets												
Children can/know/explain/understand:												
Revisit each of the year one and two songs learnt this year and complete the musical passport below for each child.												

My Music Passport – Year 4 to 5



I know and can sing/rap four songs off by heart! They are:

1. Mamma Mia – Abba
2. Stop! – Grime
3. Lean On Me – Soul/Gospel
4. Blackbird – The Beatles/Pop

Listen

- ☐ I can name some of the style indicators of these songs.
- ☐ I also listened to some Classical music.

Play

- ☐ I learnt some more tunes on the glockenspiel.
- ☐ I can play the glockenspiel along to all the songs we sang this year.
- I played the ☐ easy ☐ medium ☐ both the easy and medium parts.
- ☐ I learnt to read some music in Glockenspiel Stage 2.

Pulse

- ☐ I can find the pulse of all these songs and recognise some other musical dimensions when I listen to them.
- ☐ I know the difference between pulse, rhythm and pitch and can show you when I'm doing Warm-up Games.

My instrument

- ☐ I brought my own instrument into my lesson.

I can play the

Improvise

- ☐ I can improvise with the songs we sang this year.
- In class, we completed the ☐ Bronze ☐ Silver ☐ Gold ☐ All Challenges.

Compose

- ☐ I composed a simple melody with some of the songs we sang this year.

I used these notes

Perform

I performed these songs

Reflect

When performing the songs, I felt



Milestone 2: Vocabulary (words to revisit throughout the two-years that the children study Milestone 2).

pulse	rhythm
singers	keyboard
racism	groove
dynamics	synthesizer
choreography	digital
pitch	rapping
percussion	trumpet
audience	imagination
hook	texture
electronic	turntables
improvise	compose
saxophone	equality
keyboard	bass
structure	organ
by ear	notation
melody	musical style
rhythm patterns	unison
electric guitar	audience
backing vocals	riff
piano	acoustic guitar
drums	performance
solo	lyrics
tempo	glockenspiel
pentatonic scale	Disco
birdsong	civil rights

Key Threshold Milestone 3 (Year 5 & 6)

– Assessment Tracker (print one copy of this page for each year group and tick/date the Milestone 3 targets when they are covered in class).

Class name:

Year groups:

Academic year:

Year groups	Perform This concept involves understanding that music is created to be performed.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.	Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	Describe music This concept involves appreciating the features and effectiveness of musical elements.
5 & 6 Milestone 3	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.

TOPICS TAUGHT in Upper KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 5 & 6 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

Upper KS2 (Class 1 – Years 5 & 6) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Music (see Charanga Music scheme of work)	1 st half term: Year 5 Charanga Livin' On A Prayer	2 nd half term: Year 5 Charanga Classroom Jazz 1	1 st half term: Year 5 Charanga Make You Feel My Love	1 st half term: Year 5 Charanga The Fresh Prince Of Bel-Air	1 st half term: Year 5 Charanga Dancing In The Street	1 st half term: Year 5 Charanga Reflect, Rewind And Replay
	2 nd half term: Year 6 Charanga Happy	1 st half term: Year 6 Charanga A New Year Carol	2 nd half term: Year 6 Charanga Classroom Jazz 2	2 nd half term: Year 6 Charanga You've Got A Friend	2 nd half term: Year 6 Charanga Music And Me	2 nd half term: Year 6 Charanga Reflect, Rewind And Replay

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	phrases	ostinato	performance
Urban Gospel	civil rights	harmony	unison	gender equality	style indicators	dimensions	Neo Soul	producer	Motown
Funk	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
Rock	bridge	backbeat	amplifier	chorus	appraising	Bossa Nova	syncopation	Swing	tune/head
note values	note names	Big bands	ballad	verse	interlude	tag ending	strings	cover	Old-school
Hip Hop	backing loops	scratching	timbre	Soul	bass line	brass section	harmony	Blues	Jazz

The Assessment Tracker documents below outline what children will learn within each topic

MUSIC: KS2 – Assessment tracker: Year 5 & 6
Topic: – Livin' On A Prayer –

Pupils:												
Targets Children can/know/explain/understand:												
Listen & Appraise: Livin' On A Prayer (Rock) • Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.												
• Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard.												
• Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.												
Musical Activities using glocks and/or recorders. Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.												
Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: G.												
Silver Challenge: G + A and reading notes.												
Gold Challenge: G, A + B and reading notes.												
Singing in unison.												
Play instrumental parts accurately and in time as part of the performance. The easy part G, A + B by ear and from notation.												
The medium part D, E, F sharp + G by ear and from notation.												
Improvise in the lessons and as part of the performance. Bronze Challenge: G.												
Silver Challenge: G + A.												

Gold Challenge: G, A + B.												
Compose a melody using simple rhythms and use as part of the performance. Using the notes: G, A + B.												
Using the notes: G, A, B, D + E (pentatonic scale).												
Perform & Share - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?												

Topic specific vocabulary:

Rock	structure	pulse	rhythm	pitch	bridge	backbeat	amplifier	tempo
chorus	bridge	riff	hook	improvise	compose	texture	dynamics	electric guitar

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	phrases	ostinato	performance
Urban Gospel	civil rights	harmony	unison	gender equality	style indicators	dimensions	Neo Soul	producer	Motown
Funk	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
Rock	bridge	backbeat	amplifier	chorus	appraising	Bossa Nova	syncopation	Swing	tune/head
note values	note names	Big bands	ballad	verse	interlude	tag ending	strings	cover	Old-school
Hip Hop	backing loops	scratching	timbre	Soul	bass line	brass section	harmony	Blues	Jazz

MUSIC: KS2 – Assessment tracker: Year 5 & 6
Topic: – Happy

Pupils:												
Targets Children can/know/explain/understand:												
Listen & Appraise: Happy (Pop/Neo Soul) • Describe the style indicators of the song/music.												
• Describe the structure of the song.												
• Identify the instruments/voices they can hear.												
• Talk about the musical dimensions used in the song.												
Musical Activities using glocks and/or recorders. Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.												
Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: A.												
Silver Challenge: A + G and reading notes.												
Gold Challenge: A, G + B and reading notes.												
Singing in two parts.												
Play instrumental parts accurately and in time as part of the performance. The easy part: A + G by ear and from notation.												
The medium part: A, G + B by ear and from notation.												
The harder part: G, A, B, C, D + E by ear and from notation.												
Improvise in the lessons and as part of the performance. Bronze Challenge: A.												
Silver Challenge: A + G.												

Gold Challenge: A, G + B.												
Compose a melody using simple rhythms and use as part of the performance. Using the notes: A, G + B.												
Using the notes: C, E, G, A + B.												
Perform & Share - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?												

Topic specific vocabulary:

hook	structure	pulse	rhythm	pitch	timbre	solo	harmony
groove	Soul	riff	Motown	improvise	texture	dynamics	tempo
style indicators	melody	compose	cover	Dimensions of music	Neo Soul	producer	groove

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	phrases	ostinato	performance
Urban Gospel	civil rights	harmony	unison	gender equality	style indicators	dimensions	Neo Soul	producer	Motown
Funk	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
Rock	bridge	backbeat	amplifier	chorus	appraising	Bossa Nova	syncopation	Swing	tune/head
note values	note names	Big bands	ballad	verse	interlude	tag ending	strings	cover	Old-school
Hip Hop	backing loops	scratching	timbre	Soul	bass line	brass section	harmony	Blues	Jazz

MUSIC: KS2 – Assessment tracker: Year 5 & 6

Topic: – Classroom Jazz 1

Pupils:												
Targets												
Children can/know/explain/understand:												
Listen & Appraise: The Three Note Bossa & Five Note Swing												
• Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead.												
• Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead.												
• Identify instruments/voices: Piano, bass, drums, glockenspiel.												
Musical Activities using glocks and/or recorders. The children can play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.												
Improvise in a Bossa Nova style using the notes: G, A + B.												
Improvise in a swing style using the notes: D + E.												
using the notes: D, E, G.												
using the notes: D, E, G, A + B.												
Perform & Share - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?												

Topic specific vocabulary:

appraising	structure	pulse	rhythm	pitch	tune/head	note names	Solo
Bossa Nova	syncopation	Swing	hook	improvise	note values	Big bands	tempo

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	phrases	ostinato	performance
Urban Gospel	civil rights	harmony	unison	gender equality	style indicators	dimensions	Neo Soul	producer	Motown
Funk	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
Rock	bridge	backbeat	amplifier	chorus	appraising	Bossa Nova	syncopation	Swing	tune/head
note values	note names	Big bands	ballad	verse	interlude	tag ending	strings	cover	Old-school
Hip Hop	backing loops	scratching	timbre	Soul	bass line	brass section	harmony	Blues	Jazz

MUSIC: KS2 – Assessment tracker: Year 5 & 6

Topic: – A New Year Carol

Pupils:												
Targets												
Children can/know/explain/understand:												
Listen & Appraise: A New Year Carol (The music of Benjamin Britten)												
• Describe the style indicators of the song/music.												
• Describe the structure of the song.												
• Identify the instruments/voices they can hear.												
• Talk about the musical dimensions used in the song.												
• Describe the mood and story told?												
Warm-up Games Pulse, rhythm and pitch games:												
• Learn to clap some of the rhythms used in the song.												
• Learn some musical phrases that you will sing in the song.												
Singing in unison. Sing the song in its original style and the Urban Gospel version.												
Perform & Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?												

Topic specific vocabulary:

cover	structure	pulse	rhythm	pitch	timbre
improvise	phrases	unison	tempo	improvisation	dynamics
ostinato	melody	compose	texture	dimensions of music	Urban Gospel

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	phrases	ostinato	performance
Urban Gospel	civil rights	harmony	unison	gender equality	style indicators	dimensions	Neo Soul	producer	Motown
Funk	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
Rock	bridge	backbeat	amplifier	chorus	appraising	Bossa Nova	syncopation	Swing	tune/head
note values	note names	Big bands	ballad	verse	interlude	tag ending	strings	cover	Old-school
Hip Hop	backing loops	scratching	timbre	Soul	bass line	brass section	harmony	Blues	Jazz

MUSIC: KS2 – Assessment tracker: Year 5 & 6
Topic: – Make You Feel My Love

Pupils:												
Targets Children can/know/explain/understand:												
Listen & Appraise: Make You Feel My Love (Pop). Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.												
Identify the instruments/voices: Strings, piano, guitar, bass, drums.												
Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?												
Musical Activities using glocks and/or recorders. Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.												
Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: C.												
Silver Challenge: C + D and reading notes.												
Gold Challenge: C, D + E and reading notes.												
Singing in unison.												
Play instrumental parts accurately and in time as part of the performance. The easy part C, D + E by ear and from notation.												
The medium part C, D, E, F + G by ear and from notation.												
Improvise in the lessons and as part of the performance. Bronze Challenge: C.												
Silver Challenge: C + D.												
Gold Challenge: C, D + E.												

Compose a melody using simple rhythms and use as part of the performance. Using the notes: C, D + E.												
Using the notes: C, D, E, F + G.												
Perform & Share - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?												

Topic specific vocabulary:

verse	structure	pulse	rhythm	pitch	ending	strings	timbre	cover	guitar	bass
chorus	interlude	tag	Ballad	improvise	texture	dynamics	tempo	piano	melody	drums

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	phrases	ostinato	performance
Urban Gospel	civil rights	harmony	unison	gender equality	style indicators	dimensions	Neo Soul	producer	Motown
Funk	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
Rock	bridge	backbeat	amplifier	chorus	appraising	Bossa Nova	syncopation	Swing	tune/head
note values	note names	Big bands	ballad	verse	interlude	tag ending	strings	cover	Old-school
Hip Hop	backing loops	scratching	timbre	Soul	bass line	brass section	harmony	Blues	Jazz

MUSIC: KS2 – Assessment tracker: Year 5 & 6
Topic: – Classroom Jazz 2

Pupils:												
Targets Children can/know/explain/understand:												
Listen & Appraise: Bacharach Anorak and Meet The Blues												
• Describe the style indicators of the song/music.												
• Describe the structure of the song.												
• Identify the instruments/voices they can hear.												
• Talk about the musical dimensions used in the songs.												
Musical Activities using glocks and/or recorders. The children can: Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C.												
And C, Bb, G, F + C (Meet The Blues).												
Improvise in Bacharach Anorak using the notes: C, D.												
C, D, E.												
C, D, E, F, G.												
C, D, E, F, G, A, B + C.												
Improvise in a Blues style using the notes: C.												
C, Bb, G.												

C, Bb, G, F + C.												
Perform & Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?												

Topic specific vocabulary:

hook	structure	pulse	rhythm	pitch	timbre	solo
improvise	Jazz	riff	tempo	improvisation	texture	dynamics
style indicators	melody	compose	groove	dimensions of music	by ear	harmony

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	phrases	ostinato	performance
Urban Gospel	civil rights	harmony	unison	gender equality	style indicators	dimensions	Neo Soul	producer	Motown
Funk	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
Rock	bridge	backbeat	amplifier	chorus	appraising	Bossa Nova	syncopation	Swing	tune/head
note values	note names	Big bands	ballad	verse	interlude	tag ending	strings	cover	Old-school
Hip Hop	backing loops	scratching	timbre	Soul	bass line	brass section	harmony	Blues	Jazz

MUSIC: KS2 – Assessment tracker: Year 5 & 6

Topic: – The Fresh Prince Of Bel-Air

Pupils:												
Targets Children can/know/explain/understand:												
Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop) • Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending												
• Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.												
• Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.												
Musical Activities using glocks and/or recorders. Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.												
Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: D.												
Silver Challenge: D + E and reading notes.												
Gold Challenge: D, E + F and reading notes.												
Singing/rapping.												
Play instrumental parts accurately and in time as part of the performance. The easy part: D + A by ear and from notation.												
The medium part: G + A by ear and from notation.												
The harder part: C, D, E, F, G, A by ear and from notation.												
Improvise in the lessons and as part of the performance. Bronze Challenge: D.												

Silver Challenge: D + E.												
Gold Challenge: D, E + F.												
Compose a melody using simple rhythms and use as part of the performance. Using the notes: D, E + F.												
Using the notes: D, E, F, G + A.												
Perform & Share - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?												

Topic specific vocabulary:

Old-school	structure	pulse	rhythm	pitch	performance	deck	timbre	cover	Funk	scratching
Hip Hop	Rap	riff	synthesizer	improvise	texture	dynamics	tempo	backing loops	melody	unison

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	phrases	ostinato	performance
Urban Gospel	civil rights	harmony	unison	gender equality	style indicators	dimensions	Neo Soul	producer	Motown
Funk	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
Rock	bridge	backbeat	amplifier	chorus	appraising	Bossa Nova	syncopation	Swing	tune/head
note values	note names	Big bands	ballad	verse	interlude	tag ending	strings	cover	Old-school
Hip Hop	backing loops	scratching	timbre	Soul	bass line	brass section	harmony	Blues	Jazz

MUSIC: KS2 – Assessment tracker: Year 5 & 6
Topic: – You've Got A Friend

Pupils:												
Targets Children can/know/explain/understand:												
Listen & Appraise: You've Got A Friend (The music of Carole King). Describe the style indicators of the song/music.												
• Describe the structure of the song.												
• Identify the instruments/voices they can hear.												
• Talk about the musical dimensions used in the song.												
Musical Activities using glocks and/or recorders. Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.												
Warm-up games Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: A.												
Silver Challenge: A + G and reading notes.												
Gold Challenge: A, G + E and reading notes.												
Singing in unison.												
Play instrumental parts accurately and in time as part of the performance. The easy part: G, A + B by ear and from notation.												
The medium part: C, D, E + F by ear and from notation.												
The harder part: D, E, F, G, A, B + C by ear and from notation.												
Improvise in the lessons and as part of the performance. Bronze Challenge: A.												
Silver Challenge: A + G.												

Gold Challenge: A, G + E.												
Compose a melody using simple rhythms and use as part of the performance. Using the notes: A, G + E.												
Using the notes: E, G, A, C + D.												
Perform & Share - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?												

Topic specific vocabulary:

cover	structure	pulse	harmony	pitch	timbre
improvise	hook	unison	tempo	riff	dynamics
solo	melody	compose	texture	dimensions of music	gender equality

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	phrases	ostinato	performance
Urban Gospel	civil rights	harmony	unison	gender equality	style indicators	dimensions	Neo Soul	producer	Motown
Funk	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
Rock	bridge	backbeat	amplifier	chorus	appraising	Bossa Nova	syncopation	Swing	tune/head
note values	note names	Big bands	ballad	verse	interlude	tag ending	strings	cover	Old-school
Hip Hop	backing loops	scratching	timbre	Soul	bass line	brass section	harmony	Blues	Jazz

MUSIC: KS2 – Assessment tracker: Year 5 & 6
Topic: – Dancing In The Street

Pupils:												
Targets												
Children can/know/explain/understand:												
Listen & Appraise: Dancing In The Street (Motown) • Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.												
• Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).												
• Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.												
Musical Activities using glocks and/or recorders. Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.												
Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: F.												
Silver Challenge: F + G and reading notes.												
Gold Challenge: F, G + A and reading notes.												
Singing in two parts.												
Play instrumental parts accurately and in time as part of the performance. The easy part: G by ear and from notation.												
The medium part: G + A by ear and from notation.												
The harder part: F, G , A, + D by ear and from notation.												
Improvise in the lessons and as part of the performance. Bronze Challenge: D.												

Silver Challenge: D + E.												
Gold Challenge: D, E + F												
Compose a melody using simple rhythms and use as part of the performance. Using the notes: C, D, + E.												
Perform & Share - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?												

Topic specific vocabulary:

hook	structure	pulse	rhythm	pitch	timbre	brass section	timbre	harmony
groove	Soul	riff	back beat	improvise	texture	dynamics	tempo	bass

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	phrases	ostinato	performance
Urban Gospel	civil rights	harmony	unison	gender equality	style indicators	dimensions	Neo Soul	producer	Motown
Funk	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
Rock	bridge	backbeat	amplifier	chorus	appraising	Bossa Nova	syncopation	Swing	tune/head
note values	note names	Big bands	ballad	verse	interlude	tag ending	strings	cover	Old-school
Hip Hop	backing loops	scratching	timbre	Soul	bass line	brass section	harmony	Blues	Jazz

MUSIC: KS2 – Assessment tracker: Year 5 & 6

Topic: – Music and Me

Pupils:												
Targets Children can/know/explain/understand:												
Listen & Appraise: • Talk about the music of featured artists												
• Talk about any musical connection with previous knowledge and understanding												
• Explain why you would not go to a concert by one of the featured artists												
• Explain which inspirational woman listed on the timeline they would like to meet and why.												
Talk about why the four female artists were chosen for this unit.												
Talk about any of the key words or themes from the videos and relate them to themselves.												
Talk about the impact of the artist's family and culture on their music.												
In regard to their compositions explain: • the options they chose and why												
• the key themes they have used in their lyrics												
• the tools they have used												
• the sections they particularly like and dislike. Say why.												
• were you inspired? By whom?												
Perform and share – present the performance in an interesting and engaging way. They can reflect on its strengths and weaknesses. They can talk about their identity in the music and the performance.												

Topic specific vocabulary:

gender	racism	rap	lyrics	turntablist	DJing
producer	electronic music	acoustic music	culture	identity	inspirational

Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3). Shaded words to be covered within this topic.

pulse	rhythm	pitch	rap	improvise	compose	melody	phrases	ostinato	performance
Urban Gospel	civil rights	harmony	unison	gender equality	style indicators	dimensions	Neo Soul	producer	Motown
Funk	groove	audience	imagination	keyboard	bass	electric guitar	audience	tempo	glockenspiel
Rock	bridge	backbeat	amplifier	chorus	appraising	Bossa Nova	syncopation	Swing	tune/head
note values	note names	Big bands	ballad	verse	interlude	tag ending	strings	cover	Old-school
Hip Hop	backing loops	scratching	timbre	Soul	bass line	brass section	harmony	Blues	Jazz

MUSIC: KS2 – Assessment tracker: Year 5 & 6

Topic: – Reflect, rewind and replay – YEAR 5 songs

Pupils:												
Targets												
Children can/know/explain/understand:												
Revisit each of the year one and two songs learnt this year and complete the musical passport below for each child.												

My Music Passport – Year 5 to 6



I know and can sing/rap four songs off by heart! They are:

1. Livin' On A Prayer – Rock
2. Make You Feel My Love – Pop Ballad
3. The Fresh Prince Of Bel Air – Hip Hop
4. Dancing In The Street – Motown

I can talk about:

1. The style indicators of some of these songs
2. The structure of some of the songs
3. How some of the dimensions of the music fits together in some of the songs
4. The historical context of some of the songs

Listen

☐ I have focussed on Classical music in class and its history.

Pulse, rhythm and pitch

☐ I can demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music.

Play

- ☐ Classroom Jazz 1 – I have played these melodies by ear and improvised.
☐ I can play the glockenspiel along to all the songs we sang this year.
 I played the ☐ easy ☐ medium ☐ both the easy and medium parts.

Notation

☐ I used notated music.

My instrument

☐ I brought my own instrument into my lesson.

I can play the

Improvise

- ☐ I can improvise with the songs we sang this year.
 In class, we completed the ☐ Bronze ☐ Silver ☐ Gold ☐ All Challenges.

Compose

☐ I composed a simple melody with some of the songs we sang this year.

I used these notes

Perform

I performed these songs

Reflect

When performing the songs, I felt



Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3).

pulse	rhythm
Urban Gospel	civil rights
Funk	groove
Rock	bridge
note values	note names
Hip Hop	backing loops
pitch	rap
harmony	unison
audience	imagination
backbeat	amplifier
Big bands	ballad
scratching	timbre
improvise	compose
gender equality	style indicators
keyboard	bass
chorus	appraising
verse	interlude
Soul	bass line
melody	phrases
dimensions	Neo Soul
electric guitar	audience
Bossa Nova	syncopation
tag ending	strings
brass section	harmony
ostinato	performance
producer	Motown
tempo	glockenspiel
Swing	tune/head
cover	Old-school
Blues	Jazz

MUSIC: KS2 – Assessment tracker: Year 5 & 6

Topic: – Reflect, rewind and replay – YEAR 6 songs

Pupils:												
Targets												
Children can/know/explain/understand:												
Revisit each of the year one and two songs learnt this year and complete the musical passport below for each child.												

My Music Passport Year 6



I know and can sing three songs off by heart they are:

1. Happy – Neo Soul/Pop
2. A New Year Carol – Classical/Urban Gospel
3. You've Got A Friend – Pop

Music and identity

- ☐ I can talk about my musical and cultural identity.
- ☐ I have written a piece of music with my friends about this.

Pulse, rhythm and pitch

- ☐ I can demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music.

Play

- ☐ Classroom Jazz 1 – I have played these melodies by ear and improvised.
 - ☐ I can play the glockenspiel along to all the songs we sang this year.
- I played the ☐ easy ☐ medium ☐ both the easy and medium parts.

Notation

- ☐ I used notated music.

My instrument

- ☐ I brought my own instrument into my lesson.

I can play the

Improvise

- ☐ I can improvise with the songs we sang this year.
- In class, we completed the ☐ Bronze ☐ Silver ☐ Gold ☐ All Challenges.

Compose

- ☐ I composed a simple melody with some of the songs we sang this year.

I used these notes

Perform

I performed these songs

Reflect

When performing the songs, I felt

I can talk about:

1. The style indicators of some of these songs
2. The structure of some of the songs
3. How some of the dimensions of the music fits together in some of the songs
4. The historical context of some of the songs



Milestone 3: Vocabulary (words to revisit throughout the two-years that the children study Milestone 3).

pulse	rhythm
Urban Gospel	civil rights
Funk	groove
Rock	bridge
note values	note names
Hip Hop	backing loops
pitch	rap
harmony	unison
audience	imagination
backbeat	amplifier
Big bands	ballad
scratching	timbre
improvise	compose
gender equality	style indicators
keyboard	bass
chorus	appraising
verse	interlude
Soul	bass line
melody	phrases
dimensions	Neo Soul
electric guitar	audience
Bossa Nova	syncopation
tag ending	strings
brass section	harmony
ostinato	performance
producer	Motown
tempo	glockenspiel
Swing	tune/head
cover	Old-school
Blues	Jazz