



## Badsworth Church of England Junior & Infant School

At Badsworth C of E Junior and Infant School, Physical Education, Physical Activity and School Sport continually builds on prior learning and knowledge and aims to develop confidence in physical abilities, skill acquisition and sporting knowledge to allow all our children to establish strong mental, emotional, social and physical wellbeing. As a result of this, children are inspired to succeed in physical education. Our PE curriculum underpins all of the ABC's – agility, balance and coordination – which are taught and instilled within the foundation stages of learning. By teaching physical literacy, children develop their skills and knowledge but also their motivation and confidence. As children move through school, they will be challenged in various ways in order to develop their cognitive functioning which can not only be applied throughout their education, but also later in life. Children learn the importance of a healthy lifestyle and this transforms their attitudes towards sport and exercise, ultimately impacting in a positive way on their future. In addition to this, Physical Education, Physical Activity and School Sport will underpin Christian Values and our school's 'CARE, Prepare, Believe' ethos. Children will demonstrate CARE through their sportsmanship and attitudes to one another. Children will prepare both physically and mentally for healthy and active lives moving forward. They will also believe in their abilities and know that their perseverance and determination could lead to great things.

### EYFS

#### Knowledge - Substantive

Knowledge - Substantive		
Composing	Listening	Performing
<p><b>Improvisation:</b> Know that different instruments make different sounds which can show different characters or situations.</p> <p><b>Notation:</b> Know that I can order images to create sounds.</p> <p><b>Creative Process:</b> Know that understanding the words of a song will help me decide on actions or sounds.</p>	<p><b>Identify musical conventions and inter-related dimensions:</b> know that instruments can be played in different ways and this makes different sounds. Know that when the music changes speed (tempo) so does my movement. Know that music can be loud or quiet and fast or slow and this makes me feel differently.</p> <p><b>Recognise sound and instruments:</b> Know that sound effects can be used to show what the piece of music is about.</p>	<p><b>Technical control:</b> know that when singing, I have to move my voice higher and lower.</p> <p><b>Notation:</b> Know that 'ta' is one sound and 'titi' is two sounds.</p> <p><b>Ensemble awareness:</b> know to watch and listen to others to start and stop together.</p> <p><b>Communication and audience:</b> know how to play different instruments eg shake, scrape, hit blow etc</p>
Knowledge – Disciplinary (skill and knowledge application)		
Composing	Listening	Performing
<p><b>Improvisation:</b> Explore and create sounds using voice, body percussion, instruments and found sounds. Explore how sounds can be changed from loud to quiet, fast to slow, high to low.</p> <p><b>Notation:</b> Children to order images using symbols and pictures to convey sounds appropriately.</p>	<p><b>Identify musical conventions and inter-related dimensions:</b> Describe sounds and show a reaction to changes in music such as tempo/dynamics by explaining or moving.</p> <p><b>Recognise sound and instruments:</b> Begin to recognise classroom instruments. Listen to sound effects and talk about what the piece is about.</p>	<p><b>Technical control:</b> distinguish between singing and speaking. Copy simple rhythm patterns using instruments. Body sounds and the voice with an introduction to a steady pulse and pitch.</p> <p><b>Notation:</b> begin to follow one and two sound images.</p> <p><b>Ensemble awareness:</b> begin to start and stop together with awareness.</p>

<b>Creative Process:</b> Use the words of a song to create sequences of sounds in response to a given stimulus.		<b>Communication and audience:</b> explore sounds using instruments and voice showing an awareness of how the instrument should be played and of tempo and dynamics.
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**Vocabulary**

Composer
Conductor
Dynamics
Ostinato
Pulse
Rest
Rhythm
Tempo
Timbre
Pitch
Score
Improvise

**Year 1 – 6**

**Composing**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge - Substantive</b>					
<b>Improvisation:</b> Know that dynamics, tempo and pitch can provide context when improvising.	Know that structuring improvisations need to be over 4 or 8 beats.	Know to perform improvisations as 4 or 8 beat responses.	Know that finishing an improvisation on the root note will help it to sound finished. Know that using the rhythm of words will help to improvise rhythms.	Know that improvising ideas first will allow me to create melodies I like. To know that improvisation is a big part of many genres of music, showing off capabilities of instruments. Know that improvisation can be used to communicate emotions.	Know that repeating patterns and adding phrasing to improvisations creates a satisfying melodic shape to the piece. Know to use the notes of the chord when improvising a baseline.
<b>Notation:</b> know that using bigger/smaller images or symbols represents dynamics and know to	Know that an image changing in size or appearance affects dynamics and tempo.	Know that combining rhythm and pitch can create rising and falling melodies.	Know that a pentatonic scale uses five pitches.	Know that when recording western notation, the time signature will tell me how	Know that using rhythmic variety and changes in pitch will help the piece sound more interesting.

use images and symbols to create a score for rhythm or pitch.				many beats to place in each bar.	
<b>Creative Process:</b> know that it is important to explore ideas before deciding what to do. Know that playing an instrument with less force and effort will make it sound quieter.	Know that different sounds and how they are played can be used to represent characters, emotions and moods. Know that syllables of words can be used to make lyrics fit with the melody.	Know that using the inter-related dimensions can help to tell messages in pieces. Know that combining rhythm and pitch notation gives us the melody.	Know that mixing up the duration of notes will help to make melodies sound interesting. Know that applying the interrelated dimensions of music can create effects in response to a stimulus.	Know that contrast will help structure a piece. Know that repeating a musical idea helps me to develop the sound of the overall piece. Know that when creating polyrhythms, each rhythm needs to be different.	Understand that certain notes when performed together create different effects such as consonant and dissonant sounds. Know that intentionally combining interrelated dimensions will create effect. Know that when writing melodies using repeating elements, equal length lines and using a shift in pitch will help to create memorable music.
<b>Knowledge – Disciplinary (skill and knowledge application)</b>					
<b>Improvisation:</b> improvise simple patterns with the voice and instruments exploring sounds when improvising – loud/quiet/fast/slow/high/low	Improvise over 4 and 8 beats using Q and A phrases with words rhythm and pitch.	Improvise using 4 or 8 beats in response to a stimulus. Improvise singing and playing when given notes to create simple rhythmic patterns and melodic ideas.	Improvise body percussion, words, rhythmic and melodic patterns within an ensemble and as a conversation demonstrating an ability to use the root note.	Improvise 8 beat rhythmic patterns and melodic patterns over an octave. Improvise over a drone with a sense of shape and steady pulse.	Improvise and refine rhythms and melodic ideas over a drone or chord sequence demonstrating a sense of musical phrase. Improvise melodies using the notes of the chord and passing notes.
<b>Notation:</b> begin to explore how images can be used to create graphic scores – explore symbols for rhythm and pitch and begin to show an understanding of these.	Use images and symbols to structure pieces using graphic scores effectively. Select stick notation for rhythm and dot notation for pitch.	Record ideas using signs and symbols including graphic score, pitch and rhythm notation creating three note melodies.	Demonstrate increasing confidence in recording ideas using signs and symbols including graphic score and pitch and rhythm notation.	Demonstrate increased confidence and accuracy using various forms of notation to record musical ideas.	Combine rhythmic and pitch notation using variety, selecting the most appropriate notation to record musical ideas.
<b>Creative Process:</b> appropriately select and describe sounds to create music in response to a stimulus. Compose simple 4 beat rhythms using crotchets and paired quavers. Compose using G and E whilst exploring dynamics	Explore and use changes in pitch, dynamics, duration and tempo. Select appropriate sounds to convey mood and message. Compose lyrics, three note melodies and rhythm using known notation.	Contribute ideas with consideration of the structure and theme of the music. Demonstrate an application of tempo, dynamics and texture. Combine rhythm and pitch	Contribute appropriate ideas expressing musical opinions for creating and improving work. Create melodies using the pentatonic scale in relation to a stimulus. Write lyrics and compose melodies	Explore and combine sounds with growing confidence, taking simple ideas to develop further in composition with satisfying structure. Develop rhythmic and melodic ideas of greater length and musical shape	Identify the strengths and areas for development in a piece and use this to refine work. Use more complex rhythmic notation and pitches over an octave to create melodies, chord

and tempo in relation to mood and message.		to create three pitch melodies.	for those lyrics using the pentatonic scale.	with consideration of the interrelated dimensions. Compose music with several parts with consideration of harmony to evoke mood.	sequences and baselines. Create and structure music with multiple parts including chordal accompaniment, rhythmic accompaniment, melody and drone using key features of different genres.
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### Listening

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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### Knowledge - Substantive

<b>Identify musical conventions and interrelated dimensions:</b> justify preference when listening to various styles of music and understand that other people may have different opinions.	Know the meaning of tempo, dynamics and pitch.	Know that composers use the interrelated dimensions to portray the message of the piece.	Know that different eras and genres have key features that help to define them.	Know the features of different styles of music to justify placement.	Know that using my knowledge of musical conventions, instrumental knowledge and interrelated dimensions will help me to confidently justify opinions in a variety of music.
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<b>Recognise sound and instruments:</b> know that instruments are played differently eg hit/shaken etc and this produces different sounds.	Know that instruments are made of different materials and this creates different sounds (timbre)	Know that the orchestra is made up of different sections and families of instruments.	Know the role of different instruments within a genre.	Know that instruments from the same genres or eras have similarities in how they are played.	Understand why composers use certain instruments or sounds at different times to create effect.
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### Knowledge – Disciplinary (skill and knowledge application)

<b>Identify musical conventions and interrelated dimensions:</b> begin to identify the sound within the intended message. Recognise changes in the music and talk about this starting to use music terminology eg the tempo got faster.	Confidently explain what is meant by tempo, dynamics and pitch and begin to recognise how composers use music to tell the story or message of their piece. Recognise changes in tempo, dynamics and pitch.	Begin to identify musical conventions being employed in a variety of pieces. Begin to identify how the interrelated dimensions of music are used to effect the mood and message of the piece and share these ideas.	Begin to place music with guidance into historical context eg Baroque, Classical etc or genre eg samba. Identify specific interrelated dimensions of music in a variety of styles.	Develop an understanding of music across time and place. Use increasing musical vocabulary to respond to music.	Place music within time and place.
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<p><b>Recognise sound and instruments:</b> begin to recognise some instrumental sounds and name classroom instruments. Start to show an awareness of how the instrument is played.</p>	<p>Begin to recognise instruments aurally and talk about what they are made of.</p>	<p>Begin to recognise the sound of different sections of the orchestra and a variety of instruments within each section.</p>	<p>Aurally and by sight identify a variety of instruments and talk about their roles within different genres of music.</p>	<p>Begin to recognise and talk confidently about a broader range of ensembles and instruments relating to the different styles of music.</p>	<p>Confidently recognise different orchestral instruments specific to genre or era and talk about why the composers have chosen to use these for different effects.</p>
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Performing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge - Substantive</b>					
<p><b>Technical Control:</b> know that pulse is the steady beat of the music. Know that standing up tall with my shoulders back will help improve my singing.</p>	<p>Know that listening to the starting pitch will help me to start and stay in tune. Know the meaning of dynamics and tempo. Know that the speed of the beat can change.</p>	<p>Know that a drone is usually played on beat 1 and rings out for the other beats.</p>	<p>Know when to breathe, developing an awareness of phrase.</p>	<p>Know that the strong beat 1 of each bar will help me to play and sing in time.</p>	<p>Know that how you use the interrelated dimensions when playing and singing helps tell the message of the piece.</p>
<p><b>Notation:</b> Know that images and symbols on a score show me when to play and when to stop.</p>	<p>Know that if a symbol sits higher in the space it represents a higher pitch.</p>	<p>Know the values of a crotchet, paired quavers and minims and understand where they are placed on the staff to show the pitch.</p>	<p>Know that a neutral clef is used for untuned instruments. Know that rhythm grids can be performed in different ways to change the sound.</p>	<p>Know the difference between semibreves, minims, crotchets and crotchet rests, paired quavers and semi quavers. Know the difference between 2/4, 3/4 and 4/4 time signatures. Understand how triads are formed.</p>	<p>Know and understand the difference between semibreves, minims, crotchets, quavers, semi quavers and their equivalent rests.</p>
<p><b>Ensemble Awareness:</b> know that different hand signals tell me when and how long to play or sing for.</p>	<p>Know the signals of how and when to play.</p>	<p>Demonstrate an understanding of my own role within the ensemble. Know that playing to a steady pulse will help the ensemble start/stop/stay together.</p>	<p>Understand the importance of knowing how to start and finish a piece.</p>	<p>Know that eye contact during a performance will help us stay in time and bring the piece together as a performance.</p>	<p>Know how to self-correct when a performance goes wrong.</p>

<p><b>Communication and Audience:</b> know to make eye contact with my group and the audience when performing.</p>	<p>Be aware of the expectations when listening to others perform and when performing to an audience.</p>	<p>Know the importance of watching others so I know when to play.</p>	<p>Know that different styles of music should be performed in different ways.</p>	<p>Know that a performance starts before we play/sing and finishes after so consideration of how we enter and exit affects the performance.</p>	<p>Understand that the way the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey.</p>
<p><b>Knowledge – Disciplinary (skill and knowledge application)</b></p>					
<p><b>Technical Control:</b> Play to a steady pulse. Play repeated rhythms and word pattern chants. Sing simple songs with an awareness of pitch and following visual direction (start/stop/loud/quiet).</p>	<p>Sing with developing control and awareness of pitch. Follow directions for dynamics and tempo when singing and playing. Find and perform the pulse with increasing success. Identify and mark beat groupings. Accompany singing with actions and body sounds in time with a steady pulse.</p>	<p>Sing with projection and clear diction over a greater range of pitches, leaping and stepping accurately match the starting pitch. Perform with consideration to simple dynamic instructions. Play a simple rhythmic accompaniment or drone maintaining a steady pulse. Copy and perform melodies over three pitches.</p>	<p>Sing with greater control of breath and awareness of dynamics. Pitch with increasing accuracy over a large range including leaps and harmony. Play melodies and accompaniments across a small range of pitches. Accurately maintain an individual rhythm within a rhythmic performance.</p>	<p>Sing and play to convey mood and emotion to enhance the intended effect. Confidently match pitches across a wider range of notes, leaps, lengths and rhythmic complexity. Confidently demonstrate a secure sense of pulse when playing and singing in parts.</p>	<p>Demonstrate musicality in the control and production of sound using expression. Sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity in unison, in parts and as a soloist. Confidently demonstrate a secure sense of pulse when singing and playing a variety of instruments fluidly in unison and within an ensemble in parts and different time signatures.</p>
<p><b>Notation:</b> Begin to relate images to sounds. Follow pictures and symbols to guide singing and playing.</p>	<p>Begin to relate simple graphic images to changes in sound. Recognise dot notation across three pitches. Perform rhythm patterns following stick notation.</p>	<p>Begin to recognise and perform from simple western notation symbols. Use the syllables of words to create rhythms.</p>	<p>Confidently recognise and perform from simple western notation across a pentatonic scale. Follow rhythm grids accurately.</p>	<p>Recognise and perform from an increasing range of western notation.</p>	<p>Selects and perform with greater accuracy from graphic and western notation scores within an octave range. Confidently explain the different notes and their lengths.</p>
<p><b>Ensemble Awareness:</b> follow simple performance indications for start, stop, gradually change dynamics.</p>	<p>Demonstrate increased confidence when following musical directions given both aurally and through physical inflection.</p>	<p>Begin to perform independently and in small groups showing an awareness of the role.</p>	<p>Maintain own part within an ensemble. Perform in two or more parts showing an awareness of start and finish.</p>	<p>Lead others into a performance controlling the tempo of the pulse and use eye contact when performing.</p>	<p>Physically and aurally lead others in performance controlling the tempo, dynamics and pulse within an ensemble. Play as an</p>

					ensemble in multiple parts and correct with professionalism.
<b>Communication and Audience:</b> begin to control sounds demonstrating subtle changes, gradually louder, quieter, faster and slower.	Show an awareness of the expectations when listening Begin to control sounds with intention.	Develop confidence to perform as an individual and within a group carefully watching others so I know when to play.	Show an increased confidence and commitment when performing to an audience with an awareness of the musical style.	Demonstrate increased confidence when performing, showing an awareness that a performance is an occasion.	Confidently perform considering style or message of the music conveying this accurately to the audience.
<b>Vocabulary</b>					
Conductor	Drone	Ensemble	Accompany	Polyrhythmic	Counter melody
Dynamics	Fall	Improvisation	Clashing	Semiquavers	Phrasing
Length	Folk	Leaping	Harmonious	Ternary/ternary form	Tonic
Notes	Improvise	Medieval	Pentatonic Scale	Backing vocals	Accent
Pitch	Rise	Musical Theatre	Call and response	Bass line	Clef
Pulse	Round	Ostinato	Scatting	Genre	Drum groove
Rest	Sea Shanty	Stepping	Swing Time	Genre	Riff
Rhythm	Texture	Appraise	Bass	Lead vocalist/vocals	Binary/binary form
Sound/scape	Baroque	Classical	Cell	Root note	Chord sequence
Tempo	Forte	Duration	Harmony	Walking bass line	Key
Composer/compose	Piano	Inter-related Dimensions	Minimalism	Accompaniment	Metronome
De/Crescendo	Anthem	Scale	Motif	Legato	Passing note
Graphic Score/Score	Brass	Bar/bar line	Polyphony	Programmatic	Ternary form
Duet	Fanfare	Crotchet rest	Polyrhythm	Staccato	Bridge
Melody	Lyrics	Minim	Technique	Triads	Ascending
Opera	Orchestra	Solo	Chord	Flat	Break
Perform	Percussion	Time signature	Glissando	Fusion	Descending
Adagio	Rehearsal	Treble Clef	Notate	Layer	Reel
Allegro	Romantic	Structure	Groove	Sharp	Sustain
Chorus	Strings	Timbre	Neutral clef	Broken chords	Syncopation
Instrument	Woodwind	Quartet	Octave	Consonant	Concerto
Repeat	Crotchet	Semibreve	Off beat	Dissonant	Consonance
Stave	Notation	Western Notation	Quaver	Dotted note	Dissonance
Verse	Paired Quavers		Accelerando	Interval	
Beat	Performance		Fortissimo	Mnemonics	
Layer	Posture		Graphic Notation		
	Adagio		Major		
	Presto		Mezzo forte		
	Unison		Mezzo piano		
			Minor		
			Moderato		

			Pianissimo		
			Rallentando		