



Collingbourne CE Primary School
Progression of Knowledge and Skills in Music
Cycle B



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--|---|--|--------------------------------|--|---|--|--|---|--|---|---|---|--|--|---|---|--|--|-------------------------|--|--|--|
| Reception Term 1 | <p>Focus: Exploring Sound</p> <p>Early Years Outcomes (Development Matters) Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>ELG: Being Imaginative and Expressive Perform songs, rhymes, stories and poems with others and -when appropriate-try to move in time to the music</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to music Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Analysing Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling. <p>Creating Sound</p> <ol style="list-style-type: none"> Singing Repertoire Singing short, rhythmic rhymes and songs Singing Technique Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities. Instruments Exploring different ways of making sound with everyday objects and instruments. Exploring different ways of holding a range of instruments. Using instruments expressively to music. Using instruments to begin to follow a beat, with guidance. Posture Finding a comfortable static position when playing instruments or singing <p>Notation</p> <ol style="list-style-type: none"> Representing Pitch Developing an awareness of high and low through pictorial representations of sound <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Exploring and imitating sounds from their environment and in response to events in stories. Improvising Exploring and imitating sounds. <p>Understanding and Evaluating Performance</p> <ol style="list-style-type: none"> Understanding and Evaluating performance Beginning to say what they liked about others' performances. Awareness of Self Facing the audience when performing. Spontaneously expressing feelings around performing. Awareness of Others Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention. | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="276 772 780 804">Objective</th> <th data-bbox="780 772 1219 804">Sticky Knowledge</th> <th data-bbox="1219 772 1902 804">Key Vocabulary and Definitions</th> </tr> </thead> <tbody> <tr> <td data-bbox="276 804 780 905"> 1: Vocal Sounds. To explore voices to make a variety of sounds </td> <td data-bbox="780 804 1219 905"> You can change the sounds you make with your voice </td> <td data-bbox="1219 804 1902 905"> Change- to become different Voice- the sounds you make using your mouth and associated parts. </td> </tr> <tr> <td data-bbox="276 905 780 1005"> 2: Body sounds To explore how to use our bodies to make sounds </td> <td data-bbox="780 905 1219 1005"> You can make sounds with your body </td> <td data-bbox="1219 905 1902 1005"> Body Sounds- Sounds made by hitting and tapping your body </td> </tr> <tr> <td data-bbox="276 1005 780 1106"> 3: Instrumental Sounds To explore the sounds of different instruments </td> <td data-bbox="780 1005 1219 1106"> You can make sounds with instruments in different ways </td> <td data-bbox="1219 1005 1902 1106"> Musical Instrument – an object that is played to produce music </td> </tr> <tr> <td data-bbox="276 1106 780 1207"> 4: Environmental Sounds To identify sounds in the environment and differentiate between them </td> <td data-bbox="780 1106 1219 1207"> There are lots of sounds in our environment </td> <td data-bbox="1219 1106 1902 1207"> Fast- Sounds which have a fast tempo Slow- Sounds which have as slow tempo </td> </tr> <tr> <td data-bbox="276 1207 780 1346"> 5: Nature Sounds To use voices to imitate nature sounds </td> <td data-bbox="780 1207 1219 1346"> You can imitate sounds you can hear </td> <td data-bbox="1219 1207 1902 1346"> Loud- Sounds which have a loud dynamic are easy to hear Quiet- Sounds with a quiet dynamic can be difficult to hear </td> </tr> <tr> <td data-bbox="276 1346 780 1444"> Assessment Tasks </td> <td data-bbox="780 1346 1219 1444"> Assessing Sticky Knowledge Children can make sounds in different ways </td> <td data-bbox="1219 1346 1902 1444"> Assessing Key Vocabulary Children use Key Vocabulary to describe sounds. </td> </tr> </tbody> </table> | Objective | Sticky Knowledge | Key Vocabulary and Definitions | 1: Vocal Sounds. To explore voices to make a variety of sounds | You can change the sounds you make with your voice | Change- to become different Voice- the sounds you make using your mouth and associated parts. | 2: Body sounds To explore how to use our bodies to make sounds | You can make sounds with your body | Body Sounds- Sounds made by hitting and tapping your body | 3: Instrumental Sounds To explore the sounds of different instruments | You can make sounds with instruments in different ways | Musical Instrument – an object that is played to produce music | 4: Environmental Sounds To identify sounds in the environment and differentiate between them | There are lots of sounds in our environment | Fast- Sounds which have a fast tempo Slow- Sounds which have as slow tempo | 5: Nature Sounds To use voices to imitate nature sounds | You can imitate sounds you can hear | Loud- Sounds which have a loud dynamic are easy to hear Quiet- Sounds with a quiet dynamic can be difficult to hear | Assessment Tasks | Assessing Sticky Knowledge Children can make sounds in different ways | Assessing Key Vocabulary Children use Key Vocabulary to describe sounds. | |
| | Objective | Sticky Knowledge | Key Vocabulary and Definitions | | | | | | | | | | | | | | | | | | | | |
| | 1: Vocal Sounds. To explore voices to make a variety of sounds | You can change the sounds you make with your voice | Change- to become different Voice- the sounds you make using your mouth and associated parts. | | | | | | | | | | | | | | | | | | | | |
| | 2: Body sounds To explore how to use our bodies to make sounds | You can make sounds with your body | Body Sounds- Sounds made by hitting and tapping your body | | | | | | | | | | | | | | | | | | | | |
| | 3: Instrumental Sounds To explore the sounds of different instruments | You can make sounds with instruments in different ways | Musical Instrument – an object that is played to produce music | | | | | | | | | | | | | | | | | | | | |
| | 4: Environmental Sounds To identify sounds in the environment and differentiate between them | There are lots of sounds in our environment | Fast- Sounds which have a fast tempo Slow- Sounds which have as slow tempo | | | | | | | | | | | | | | | | | | | | |
| | 5: Nature Sounds To use voices to imitate nature sounds | You can imitate sounds you can hear | Loud- Sounds which have a loud dynamic are easy to hear Quiet- Sounds with a quiet dynamic can be difficult to hear | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks | Assessing Sticky Knowledge Children can make sounds in different ways | Assessing Key Vocabulary Children use Key Vocabulary to describe sounds. | | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|--------------------------------|--|--|--|--|--|--|---|--|--|---|--|---|---|--|---|-------------------------|--|--|
| Reception Term 2 | <p>Focus: Celebration Music</p> <p>Early Years Outcomes (Development Matters) Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>ELG: Being Imaginative and Expressive Perform songs, rhymes, stories and poems with others and -when appropriate-try to move in time to the music</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to music Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Cultural and Historical awareness of Music Listening to music from a wide variety of cultures and historical periods. <p>Creating Sound</p> <ol style="list-style-type: none"> Singing Repertoire Singing short, rhythmic rhymes and songs Singing Technique Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities. Instruments Exploring different ways of making sound with everyday objects and instruments. Exploring different ways of holding a range of instruments. Starting to show a preference for a dominant hand when playing instruments. Using instruments expressively to music. Using instruments to begin to follow a beat, with guidance. Posture Finding a comfortable static position when playing instruments or singing <p>Improvising and Composing</p> <ol style="list-style-type: none"> Improvising Exploring and imitating sounds. Creating and Selecting sounds Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something. <p>Understanding and Evaluating Performance</p> <ol style="list-style-type: none"> Understanding and Evaluating performance Beginning to say what they liked about others' performances. Awareness of Self Facing the audience when performing. Spontaneously expressing feelings around performing. Awareness of Others Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention. | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="276 739 780 772">Objective</th> <th data-bbox="780 739 1219 772">Sticky Knowledge</th> <th data-bbox="1219 739 1902 772">Key Vocabulary and Definitions</th> </tr> </thead> <tbody> <tr> <td data-bbox="276 772 780 909"> 1: Diwali Music To learn about music from another culture, particularly when related to the festival of Diwali </td> <td data-bbox="780 772 1219 909"> Music is often associated with celebrations </td> <td data-bbox="1219 772 1902 909"> Celebration- the act of celebrating Traditional- it has happened this way for a long time </td> </tr> <tr> <td data-bbox="276 909 780 1144"> 2: Hanukkah Music To learn about music from another culture, particularly when related to the festival of Hanukkah, to learn the names of some traditional Jewish musical instruments, to play and move to traditional Jewish music. </td> <td data-bbox="780 909 1219 1144"> Music is often associated with celebrations </td> <td data-bbox="1219 909 1902 1144"> Tambourine- A musical instrument which is used for percussion Drum- A musical instrument which is used for percussion </td> </tr> <tr> <td data-bbox="276 1144 780 1379"> 3: Kwanzaa Music To learn about music from another culture, particularly when related to the festival of Kwanzaa, to take part in a traditional call and response song, to find classroom objects to use as drums and play in response to African music </td> <td data-bbox="780 1144 1219 1379"> Music is often associated with celebrations </td> <td data-bbox="1219 1144 1902 1379"> Rhythm – the pattern of sound, silence and emphasis Beat- the steady underlying pulse of the music </td> </tr> <tr> <td data-bbox="276 1379 780 1581"> 4: Traditional Christmas Music To learn about traditional Christmas music, to take part in a group song involving singing, voice sounds and playing instruments, to sing and move to a Christmas song </td> <td data-bbox="780 1379 1219 1581"> Music is often associated with celebrations </td> <td data-bbox="1219 1379 1902 1581"> Voice sounds- the sounds you make using your mouth and associated parts. Body percussion- Sounds made by hitting and tapping your body </td> </tr> <tr> <td data-bbox="276 1581 780 1717"> 5: Christmas Action Songs To suggest appropriate actions to match song lyrics, to sing and move to Christmas songs. </td> <td data-bbox="780 1581 1219 1717"> Music is often associated with celebrations </td> <td data-bbox="1219 1581 1902 1717"> Actions- movements Action songs- songs with accompanying movements </td> </tr> <tr> <td data-bbox="276 1717 780 1848"> Assessment Tasks </td> <td data-bbox="780 1717 1219 1848"> Assessing Sticky Knowledge Children know a song associated with a celebration </td> <td data-bbox="1219 1717 1902 1848"> Assessing Key Vocabulary Children use Key Vocabulary to describe the music they make </td> </tr> </tbody> </table> | Objective | Sticky Knowledge | Key Vocabulary and Definitions | 1: Diwali Music To learn about music from another culture, particularly when related to the festival of Diwali | Music is often associated with celebrations | Celebration - the act of celebrating Traditional - it has happened this way for a long time | 2: Hanukkah Music To learn about music from another culture, particularly when related to the festival of Hanukkah, to learn the names of some traditional Jewish musical instruments, to play and move to traditional Jewish music. | Music is often associated with celebrations | Tambourine - A musical instrument which is used for percussion Drum - A musical instrument which is used for percussion | 3: Kwanzaa Music To learn about music from another culture, particularly when related to the festival of Kwanzaa, to take part in a traditional call and response song, to find classroom objects to use as drums and play in response to African music | Music is often associated with celebrations | Rhythm – the pattern of sound, silence and emphasis Beat - the steady underlying pulse of the music | 4: Traditional Christmas Music To learn about traditional Christmas music, to take part in a group song involving singing, voice sounds and playing instruments, to sing and move to a Christmas song | Music is often associated with celebrations | Voice sounds - the sounds you make using your mouth and associated parts. Body percussion - Sounds made by hitting and tapping your body | 5: Christmas Action Songs To suggest appropriate actions to match song lyrics, to sing and move to Christmas songs. | Music is often associated with celebrations | Actions - movements Action songs - songs with accompanying movements | Assessment Tasks | Assessing Sticky Knowledge Children know a song associated with a celebration | Assessing Key Vocabulary Children use Key Vocabulary to describe the music they make |
| | Objective | Sticky Knowledge | Key Vocabulary and Definitions | | | | | | | | | | | | | | | | | | | |
| | 1: Diwali Music To learn about music from another culture, particularly when related to the festival of Diwali | Music is often associated with celebrations | Celebration - the act of celebrating Traditional - it has happened this way for a long time | | | | | | | | | | | | | | | | | | | |
| | 2: Hanukkah Music To learn about music from another culture, particularly when related to the festival of Hanukkah, to learn the names of some traditional Jewish musical instruments, to play and move to traditional Jewish music. | Music is often associated with celebrations | Tambourine - A musical instrument which is used for percussion Drum - A musical instrument which is used for percussion | | | | | | | | | | | | | | | | | | | |
| | 3: Kwanzaa Music To learn about music from another culture, particularly when related to the festival of Kwanzaa, to take part in a traditional call and response song, to find classroom objects to use as drums and play in response to African music | Music is often associated with celebrations | Rhythm – the pattern of sound, silence and emphasis Beat - the steady underlying pulse of the music | | | | | | | | | | | | | | | | | | | |
| | 4: Traditional Christmas Music To learn about traditional Christmas music, to take part in a group song involving singing, voice sounds and playing instruments, to sing and move to a Christmas song | Music is often associated with celebrations | Voice sounds - the sounds you make using your mouth and associated parts. Body percussion - Sounds made by hitting and tapping your body | | | | | | | | | | | | | | | | | | | |
| 5: Christmas Action Songs To suggest appropriate actions to match song lyrics, to sing and move to Christmas songs. | Music is often associated with celebrations | Actions - movements Action songs - songs with accompanying movements | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks | Assessing Sticky Knowledge Children know a song associated with a celebration | Assessing Key Vocabulary Children use Key Vocabulary to describe the music they make | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--|--------------------------------|--|---|-------------------------------------|---|---|--|--|--|---------------------------------------|---|--|--|---|---|---|-------------------------|--|--|
| Reception Term 3 | <p>Focus: Music and Movement</p> <p>Early Years Outcomes (Development Matters) Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>ELG: Being Imaginative and Expressive Perform songs, rhymes, stories and poems with others and -when appropriate-try to move in time to the music</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to music Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Evaluating Showing preferences for certain music or sounds <p>Creating Sound</p> <ol style="list-style-type: none"> Singing Repertoire Singing short, rhythmic rhymes and songs Singing Technique Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities. <p>Understanding and Evaluating Performance</p> <ol style="list-style-type: none"> Understanding and Evaluating performance Beginning to say what they liked about others' performances. Awareness of Music Awareness of Self Facing the audience when performing. Spontaneously expressing feelings around performing. Awareness of Others Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention. | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="276 737 780 772">Objective</th> <th data-bbox="780 737 1219 772">Sticky Knowledge</th> <th data-bbox="1219 737 1902 772">Key Vocabulary and Definitions</th> </tr> </thead> <tbody> <tr> <td data-bbox="276 772 780 909"> 1: Action Songs To understand why songs have actions, to learn some simple Makaton signs to accompany a song </td> <td data-bbox="780 772 1219 909"> Actions make it easier to remember songs </td> <td data-bbox="1219 772 1902 909"> Lyrics- the words of a song </td> </tr> <tr> <td data-bbox="276 909 780 1045"> 2: Finding the Beat To explore beat through body movements, to express feeling and emotions through movement to music </td> <td data-bbox="780 909 1219 1045"> The beat continues throughout the piece of music </td> <td data-bbox="1219 909 1902 1045"> Beat- the steady underlying pulse of the music </td> </tr> <tr> <td data-bbox="276 1045 780 1182"> 3: Exploring Tempo To explore beat through body movements, to express feeling and emotions through movement to music </td> <td data-bbox="780 1045 1219 1182"> Pieces of music can have different tempos </td> <td data-bbox="1219 1045 1902 1182"> Tempo – the speed of the music </td> </tr> <tr> <td data-bbox="276 1182 780 1381"> 4: Exploring Tempo and Pitch through Dance To explore pitch and tempo through scarf dancing and body movements to express feelings and emotions through movements to music. </td> <td data-bbox="780 1182 1219 1381"> Pitch can be described as "high" or "low" </td> <td data-bbox="1219 1182 1902 1381"> Pitch- How high or low the note sounds High- Sounds or notes with a high pitch Low- Sounds or notes with a low pitch </td> </tr> <tr> <td data-bbox="276 1381 780 1549"> 5: Music and Movement Performance To perform action songs to a small audience </td> <td data-bbox="780 1381 1219 1549"> You can create a performance for an audience </td> <td data-bbox="1219 1381 1902 1549"> Audience- The people who come to watch and listen to a performance. Performance- Singing, dancing or acting for people to listen to and watch. </td> </tr> <tr> <td data-bbox="276 1549 780 1686"> Assessment Tasks </td> <td data-bbox="780 1549 1219 1686"> Assessing Sticky Knowledge Children perform for an audience </td> <td data-bbox="1219 1549 1902 1686"> Assessing Key Vocabulary Children use Key Vocabulary to describe their performance </td> </tr> </tbody> </table> | Objective | Sticky Knowledge | Key Vocabulary and Definitions | 1: Action Songs To understand why songs have actions, to learn some simple Makaton signs to accompany a song | Actions make it easier to remember songs | Lyrics - the words of a song | 2: Finding the Beat To explore beat through body movements, to express feeling and emotions through movement to music | The beat continues throughout the piece of music | Beat - the steady underlying pulse of the music | 3: Exploring Tempo To explore beat through body movements, to express feeling and emotions through movement to music | Pieces of music can have different tempos | Tempo – the speed of the music | 4: Exploring Tempo and Pitch through Dance To explore pitch and tempo through scarf dancing and body movements to express feelings and emotions through movements to music. | Pitch can be described as "high" or "low" | Pitch - How high or low the note sounds High - Sounds or notes with a high pitch Low - Sounds or notes with a low pitch | 5: Music and Movement Performance To perform action songs to a small audience | You can create a performance for an audience | Audience - The people who come to watch and listen to a performance. Performance - Singing, dancing or acting for people to listen to and watch. | Assessment Tasks | Assessing Sticky Knowledge Children perform for an audience | Assessing Key Vocabulary Children use Key Vocabulary to describe their performance |
| | Objective | Sticky Knowledge | Key Vocabulary and Definitions | | | | | | | | | | | | | | | | | | | |
| | 1: Action Songs To understand why songs have actions, to learn some simple Makaton signs to accompany a song | Actions make it easier to remember songs | Lyrics - the words of a song | | | | | | | | | | | | | | | | | | | |
| | 2: Finding the Beat To explore beat through body movements, to express feeling and emotions through movement to music | The beat continues throughout the piece of music | Beat - the steady underlying pulse of the music | | | | | | | | | | | | | | | | | | | |
| | 3: Exploring Tempo To explore beat through body movements, to express feeling and emotions through movement to music | Pieces of music can have different tempos | Tempo – the speed of the music | | | | | | | | | | | | | | | | | | | |
| | 4: Exploring Tempo and Pitch through Dance To explore pitch and tempo through scarf dancing and body movements to express feelings and emotions through movements to music. | Pitch can be described as "high" or "low" | Pitch - How high or low the note sounds High - Sounds or notes with a high pitch Low - Sounds or notes with a low pitch | | | | | | | | | | | | | | | | | | | |
| 5: Music and Movement Performance To perform action songs to a small audience | You can create a performance for an audience | Audience - The people who come to watch and listen to a performance. Performance - Singing, dancing or acting for people to listen to and watch. | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks | Assessing Sticky Knowledge Children perform for an audience | Assessing Key Vocabulary Children use Key Vocabulary to describe their performance | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | |
|--|--|--|---|--|---|---|---|--|
| Reception Term 4 | <p>Focus: Musical Stories</p> <p>Early Years Outcomes (Development Matters) Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>ELG: Being Imaginative and Expressive Perform songs, rhymes, stories and poems with others and -when appropriate-try to move in time to the music</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to music Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Analysing Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling. Evaluating Showing preferences for certain music or sounds Cultural and Historical awareness of Music Listening to music from a wide variety of cultures and historical periods. <p>Creating Sound</p> <ol style="list-style-type: none"> Instruments Exploring different ways of making sound with everyday objects and instruments. Exploring different ways of holding a range of instruments. Starting to show a preference for a dominant hand when playing instruments. Using instruments expressively to music. Using instruments to begin to follow a beat, with guidance. Posture Finding a comfortable static position when playing instruments or singing <p>Notation</p> <ol style="list-style-type: none"> Representing Pitch Developing an awareness of high and low through pictorial representations of sound Representing Rhythm Developing an awareness of how simple marks or objects can show single beats and single beat rests. <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Exploring and imitating sounds from their environment and in response to events in stories. Improvising Exploring and imitating sounds. Creating and Selecting sounds Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something. Sequencing Playing sounds at the relevant point in a storytelling. <p>Understanding and Evaluating Performance</p> <ol style="list-style-type: none"> Understanding and Evaluating performance Beginning to say what they liked about others' performances. Awareness of Self Facing the audience when performing. Spontaneously expressing feelings around performing. Awareness of Others | | | | | | |
| | <table border="1"> <thead> <tr> <th>Objective</th> <th>Sticky Knowledge</th> <th>Key Vocabulary and Definitions</th> </tr> </thead> <tbody> <tr> <td data-bbox="278 743 780 1045"> 1: Moving to Music To listen to the lyrics and melody of Teddy Bear's Picnic and recall part of the story, to move to music with instruction, changing movements to match the pitch, tempo or dynamic of the piece, to talk about how a piece of music makes you feel </td> <td data-bbox="780 743 1219 1045"> You can tell stories through music </td> <td data-bbox="1219 743 1653 1045"> Musical Story- A piece of music which tells a story </td> </tr> </tbody> </table> | Objective | Sticky Knowledge | Key Vocabulary and Definitions | 1: Moving to Music To listen to the lyrics and melody of Teddy Bear's Picnic and recall part of the story, to move to music with instruction, changing movements to match the pitch, tempo or dynamic of the piece, to talk about how a piece of music makes you feel | You can tell stories through music | Musical Story - A piece of music which tells a story | |
| | Objective | Sticky Knowledge | Key Vocabulary and Definitions | | | | | |
| | 1: Moving to Music To listen to the lyrics and melody of Teddy Bear's Picnic and recall part of the story, to move to music with instruction, changing movements to match the pitch, tempo or dynamic of the piece, to talk about how a piece of music makes you feel | You can tell stories through music | Musical Story - A piece of music which tells a story | | | | | |
| | <table border="1"> <tbody> <tr> <td data-bbox="278 1045 780 1142"> 2: Storytelling with Actions To use actions to retell as story to music, to sing and perform a group song </td> <td data-bbox="780 1045 1219 1142"> Your voice can make loud and quiet sounds </td> <td data-bbox="1219 1045 1653 1142"> Lyrics- the words of a song Dynamics- the volume of the notes or sounds </td> </tr> </tbody> </table> | 2: Storytelling with Actions To use actions to retell as story to music, to sing and perform a group song | Your voice can make loud and quiet sounds | Lyrics - the words of a song Dynamics - the volume of the notes or sounds | | | | |
| | 2: Storytelling with Actions To use actions to retell as story to music, to sing and perform a group song | Your voice can make loud and quiet sounds | Lyrics - the words of a song Dynamics - the volume of the notes or sounds | | | | | |
| | <table border="1"> <tbody> <tr> <td data-bbox="278 1142 780 1346"> 3: Using Instruments to Represent Actions To learn how instruments can represent a certain mood, character or action, to experiment with the sounds of different instruments </td> <td data-bbox="780 1142 1219 1346"> Musical instruments have different sound qualities </td> <td data-bbox="1219 1142 1653 1346"> Percussion – sounds produced by hitting, scraping and shaking percussion instruments. </td> </tr> </tbody> </table> | 3: Using Instruments to Represent Actions To learn how instruments can represent a certain mood, character or action, to experiment with the sounds of different instruments | Musical instruments have different sound qualities | Percussion – sounds produced by hitting, scraping and shaking percussion instruments. | | | | |
| 3: Using Instruments to Represent Actions To learn how instruments can represent a certain mood, character or action, to experiment with the sounds of different instruments | Musical instruments have different sound qualities | Percussion – sounds produced by hitting, scraping and shaking percussion instruments. | | | | | | |
| <table border="1"> <tbody> <tr> <td data-bbox="278 1346 780 1514"> 4: Musical Story Composition To create a musical story based on a familiar routine, to use instruments to represent moods or actions, to play an instrument as part of a group story </td> <td data-bbox="780 1346 1219 1514"> Everyone can improvise and compose music </td> <td data-bbox="1219 1346 1653 1514"> Improvise- To create music spontaneously Compose- To return to a piece of improvised music, develop and record it. </td> </tr> </tbody> </table> | 4: Musical Story Composition To create a musical story based on a familiar routine, to use instruments to represent moods or actions, to play an instrument as part of a group story | Everyone can improvise and compose music | Improvise - To create music spontaneously Compose - To return to a piece of improvised music, develop and record it. | | | | | |
| 4: Musical Story Composition To create a musical story based on a familiar routine, to use instruments to represent moods or actions, to play an instrument as part of a group story | Everyone can improvise and compose music | Improvise - To create music spontaneously Compose - To return to a piece of improvised music, develop and record it. | | | | | | |
| <table border="1"> <tbody> <tr> <td data-bbox="278 1514 780 1717"> 5: Musical Story Performance To create a musical story based on a familiar routine, to use instruments to represent moods or actions within a musical story, to play an instrument as part of a group story </td> <td data-bbox="780 1514 1219 1717"> Written notes can help you remember your music </td> <td data-bbox="1219 1514 1653 1717"> Musical Story- A piece of music which tells a story </td> </tr> </tbody> </table> | 5: Musical Story Performance To create a musical story based on a familiar routine, to use instruments to represent moods or actions within a musical story, to play an instrument as part of a group story | Written notes can help you remember your music | Musical Story - A piece of music which tells a story | | | | | |
| 5: Musical Story Performance To create a musical story based on a familiar routine, to use instruments to represent moods or actions within a musical story, to play an instrument as part of a group story | Written notes can help you remember your music | Musical Story - A piece of music which tells a story | | | | | | |
| <table border="1"> <tbody> <tr> <td data-bbox="278 1717 780 1885"> Assessment Tasks </td> <td data-bbox="780 1717 1219 1885"> Assessing Sticky Knowledge Children perform their composed piece </td> <td data-bbox="1219 1717 1653 1885"> Assessing Key Vocabulary Children use Key Vocabulary to describe their performance </td> </tr> </tbody> </table> | Assessment Tasks | Assessing Sticky Knowledge Children perform their composed piece | Assessing Key Vocabulary Children use Key Vocabulary to describe their performance | | | | | |
| Assessment Tasks | Assessing Sticky Knowledge Children perform their composed piece | Assessing Key Vocabulary Children use Key Vocabulary to describe their performance | | | | | | |



Whole School Music Curriculum



Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention.

| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|---|--|---|--------------------------------|---|---|---|--|--|--|--|--------------------------------------|---------------------------------------|--|--|---|---|---------------------------------------|---|-------------------------|---|--|--|
| Reception Term 5 | <p>Focus: Transport</p> <p>Early Years Outcomes (Development Matters) Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>ELG: Being Imaginative and Expressive Perform songs, rhymes, stories and poems with others and -when appropriate-try to move in time to the music</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to music Listening appropriately to someone leading a short musical phrase, song or rhyme. Analysing Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling. <p>Creating Sound</p> <ol style="list-style-type: none"> Singing Technique Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities. Instruments Exploring different ways of making sound with everyday objects and instruments. Exploring different ways of holding a range of instruments. Starting to show a preference for a dominant hand when playing instruments. Using instruments expressively to music. Using instruments to begin to follow a beat, with guidance. Posture Finding a comfortable static position when playing instruments or singing <p>Notation</p> <ol style="list-style-type: none"> Representing Pitch Developing an awareness of high and low through pictorial representations of sound Representing Rhythm Developing an awareness of how simple marks or objects can show single beats and single beat rests. <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Exploring and imitating sounds from their environment and in response to events in stories. Improvising Exploring and imitating sounds. Creating and Selecting sounds Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something. | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="276 863 780 898">Objective</th> <th data-bbox="780 863 1219 898">Sticky Knowledge</th> <th data-bbox="1219 863 1902 898">Key Vocabulary and Definitions</th> </tr> </thead> <tbody> <tr> <td data-bbox="276 898 780 968"> 1: Exploring Different Types of Transport To explore creating sound effects </td> <td data-bbox="780 898 1219 968"> Different sounds can be made with your voice </td> <td data-bbox="1219 898 1902 968"> Voice- the sounds you make using your mouth and associated parts. </td> </tr> <tr> <td data-bbox="276 968 780 1066"> 2: Trains To explore making sounds at different speeds </td> <td data-bbox="780 968 1219 1066"> Music can be represented by a score </td> <td data-bbox="1219 968 1902 1066"> Tempo- the speed of the music Score- written sounds </td> </tr> <tr> <td data-bbox="276 1066 780 1136"> 3: Boats To explore moving to different tempos </td> <td data-bbox="780 1066 1219 1136"> The tempo of music can change </td> <td data-bbox="1219 1066 1902 1136"> Tempo- the speed of the music </td> </tr> <tr> <td data-bbox="276 1136 780 1234"> 4: Cars To interpret symbols to show a change in speed </td> <td data-bbox="780 1136 1219 1234"> Tempo can be represented on a musical score </td> <td data-bbox="1219 1136 1902 1234"> Fast- Sounds which have a fast tempo Slow- Sounds which have as slow tempo </td> </tr> <tr> <td data-bbox="276 1234 780 1333"> 5: Transport Journey To interpret a simple score to show tempo changes. </td> <td data-bbox="780 1234 1219 1333"> You can follow a musical score </td> <td data-bbox="1219 1234 1902 1333"> Faster- an increase in tempo Slower- a decrease in tempo </td> </tr> <tr> <td data-bbox="276 1333 780 1440"> Assessment Tasks </td> <td data-bbox="780 1333 1219 1440"> Assessing Sticky Knowledge Children follow a score </td> <td data-bbox="1219 1333 1902 1440"> Assessing Key Vocabulary Children use Key Vocabulary to describe sounds. </td> </tr> </tbody> </table> | Objective | Sticky Knowledge | Key Vocabulary and Definitions | 1: Exploring Different Types of Transport To explore creating sound effects | Different sounds can be made with your voice | Voice - the sounds you make using your mouth and associated parts. | 2: Trains To explore making sounds at different speeds | Music can be represented by a score | Tempo - the speed of the music Score - written sounds | 3: Boats To explore moving to different tempos | The tempo of music can change | Tempo - the speed of the music | 4: Cars To interpret symbols to show a change in speed | Tempo can be represented on a musical score | Fast - Sounds which have a fast tempo Slow - Sounds which have as slow tempo | 5: Transport Journey To interpret a simple score to show tempo changes. | You can follow a musical score | Faster - an increase in tempo Slower - a decrease in tempo | Assessment Tasks | Assessing Sticky Knowledge Children follow a score | Assessing Key Vocabulary Children use Key Vocabulary to describe sounds. | |
| | Objective | Sticky Knowledge | Key Vocabulary and Definitions | | | | | | | | | | | | | | | | | | | | |
| | 1: Exploring Different Types of Transport To explore creating sound effects | Different sounds can be made with your voice | Voice - the sounds you make using your mouth and associated parts. | | | | | | | | | | | | | | | | | | | | |
| | 2: Trains To explore making sounds at different speeds | Music can be represented by a score | Tempo - the speed of the music Score - written sounds | | | | | | | | | | | | | | | | | | | | |
| | 3: Boats To explore moving to different tempos | The tempo of music can change | Tempo - the speed of the music | | | | | | | | | | | | | | | | | | | | |
| | 4: Cars To interpret symbols to show a change in speed | Tempo can be represented on a musical score | Fast - Sounds which have a fast tempo Slow - Sounds which have as slow tempo | | | | | | | | | | | | | | | | | | | | |
| | 5: Transport Journey To interpret a simple score to show tempo changes. | You can follow a musical score | Faster - an increase in tempo Slower - a decrease in tempo | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks | Assessing Sticky Knowledge Children follow a score | Assessing Key Vocabulary Children use Key Vocabulary to describe sounds. | | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| | |
|--|--|
| | |
|--|--|

| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | |
|-----------------------------|---|---|--|--------------------------------|--|---|--|---|--|---|--|--|---|---|--|---|---|--|---|-------------------------|---|--|
| Reception Term 6 | <p>Focus: Big Band</p> <p>Early Years Outcomes (Development Matters) Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>ELG: Being Imaginative and Expressive Perform songs, rhymes, stories and poems with others and -when appropriate-try to move in time to the music</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to music Listening appropriately to someone leading a short musical phrase, song or rhyme. Analysing Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling. Evaluating Showing preferences for certain music or sounds <p>Creating Sound</p> <ol style="list-style-type: none"> Singing Repertoire Singing short, rhythmic rhymes and songs Singing Technique Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities. Instruments Exploring different ways of making sound with everyday objects and instruments. Exploring different ways of holding a range of instruments. Starting to show a preference for a dominant hand when playing instruments. Using instruments expressively to music. Using instruments to begin to follow a beat, with guidance. Posture Finding a comfortable static position when playing instruments or singing <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Exploring and imitating sounds from their environment and in response to events in stories. Improvising Exploring and imitating sounds. Creating and Selecting sounds Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something. Sequencing Playing sounds at the relevant point in a storytelling. <p>Understanding and Evaluating Performance</p> <ol style="list-style-type: none"> Understanding and Evaluating performance Beginning to say what they liked about others' performances. Awareness of Self Facing the audience when performing. Spontaneously expressing feelings around performing. Awareness of Others Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention. | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Objective</th> <th style="width: 25%;">Sticky Knowledge</th> <th style="width: 50%;">Key Vocabulary and Definitions</th> </tr> </thead> <tbody> <tr> <td> 1: What Makes an Instrument? To discuss what makes a musical instrument, to use recyclable materials to create a simple representation of a musical instrument </td> <td style="background-color: #ffe0b2;"> A musical instrument makes a sound </td> <td> Shake- to move up and down, or side to side Tap- to lightly hit Bang- to hit a little harder Jingle- to shake </td> </tr> <tr> <td> 2: Introduction to the Orchestra To learn what an orchestra is, to learn about the four different groups of musical instruments </td> <td style="background-color: #ffe0b2;"> There are four sections in an orchestra </td> <td> Conductor- the person who tells the orchestra when to play </td> </tr> <tr> <td> 3: Follow the Beat To copy and follow a beat using an untuned instrument </td> <td style="background-color: #ffe0b2;"> The beat can be counted in different ways </td> <td> Beat- the steady underlying pulse of the music </td> </tr> <tr> <td> 4: Tuned and Untuned Instruments. To experiment with playing tuned and untuned instruments, to play in time to familiar songs </td> <td style="background-color: #ffe0b2;"> Some instruments can play different pitches </td> <td> Rhythm – the pattern of sound, silence and emphasis Beat- the steady underlying pulse of the music </td> </tr> <tr> <td> 5: Big Band Performance To choose appropriate instruments to represent different parts of a song, to perform a practised song to a small audience </td> <td style="background-color: #ffe0b2;"> Some instruments can play different pitches </td> <td> Pitch- How high or low the note sounds </td> </tr> <tr> <td style="background-color: #fff9c4;"> Assessment Tasks </td> <td style="background-color: #fff9c4;"> Assessing Sticky Knowledge Children play and sing together </td> <td style="background-color: #fff9c4;"> Assessing Key Vocabulary Children use Key Vocabulary to describe sounds. </td> </tr> </tbody> </table> | Objective | Sticky Knowledge | Key Vocabulary and Definitions | 1: What Makes an Instrument? To discuss what makes a musical instrument, to use recyclable materials to create a simple representation of a musical instrument | A musical instrument makes a sound | Shake- to move up and down, or side to side Tap- to lightly hit Bang- to hit a little harder Jingle- to shake | 2: Introduction to the Orchestra To learn what an orchestra is, to learn about the four different groups of musical instruments | There are four sections in an orchestra | Conductor- the person who tells the orchestra when to play | 3: Follow the Beat To copy and follow a beat using an untuned instrument | The beat can be counted in different ways | Beat- the steady underlying pulse of the music | 4: Tuned and Untuned Instruments. To experiment with playing tuned and untuned instruments, to play in time to familiar songs | Some instruments can play different pitches | Rhythm – the pattern of sound, silence and emphasis Beat- the steady underlying pulse of the music | 5: Big Band Performance To choose appropriate instruments to represent different parts of a song, to perform a practised song to a small audience | Some instruments can play different pitches | Pitch- How high or low the note sounds | Assessment Tasks | Assessing Sticky Knowledge Children play and sing together | Assessing Key Vocabulary Children use Key Vocabulary to describe sounds. |
| | Objective | Sticky Knowledge | Key Vocabulary and Definitions | | | | | | | | | | | | | | | | | | | |
| | 1: What Makes an Instrument? To discuss what makes a musical instrument, to use recyclable materials to create a simple representation of a musical instrument | A musical instrument makes a sound | Shake- to move up and down, or side to side Tap- to lightly hit Bang- to hit a little harder Jingle- to shake | | | | | | | | | | | | | | | | | | | |
| | 2: Introduction to the Orchestra To learn what an orchestra is, to learn about the four different groups of musical instruments | There are four sections in an orchestra | Conductor- the person who tells the orchestra when to play | | | | | | | | | | | | | | | | | | | |
| | 3: Follow the Beat To copy and follow a beat using an untuned instrument | The beat can be counted in different ways | Beat- the steady underlying pulse of the music | | | | | | | | | | | | | | | | | | | |
| | 4: Tuned and Untuned Instruments. To experiment with playing tuned and untuned instruments, to play in time to familiar songs | Some instruments can play different pitches | Rhythm – the pattern of sound, silence and emphasis Beat- the steady underlying pulse of the music | | | | | | | | | | | | | | | | | | | |
| | 5: Big Band Performance To choose appropriate instruments to represent different parts of a song, to perform a practised song to a small audience | Some instruments can play different pitches | Pitch- How high or low the note sounds | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks | Assessing Sticky Knowledge Children play and sing together | Assessing Key Vocabulary Children use Key Vocabulary to describe sounds. | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|----------------|---|--|--|---|--|--|--|---|--|--|--|--|--|--|---|---------------------------------|---|--|--|
| <p style="text-align: center;">Year 1/2 Term 1</p> | <p>Focus: Dynamics (Seaside)</p> <p>National Curriculum Knowledge Listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Prior Learning: Tempo (Theme: Snail and Mouse Y1/2, Cycle A) Contributing Towards: Sound Patterns (Fairy Tales Y1/2, Cycle B)</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to music Listening with concentration to short pieces of music or excerpts from longer pieces of music. Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Analysing Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Evaluating Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Cultural and Historical awareness of Music Appreciating music from a wide variety of cultures and historical periods. <p>Creating Sound</p> <ol style="list-style-type: none"> Instruments Developing an awareness of how sound is affected by the way an instrument is held. Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. <p>Notation</p> <ol style="list-style-type: none"> Understanding Notation Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Creating and Selecting sounds Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Sequencing Playing and combining sounds under the direction of a leader (the teacher). Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. <p>Performance</p> <ol style="list-style-type: none"> Understanding and Evaluating Performance Offering positive feedback on others' performances. Awareness of Self Keeping head raised when singing. Keeping instruments still until their part in the performance. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. Awareness of Others Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="246 783 602 814">Lesson</th> <th data-bbox="602 783 952 814">Sticky Knowledge</th> <th data-bbox="952 783 1299 814">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="246 814 602 961"> 1: Vocal and Body Sounds To understand how music can be used to represent the environment </td> <td data-bbox="602 814 952 961"> Composers are inspired by their environment </td> <td data-bbox="952 814 1299 961"> Soundscape: Music used to represent a place </td> </tr> <tr> <td data-bbox="246 961 602 1108"> 2: Embodying the Seaside To understand how music can be used to represent changes in an environment </td> <td data-bbox="602 961 952 1108"> Benjamin Britten was a composer </td> <td data-bbox="952 961 1299 1108"> Volume: Another word for dynamics </td> </tr> <tr> <td data-bbox="246 1108 602 1255"> 3: Musical Treasure Hunt To explore instruments, body and voice to create a seaside soundscape </td> <td data-bbox="602 1108 952 1255"> Musical instruments can be played in many ways </td> <td data-bbox="952 1108 1299 1255"> Musical Instrument: A piece of equipment used to create music </td> </tr> <tr> <td data-bbox="246 1255 602 1402"> 4: Seaside Story To identify how dynamics can reflect environments </td> <td data-bbox="602 1255 952 1402"> To know they can compose a soundscape </td> <td data-bbox="952 1255 1299 1402"> Dynamics: The volume of the notes or sounds </td> </tr> <tr> <td data-bbox="246 1402 602 1549"> 5: Seaside Soundscape To create and represent sounds using symbols </td> <td data-bbox="602 1402 952 1549"> To know music can be represented by symbols </td> <td data-bbox="952 1402 1299 1549"> Symbol: A drawing which represents sound </td> </tr> <tr> <td data-bbox="246 1549 602 1665"> Assessment tasks Quiz </td> <td data-bbox="602 1549 952 1665"> Assessing Sticky Knowledge Children perform from their score </td> <td data-bbox="952 1549 1299 1665"> Assessing Key Vocabulary Children use Key Vocabulary to describe their composition </td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocabulary | 1: Vocal and Body Sounds To understand how music can be used to represent the environment | Composers are inspired by their environment | Soundscape: Music used to represent a place | 2: Embodying the Seaside To understand how music can be used to represent changes in an environment | Benjamin Britten was a composer | Volume: Another word for dynamics | 3: Musical Treasure Hunt To explore instruments, body and voice to create a seaside soundscape | Musical instruments can be played in many ways | Musical Instrument: A piece of equipment used to create music | 4: Seaside Story To identify how dynamics can reflect environments | To know they can compose a soundscape | Dynamics: The volume of the notes or sounds | 5: Seaside Soundscape To create and represent sounds using symbols | To know music can be represented by symbols | Symbol: A drawing which represents sound | Assessment tasks Quiz | Assessing Sticky Knowledge Children perform from their score | Assessing Key Vocabulary Children use Key Vocabulary to describe their composition | |
| | Lesson | Sticky Knowledge | Key Vocabulary | | | | | | | | | | | | | | | | | | | | |
| | 1: Vocal and Body Sounds To understand how music can be used to represent the environment | Composers are inspired by their environment | Soundscape: Music used to represent a place | | | | | | | | | | | | | | | | | | | | |
| | 2: Embodying the Seaside To understand how music can be used to represent changes in an environment | Benjamin Britten was a composer | Volume: Another word for dynamics | | | | | | | | | | | | | | | | | | | | |
| | 3: Musical Treasure Hunt To explore instruments, body and voice to create a seaside soundscape | Musical instruments can be played in many ways | Musical Instrument: A piece of equipment used to create music | | | | | | | | | | | | | | | | | | | | |
| | 4: Seaside Story To identify how dynamics can reflect environments | To know they can compose a soundscape | Dynamics: The volume of the notes or sounds | | | | | | | | | | | | | | | | | | | | |
| 5: Seaside Soundscape To create and represent sounds using symbols | To know music can be represented by symbols | Symbol: A drawing which represents sound | | | | | | | | | | | | | | | | | | | | | |
| Assessment tasks Quiz | Assessing Sticky Knowledge Children perform from their score | Assessing Key Vocabulary Children use Key Vocabulary to describe their composition | | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--|----------------|--|----------------------------------|---|--|---|---|---|---|---|--|---|--|---|---|--|---------------------------------|--|---|--|
| <p style="text-align: center;">Year 1/2 Term 2</p> | <p>Focus: Sound Patterns (Fairy Tales)</p> <p>National Curriculum Knowledge Listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Prior Learning: Dynamics (Theme: Seaside Y1/2, Cycle B) Contributing Towards: Pitch (Super Heroes Y1/2, Cycle A)</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to music Beginning to move in time with the beat of the music. Beginning to keep movements to the beat of different speeds of music. Confidently moving in time with the beat of the music when modelled. Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music, using the vocabulary of high and low. Evaluating Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. <p>Creating Sound</p> <ol style="list-style-type: none"> Instruments Developing an awareness of how sound is affected by the way an instrument is held. Developing an awareness of how dynamics are affected by the force with which an instrument is played. Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Posture Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Notation</p> <ol style="list-style-type: none"> Understanding Notation Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right Representing Rhythm Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). To know that pictorial representations of rhythm show sounds and rests. <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Creating and Selecting sounds Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Sequencing Playing and combining sounds under the direction of a leader (the teacher). Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. <p>Performance</p> <ol style="list-style-type: none"> Understanding and Evaluating Performance Offering positive feedback on others' performances. Awareness of Self Keeping head raised when singing. Keeping instruments still until their part in the performance. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. Awareness of Others Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="246 751 602 789">Lesson</th> <th data-bbox="602 751 872 789">Sticky Knowledge</th> <th data-bbox="872 751 1249 789">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="246 789 602 898"> 1: Character Voices To explore and change dynamics using the voice </td> <td data-bbox="602 789 872 898"> You can change your voice </td> <td data-bbox="872 789 1249 898"> Voice: Sound that is created by our mouth and associated parts </td> </tr> <tr> <td data-bbox="246 898 602 1083"> 2: Starting with Instruments To experiment with creating different sounds using a single instrument. </td> <td data-bbox="602 898 872 1083"> You can play instruments in different ways </td> <td data-bbox="872 898 1249 1083"> Dynamics: The volume of the sounds </td> </tr> <tr> <td data-bbox="246 1083 602 1268"> 3: Sound Patterns To read simple rhythmic patterns comprising of one beat sounds and one beat rests </td> <td data-bbox="602 1083 872 1268"> Rests are an important part of music </td> <td data-bbox="872 1083 1249 1268"> Sound Pattern: Long and short sounds played in a pattern </td> </tr> <tr> <td data-bbox="246 1268 602 1411"> 4: Responding to Music To play sound patterns in time with the pulse using a visual stimulus </td> <td data-bbox="602 1268 872 1411"> The difference between rhythm and beat </td> <td data-bbox="872 1268 1249 1411"> Rhythm – the pattern of sound, silence and emphasis Beat- the steady underlying pulse of the music </td> </tr> <tr> <td data-bbox="246 1411 602 1562"> 5: Fairytale Performance To show awareness of different roles when performing in a group. </td> <td data-bbox="602 1411 872 1562"> You can change the pitch of your voice </td> <td data-bbox="872 1411 1249 1562"> Pitch- How high or low the note sounds </td> </tr> <tr> <td data-bbox="246 1562 602 1864"> Assessment Tasks Quiz </td> <td data-bbox="602 1562 872 1864"> Assessing Sticky Knowledge Performance showing rhythm and beat </td> <td data-bbox="872 1562 1249 1864"> Assessing Key Vocabulary Children using Key Vocabulary when discussing their work </td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocabulary | 1: Character Voices To explore and change dynamics using the voice | You can change your voice | Voice: Sound that is created by our mouth and associated parts | 2: Starting with Instruments To experiment with creating different sounds using a single instrument. | You can play instruments in different ways | Dynamics: The volume of the sounds | 3: Sound Patterns To read simple rhythmic patterns comprising of one beat sounds and one beat rests | Rests are an important part of music | Sound Pattern: Long and short sounds played in a pattern | 4: Responding to Music To play sound patterns in time with the pulse using a visual stimulus | The difference between rhythm and beat | Rhythm – the pattern of sound, silence and emphasis Beat - the steady underlying pulse of the music | 5: Fairytale Performance To show awareness of different roles when performing in a group. | You can change the pitch of your voice | Pitch - How high or low the note sounds | Assessment Tasks Quiz | Assessing Sticky Knowledge Performance showing rhythm and beat | Assessing Key Vocabulary Children using Key Vocabulary when discussing their work | |
| | Lesson | Sticky Knowledge | Key Vocabulary | | | | | | | | | | | | | | | | | | | | |
| | 1: Character Voices To explore and change dynamics using the voice | You can change your voice | Voice: Sound that is created by our mouth and associated parts | | | | | | | | | | | | | | | | | | | | |
| | 2: Starting with Instruments To experiment with creating different sounds using a single instrument. | You can play instruments in different ways | Dynamics: The volume of the sounds | | | | | | | | | | | | | | | | | | | | |
| | 3: Sound Patterns To read simple rhythmic patterns comprising of one beat sounds and one beat rests | Rests are an important part of music | Sound Pattern: Long and short sounds played in a pattern | | | | | | | | | | | | | | | | | | | | |
| | 4: Responding to Music To play sound patterns in time with the pulse using a visual stimulus | The difference between rhythm and beat | Rhythm – the pattern of sound, silence and emphasis Beat - the steady underlying pulse of the music | | | | | | | | | | | | | | | | | | | | |
| 5: Fairytale Performance To show awareness of different roles when performing in a group. | You can change the pitch of your voice | Pitch - How high or low the note sounds | | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks Quiz | Assessing Sticky Knowledge Performance showing rhythm and beat | Assessing Key Vocabulary Children using Key Vocabulary when discussing their work | | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--|----------------|---|--|---|---|---|--|---|--|--|--|--|--|---|--|--|---|--|---|--|
| <p style="text-align: center;">Year 1/2 Term 3</p> | <p>Focus: Call and Response (Animals)</p> <p>National Curriculum Knowledge Listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Prior Learning: Musical symbols (Theme: Under the Sea Y1/2 Cycle B) Contributing Towards: Instruments (Musical Storytelling Y/2, Cycle A)</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to music Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music. Beginning to move in time with the beat of the music. Beginning to keep movements to the beat of different speeds of music. Confidently moving in time with the beat of the music. Analysing Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Evaluating Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Cultural and Historical awareness of Music Appreciating music from a wide variety of cultures and historical periods. <p>Creating Sound</p> <ol style="list-style-type: none"> Instruments Developing an awareness of how sound is affected by the way an instrument is held. Developing an awareness of how dynamics are affected by the force with which an instrument is played. Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Posture Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising Improvising simple question and answer phrases, using untuned percussion or voices. Creating and Selecting sounds Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Sequencing Playing and combining sounds under the direction of a leader (the teacher). Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. <p>Performance</p> <ol style="list-style-type: none"> Understanding and Evaluating Performance Offering positive feedback on others' performances. Awareness of Self Keeping head raised when singing. Keeping instruments still until their part in the performance. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. Awareness of Others Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriate. | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="249 600 566 636">Lesson</th> <th data-bbox="566 600 940 636">Sticky Knowledge</th> <th data-bbox="940 600 1299 636">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="249 636 566 821"> <p>1: Animal sounds To create short sounds with varied dynamics that represent an animal</p> </td> <td data-bbox="566 636 940 821"> <p>You can represent the sound of an animal</p> </td> <td data-bbox="940 636 1299 821"> <p>Dynamics: The volume of the music</p> </td> </tr> <tr> <td data-bbox="249 821 566 968"> <p>2: Sound Pattern Safari To copy a short sound pattern</p> </td> <td data-bbox="566 821 940 968"> <p>Recognise and name the sound of a Marimba</p> </td> <td data-bbox="940 821 1299 968"> <p>Sound Pattern- When long and short sound repeat in a pattern</p> </td> </tr> <tr> <td data-bbox="249 968 566 1152"> <p>3: Call and Response To explore call and response using instruments</p> </td> <td data-bbox="566 968 940 1152"> <p>To know that the response does not have to be the same as the call</p> </td> <td data-bbox="940 968 1299 1152"> <p>Call and Response- One person sings or plays something and others sing or play in response</p> </td> </tr> <tr> <td data-bbox="249 1152 566 1337"> <p>4: Instrumental Response To create sound patterns based on call and response</p> </td> <td data-bbox="566 1152 940 1337"> <p>Rhythms can be learnt and played</p> </td> <td data-bbox="940 1152 1299 1337"> <p>Call and Response- One person sings or plays something and others sing or play in response</p> </td> </tr> <tr> <td data-bbox="249 1337 566 1522"> <p>5: Dynamics Performance To perform different sound patterns with contrasting dynamics</p> </td> <td data-bbox="566 1337 940 1522"> <p>To know how to increase and decrease volume when playing an instrument</p> </td> <td data-bbox="940 1337 1299 1522"> <p>Call and Response- One person sings or plays something and others sing or play in response</p> </td> </tr> <tr> <td data-bbox="249 1522 566 1738"> <p>Assessment Tasks Quiz</p> </td> <td data-bbox="566 1522 940 1738"> <p>Assessing Sticky Knowledge Children perform final piece demonstrating call and response, and shifting dynamics</p> </td> <td data-bbox="940 1522 1299 1738"> <p>Assessing Key Vocabulary Children use Key Vocabulary when talking about their compositions.</p> </td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocabulary | <p>1: Animal sounds To create short sounds with varied dynamics that represent an animal</p> | <p>You can represent the sound of an animal</p> | <p>Dynamics: The volume of the music</p> | <p>2: Sound Pattern Safari To copy a short sound pattern</p> | <p>Recognise and name the sound of a Marimba</p> | <p>Sound Pattern- When long and short sound repeat in a pattern</p> | <p>3: Call and Response To explore call and response using instruments</p> | <p>To know that the response does not have to be the same as the call</p> | <p>Call and Response- One person sings or plays something and others sing or play in response</p> | <p>4: Instrumental Response To create sound patterns based on call and response</p> | <p>Rhythms can be learnt and played</p> | <p>Call and Response- One person sings or plays something and others sing or play in response</p> | <p>5: Dynamics Performance To perform different sound patterns with contrasting dynamics</p> | <p>To know how to increase and decrease volume when playing an instrument</p> | <p>Call and Response- One person sings or plays something and others sing or play in response</p> | <p>Assessment Tasks Quiz</p> | <p>Assessing Sticky Knowledge Children perform final piece demonstrating call and response, and shifting dynamics</p> | <p>Assessing Key Vocabulary Children use Key Vocabulary when talking about their compositions.</p> | |
| | Lesson | Sticky Knowledge | Key Vocabulary | | | | | | | | | | | | | | | | | | | | |
| | <p>1: Animal sounds To create short sounds with varied dynamics that represent an animal</p> | <p>You can represent the sound of an animal</p> | <p>Dynamics: The volume of the music</p> | | | | | | | | | | | | | | | | | | | | |
| | <p>2: Sound Pattern Safari To copy a short sound pattern</p> | <p>Recognise and name the sound of a Marimba</p> | <p>Sound Pattern- When long and short sound repeat in a pattern</p> | | | | | | | | | | | | | | | | | | | | |
| | <p>3: Call and Response To explore call and response using instruments</p> | <p>To know that the response does not have to be the same as the call</p> | <p>Call and Response- One person sings or plays something and others sing or play in response</p> | | | | | | | | | | | | | | | | | | | | |
| | <p>4: Instrumental Response To create sound patterns based on call and response</p> | <p>Rhythms can be learnt and played</p> | <p>Call and Response- One person sings or plays something and others sing or play in response</p> | | | | | | | | | | | | | | | | | | | | |
| <p>5: Dynamics Performance To perform different sound patterns with contrasting dynamics</p> | <p>To know how to increase and decrease volume when playing an instrument</p> | <p>Call and Response- One person sings or plays something and others sing or play in response</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Tasks Quiz</p> | <p>Assessing Sticky Knowledge Children perform final piece demonstrating call and response, and shifting dynamics</p> | <p>Assessing Key Vocabulary Children use Key Vocabulary when talking about their compositions.</p> | | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|--|----------------|--|---|----------------------------------|---|--|--|---|---|--|--|--|--|--|---|---|---------------------------------|--|--|--|
| <p style="text-align: center;">Year 1/2 Term 4</p> | <p>Focus: Musical Symbols (Under the Sea)</p> <p>National Curriculum Knowledge Listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Prior Learning: Pitch (Theme: Superheroes Y1/2, Cycle A) Contributes towards: Call and Response (Animals Y1/2, Cycle B)</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to music Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music. Beginning to keep movements to the beat of different speeds of music. Confidently moving in time with the beat of the music Analysing Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music, using the vocabulary of high and low. Evaluating Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. <p>Creating Sound</p> <ol style="list-style-type: none"> Instruments Developing an awareness of how sound is affected by the way an instrument is held. Developing an awareness of how dynamics are affected by the force with which an instrument is played. Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Posture Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Notation</p> <ol style="list-style-type: none"> Understanding Notation Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right Representing Pitch To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Recognising pitch patterns using dots. Representing Rhythm Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats (quavers). To know that pictorial representations of rhythm show sounds and rests. <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Sequencing Playing and combining sounds under the direction of a leader (the teacher). Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. <p>Performance</p> <ol style="list-style-type: none"> Understanding and Evaluating Performance Offering positive feedback on others' performances. Awareness of Self Keeping head raised when singing. Keeping instruments still until their part in the performance. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. Awareness of Others Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriate. | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="249 699 566 737">Lesson</th> <th data-bbox="566 699 872 737">Sticky Knowledge</th> <th data-bbox="872 699 1190 737">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="249 737 566 884"> 1: Showing Tempo To explore tempo changes through movement </td> <td data-bbox="566 737 872 884"> Movement can represent a character </td> <td data-bbox="872 737 1190 884"> Tempo: The speed of music </td> </tr> <tr> <td data-bbox="249 884 566 1066"> 2: Exploring Dynamics To explore how dynamics can be represented by different symbols </td> <td data-bbox="566 884 872 1066"> Instruments can play sounds with different dynamics </td> <td data-bbox="872 884 1190 1066"> Dynamics: The volume of the music </td> </tr> <tr> <td data-bbox="249 1066 566 1325"> 3: Rhythm To clap simple rhythmic patterns whilst keeping the pulse </td> <td data-bbox="566 1066 872 1325"> The difference between rhythm and beat </td> <td data-bbox="872 1066 1190 1325"> Rest: A quiet beat when no sound is made Sound Pattern- When long and short sound repeat in a pattern </td> </tr> <tr> <td data-bbox="249 1325 566 1472"> 4: Using Pitch To interpret symbols to demonstrate a pitch pattern </td> <td data-bbox="566 1325 872 1472"> Pitch can be recorded visually for others to play </td> <td data-bbox="872 1325 1190 1472"> Pitch: How low or high a sound is </td> </tr> <tr> <td data-bbox="249 1472 566 1696"> 5: Under the Sea Performance To perform as part of a group to demonstrate dynamics, pitch and rhythm </td> <td data-bbox="566 1472 872 1696"> A score can represent dynamics, pitch and rhythm </td> <td data-bbox="872 1472 1190 1696"> Score: written music Perform: to play music for an audience. </td> </tr> <tr> <td data-bbox="249 1696 566 1879"> Assessment Tasks Quiz </td> <td data-bbox="566 1696 872 1879"> Assessing Sticky Knowledge Performance demonstrating pitch, dynamics and rhythm </td> <td data-bbox="872 1696 1190 1879"> Assessing Key Vocabulary Children to use Key Vocabulary when describing their work </td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocabulary | 1: Showing Tempo To explore tempo changes through movement | Movement can represent a character | Tempo: The speed of music | 2: Exploring Dynamics To explore how dynamics can be represented by different symbols | Instruments can play sounds with different dynamics | Dynamics: The volume of the music | 3: Rhythm To clap simple rhythmic patterns whilst keeping the pulse | The difference between rhythm and beat | Rest: A quiet beat when no sound is made Sound Pattern- When long and short sound repeat in a pattern | 4: Using Pitch To interpret symbols to demonstrate a pitch pattern | Pitch can be recorded visually for others to play | Pitch: How low or high a sound is | 5: Under the Sea Performance To perform as part of a group to demonstrate dynamics, pitch and rhythm | A score can represent dynamics, pitch and rhythm | Score: written music Perform: to play music for an audience. | Assessment Tasks Quiz | Assessing Sticky Knowledge Performance demonstrating pitch, dynamics and rhythm | Assessing Key Vocabulary Children to use Key Vocabulary when describing their work | |
| | Lesson | Sticky Knowledge | Key Vocabulary | | | | | | | | | | | | | | | | | | | | |
| | 1: Showing Tempo To explore tempo changes through movement | Movement can represent a character | Tempo: The speed of music | | | | | | | | | | | | | | | | | | | | |
| | 2: Exploring Dynamics To explore how dynamics can be represented by different symbols | Instruments can play sounds with different dynamics | Dynamics: The volume of the music | | | | | | | | | | | | | | | | | | | | |
| | 3: Rhythm To clap simple rhythmic patterns whilst keeping the pulse | The difference between rhythm and beat | Rest: A quiet beat when no sound is made Sound Pattern- When long and short sound repeat in a pattern | | | | | | | | | | | | | | | | | | | | |
| | 4: Using Pitch To interpret symbols to demonstrate a pitch pattern | Pitch can be recorded visually for others to play | Pitch: How low or high a sound is | | | | | | | | | | | | | | | | | | | | |
| 5: Under the Sea Performance To perform as part of a group to demonstrate dynamics, pitch and rhythm | A score can represent dynamics, pitch and rhythm | Score: written music Perform: to play music for an audience. | | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks Quiz | Assessing Sticky Knowledge Performance demonstrating pitch, dynamics and rhythm | Assessing Key Vocabulary Children to use Key Vocabulary when describing their work | | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | |
|---|---|---|---|--|---|---|--|--|
| <p style="text-align: center;">Year 1/2 Term 5</p> | <p>Focus: Contrasting Dynamics (Space)</p> <p>National Curriculum Knowledge Listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Prior Learning: Singing (Theme, On this Island Y1/2, Cycle A) Contributing Towards: Structure (Myths and Legends Y1/2, Cycle B)</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to music Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Analysing Identifying some common instruments when listening to music. Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music, using the vocabulary of high and low. Cultural and Historical awareness of Music Appreciating music from a wide variety of cultures and historical periods. | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="249 604 590 646">Lesson</th> <th data-bbox="590 604 923 646">Sticky Knowledge</th> <th data-bbox="923 604 1279 646">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="249 646 590 871"> 1: Vocal Soundscape To create a simple soundscape using dynamic changes </td> <td data-bbox="590 646 923 871"> Sounds can be written and referred to later. </td> <td data-bbox="923 646 1279 871"> Dynamics: The volume of a piece of music Soundscape: The mixture of different sounds that are heard in a particular place </td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocabulary | 1: Vocal Soundscape To create a simple soundscape using dynamic changes | Sounds can be written and referred to later. | Dynamics: The volume of a piece of music Soundscape: The mixture of different sounds that are heard in a particular place | <p>Creating Sound</p> <ol style="list-style-type: none"> Instruments Developing an awareness of how sound is affected by the way an instrument is held. Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. |
| | Lesson | Sticky Knowledge | Key Vocabulary | | | | | |
| | 1: Vocal Soundscape To create a simple soundscape using dynamic changes | Sounds can be written and referred to later. | Dynamics: The volume of a piece of music Soundscape: The mixture of different sounds that are heard in a particular place | | | | | |
| | <table border="1"> <tbody> <tr> <td data-bbox="249 877 590 1129"> 2: Creatively Responding to Music To listen to music and respond creatively, considering how dynamics can be represented </td> <td data-bbox="590 877 923 1129"> Holt wrote the Planets Suite </td> <td data-bbox="923 877 1279 1129"> Composer – A person who writes music </td> </tr> </tbody> </table> | 2: Creatively Responding to Music To listen to music and respond creatively, considering how dynamics can be represented | Holt wrote the Planets Suite | Composer – A person who writes music | <p>Notation</p> <ol style="list-style-type: none"> Understanding Notation Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right read simple rhythmic patterns which include two half beats (quavers). To know that pictorial representations of rhythm show sounds and rests. | | | |
| | 2: Creatively Responding to Music To listen to music and respond creatively, considering how dynamics can be represented | Holt wrote the Planets Suite | Composer – A person who writes music | | | | | |
| | <table border="1"> <tbody> <tr> <td data-bbox="249 1136 590 1276"> 3: Comparing Music To compare two pieces of music </td> <td data-bbox="590 1136 923 1276"> Music can be compared to other pieces of music </td> <td data-bbox="923 1136 1279 1276"> Representation: The way someone or something is shown or described </td> </tr> </tbody> </table> | 3: Comparing Music To compare two pieces of music | Music can be compared to other pieces of music | Representation: The way someone or something is shown or described | <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Creating and Selecting sounds Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Sequencing Playing and combining sounds under the direction of a leader (the teacher). Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. | | | |
| 3: Comparing Music To compare two pieces of music | Music can be compared to other pieces of music | Representation: The way someone or something is shown or described | | | | | | |
| <table border="1"> <tbody> <tr> <td data-bbox="249 1283 590 1759"> 4: Pitch Patterns To create a short pitch pattern to represent a planet </td> <td data-bbox="590 1283 923 1759"> Notes C E G </td> <td data-bbox="923 1283 1279 1759"> Pitch pattern- A small group of notes played in a particular order, to create a “sound idea” throughout a piece of music </td> </tr> </tbody> </table> | 4: Pitch Patterns To create a short pitch pattern to represent a planet | Notes C E G | Pitch pattern- A small group of notes played in a particular order, to create a “sound idea” throughout a piece of music | <p>Performance</p> <ol style="list-style-type: none"> Understanding and Evaluating Performance Offering positive feedback on others’ performances. Awareness of Music Starting to maintain a steady beat throughout short singing performances Awareness of Self Keeping head raised when singing. Keeping instruments still until their part in the performance. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. Awareness of Others Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately | | | | |
| 4: Pitch Patterns To create a short pitch pattern to represent a planet | Notes C E G | Pitch pattern- A small group of notes played in a particular order, to create a “sound idea” throughout a piece of music | | | | | | |
| <table border="1"> <tbody> <tr> <td data-bbox="249 1766 590 1934"> 5: Creating and Performing a Musical Structure To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics Assessment Tasks Quiz </td> <td data-bbox="590 1766 923 1934"> Different pieces of music can be combined to make a longer piece Assessing Sticky Knowledge Performance demonstrating pitch patterns and dynamics </td> <td data-bbox="923 1766 1279 1934"> Performance- To perform to an audience Assessing Key Vocabulary Children to use Key Vocabulary when describing their work </td> </tr> </tbody> </table> | 5: Creating and Performing a Musical Structure To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics Assessment Tasks Quiz | Different pieces of music can be combined to make a longer piece Assessing Sticky Knowledge Performance demonstrating pitch patterns and dynamics | Performance- To perform to an audience Assessing Key Vocabulary Children to use Key Vocabulary when describing their work | | | | | |
| 5: Creating and Performing a Musical Structure To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics Assessment Tasks Quiz | Different pieces of music can be combined to make a longer piece Assessing Sticky Knowledge Performance demonstrating pitch patterns and dynamics | Performance- To perform to an audience Assessing Key Vocabulary Children to use Key Vocabulary when describing their work | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|---|--|--|----------------|--|--------------------------------------|--|--|--------------------------------------|---|--|--|--|---|----------------------------------|---|--|---|---|---------------------------------|--|--|--|
| Year 1/2 Term 6 | <p>Focus: Structure (Myth and Legends)</p> <p>National Curriculum Knowledge Listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Prior Learning: Contrasting dynamics (Theme: Space Y1/2, Cycle B) Contributing Towards: Pitch (Musical Me Y1/2, Cycle A)</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to music Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging and responding to longer pieces of music. Analysing Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. <p>Creating Sound</p> <ol style="list-style-type: none"> Singing Repertoire Singing simple songs, chants and rhymes from memory. Instruments Developing an awareness of how sound is affected by the way an instrument is held. Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. <p>Notation</p> <ol style="list-style-type: none"> Understanding Notation Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right Representing Rhythm Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats (quavers). To know that pictorial representations of rhythm show sounds and rests. <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising Improvising simple question and answer phrases, using untuned percussion or voices. Creating and Selecting sounds Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Sequencing Playing and combining sounds under the direction of a leader (the teacher). Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. <p>Performance</p> <ol style="list-style-type: none"> Understanding and Evaluating Performance Offering positive feedback on others' performances. Awareness of Music Starting to maintain a steady beat throughout short singing performances Awareness of Self Keeping head raised when singing. Keeping instruments still until their part in the performance. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. Awareness of Others Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Lesson</th> <th>Sticky Knowledge</th> <th>Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td> 1: Reading and Clapping Rhythms To read and clap a rhythm based on a phrase from a story </td> <td> Beat and Rhythm are different </td> <td> Rhythm – the pattern of sound, silence and emphasis Beat - the steady underlying pulse of the music </td> </tr> <tr> <td> 2: Clapping and Writing Rhythms To hear, write and clap rhythms based on a phrase from a story </td> <td> Beat and Rhythm are different </td> <td> Notation: How we represent a piece of music in writing </td> </tr> <tr> <td> 3: Structures To use a rhythm in different ways to demonstrate structure </td> <td> The structure can be written as a score to follow </td> <td> Structure: How the music is organised into different sections </td> </tr> <tr> <td> 4: Compose with Structure To create a structure using rhythmic patterns </td> <td> Music can be written down </td> <td> Composition: A piece of music someone has created. </td> </tr> <tr> <td> 5 :Rehearse and Perform To perform a group composition </td> <td> Written music can be played repeatedly </td> <td> Performance: To perform to an audience </td> </tr> <tr> <td> Assessment Tasks Quiz </td> <td> Assessing Sticky Knowledge Performance demonstrating reference to the score </td> <td> Assessing Key Vocabulary Children to use Key Vocabulary when describing their work </td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocabulary | 1: Reading and Clapping Rhythms To read and clap a rhythm based on a phrase from a story | Beat and Rhythm are different | Rhythm – the pattern of sound, silence and emphasis Beat - the steady underlying pulse of the music | 2: Clapping and Writing Rhythms To hear, write and clap rhythms based on a phrase from a story | Beat and Rhythm are different | Notation: How we represent a piece of music in writing | 3: Structures To use a rhythm in different ways to demonstrate structure | The structure can be written as a score to follow | Structure: How the music is organised into different sections | 4: Compose with Structure To create a structure using rhythmic patterns | Music can be written down | Composition: A piece of music someone has created. | 5 :Rehearse and Perform To perform a group composition | Written music can be played repeatedly | Performance: To perform to an audience | Assessment Tasks Quiz | Assessing Sticky Knowledge Performance demonstrating reference to the score | Assessing Key Vocabulary Children to use Key Vocabulary when describing their work | |
| | Lesson | Sticky Knowledge | Key Vocabulary | | | | | | | | | | | | | | | | | | | | |
| | 1: Reading and Clapping Rhythms To read and clap a rhythm based on a phrase from a story | Beat and Rhythm are different | Rhythm – the pattern of sound, silence and emphasis Beat - the steady underlying pulse of the music | | | | | | | | | | | | | | | | | | | | |
| | 2: Clapping and Writing Rhythms To hear, write and clap rhythms based on a phrase from a story | Beat and Rhythm are different | Notation: How we represent a piece of music in writing | | | | | | | | | | | | | | | | | | | | |
| | 3: Structures To use a rhythm in different ways to demonstrate structure | The structure can be written as a score to follow | Structure: How the music is organised into different sections | | | | | | | | | | | | | | | | | | | | |
| | 4: Compose with Structure To create a structure using rhythmic patterns | Music can be written down | Composition: A piece of music someone has created. | | | | | | | | | | | | | | | | | | | | |
| | 5 :Rehearse and Perform To perform a group composition | Written music can be played repeatedly | Performance: To perform to an audience | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks Quiz | Assessing Sticky Knowledge Performance demonstrating reference to the score | Assessing Key Vocabulary Children to use Key Vocabulary when describing their work | | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|----------------|---|--|---|--|---|--|---|---------------------------------|---|---|-------------------------------|---------------------------------------|--|------------------------|--|---------------------------------|--|--|
| Year 3/4 Term 1 | <p>Focus: Creating a composition in response to an animation (Theme: Mountains)</p> <p>National Curriculum Knowledge Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Prior Learning: Ballads (Y3/4, Cycle B) Contributing towards: Developing singing technique (Theme: Vikings Y3/4, Cycle A)</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to Music Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary Analysing Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Recognising the use and development of motifs in music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music Evaluating Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. Cultural and Historical awareness of Music Understanding that music from different times has different features. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. <p>Notation</p> <ol style="list-style-type: none"> Understand Notation To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that 'performance directions' are words added to music notation to tell the performers how to play. Representing Pitch and Rhythm Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Improvising Beginning to improvise musically within a given style using their voice. Beginning to improvise musically within a given style using an instrument Creating and Selecting sounds Suggesting and implementing improvements to their own work, using musical vocabulary. Sequencing Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). <p>Performing</p> <ol style="list-style-type: none"> Understanding and Evaluating Performance Offering constructive feedback on others' performances. Awareness of Music Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Awareness of Others Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="276 865 626 909">Lesson</th> <th data-bbox="626 865 1041 909">Sticky Knowledge</th> <th data-bbox="1041 865 1368 909">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="276 909 626 1094"> 1: Telling Stories through Music To tell a story from a piece of music through movement </td> <td data-bbox="626 909 1041 1094"> Night on a Bare Mountain was composed by Mussorgsky </td> <td data-bbox="1041 909 1368 1094"> Timbre – The unique quality of the sound </td> </tr> <tr> <td data-bbox="276 1094 626 1241"> 2: Creating a Soundscape To create a soundscape using percussion instruments </td> <td data-bbox="626 1094 1041 1241"> The first 2 bars of Night on a Bare Mountain </td> <td data-bbox="1041 1094 1368 1241"> Ensemble- A group of artists performing together </td> </tr> <tr> <td data-bbox="276 1241 626 1425"> 3: Story and Sound Effects To create a range of sounds to accompany a story </td> <td data-bbox="626 1241 1041 1425"> Music can enhance a film </td> <td data-bbox="1041 1241 1368 1425"> Soundscape: The mixture of different sounds that are heard in a particular place </td> </tr> <tr> <td data-bbox="276 1425 626 1572"> 4: Adding Rhythm To compose and perform a rhythm to accompany a story </td> <td data-bbox="626 1425 1041 1572"> Rhythms need structure </td> <td data-bbox="1041 1425 1368 1572"> Notation- How music is written </td> </tr> <tr> <td data-bbox="276 1572 626 1740"> 5: Musical Mountain To compose and notate a short melody to accompany a story. </td> <td data-bbox="626 1572 1041 1740"> Notes C D E F G </td> <td data-bbox="1041 1572 1368 1740"> Melody: A series of musical notes played in a specific sequence </td> </tr> <tr> <td data-bbox="276 1740 626 1915"> Assessment Tasks Quiz </td> <td data-bbox="626 1740 1041 1915"> Assessing Sticky Knowledge Performance demonstrating rhythm, melody and reference to the film </td> <td data-bbox="1041 1740 1368 1915"> Assessing Key Vocabulary Children to use Key Vocabulary when describing their work </td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocabulary | 1: Telling Stories through Music To tell a story from a piece of music through movement | Night on a Bare Mountain was composed by Mussorgsky | Timbre – The unique quality of the sound | 2: Creating a Soundscape To create a soundscape using percussion instruments | The first 2 bars of Night on a Bare Mountain | Ensemble - A group of artists performing together | 3: Story and Sound Effects To create a range of sounds to accompany a story | Music can enhance a film | Soundscape: The mixture of different sounds that are heard in a particular place | 4: Adding Rhythm To compose and perform a rhythm to accompany a story | Rhythms need structure | Notation- How music is written | 5: Musical Mountain To compose and notate a short melody to accompany a story. | Notes C D E F G | Melody: A series of musical notes played in a specific sequence | Assessment Tasks Quiz | Assessing Sticky Knowledge Performance demonstrating rhythm, melody and reference to the film | Assessing Key Vocabulary Children to use Key Vocabulary when describing their work |
| | Lesson | Sticky Knowledge | Key Vocabulary | | | | | | | | | | | | | | | | | | | |
| | 1: Telling Stories through Music To tell a story from a piece of music through movement | Night on a Bare Mountain was composed by Mussorgsky | Timbre – The unique quality of the sound | | | | | | | | | | | | | | | | | | | |
| | 2: Creating a Soundscape To create a soundscape using percussion instruments | The first 2 bars of Night on a Bare Mountain | Ensemble - A group of artists performing together | | | | | | | | | | | | | | | | | | | |
| | 3: Story and Sound Effects To create a range of sounds to accompany a story | Music can enhance a film | Soundscape: The mixture of different sounds that are heard in a particular place | | | | | | | | | | | | | | | | | | | |
| | 4: Adding Rhythm To compose and perform a rhythm to accompany a story | Rhythms need structure | Notation- How music is written | | | | | | | | | | | | | | | | | | | |
| 5: Musical Mountain To compose and notate a short melody to accompany a story. | Notes C D E F G | Melody: A series of musical notes played in a specific sequence | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks Quiz | Assessing Sticky Knowledge Performance demonstrating rhythm, melody and reference to the film | Assessing Key Vocabulary Children to use Key Vocabulary when describing their work | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | |
|--|---|---|--|----------------|---|--|---------------------------------------|--|--|---|--|--|--|---|---|--|--|-------------------------------------|--|--|
| Year 3/4 Term 2 | <p>Focus: Rock and Roll</p> <p>National Curriculum Knowledge Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Prior Learning: Body and tuned percussion (Theme: Rainforests Y3/4, Cycle A)</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to Music Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary Analysing Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Recognising the use and development of motifs in music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Evaluating Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. Cultural and Historical awareness of Music Understanding that music from different times has different features. Recognising and discussing the stylistic features of different genre styles and traditions of music using musical vocabulary. <p>Notation</p> <ol style="list-style-type: none"> Understand Notation To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that 'performance directions' are words added to music notation to tell the performers how to play. Representing Pitch and Rhythm Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Creating and Selecting sounds Suggesting and implementing improvements to their own work, using musical vocabulary. Developing melodies using rhythmic variation, transposition, inversion, and looping. Sequencing Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Creating a piece of music with at least four different layers and a clear structure. <p>Performing</p> <ol style="list-style-type: none"> Understanding and Evaluating Performance Offering constructive feedback on others' performances. Awareness of Music Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Awareness of Self and Others Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Lesson</th> <th>Sticky Knowledge</th> <th>Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td>1: Hand Jive To understand the history of Rock and Roll</td> <td>Rock and Roll was created in 1950's America</td> <td>Tempo – The speed of the music</td> </tr> <tr> <td>2: Rock around the Clock To be able to perform with a sense of style</td> <td>Rock around the Clock was an early Rock and Roll song</td> <td>Dynamics- The volume of the music</td> </tr> <tr> <td>3: Walking Bass Line To play a walking bass line on tuned percussion</td> <td>A walking bass line uses notes next to each other</td> <td>Rock and Roll: A type of music that developed in the 1950's</td> </tr> <tr> <td>4: Performing the Bass To be able to play a Rock and Roll bass line</td> <td>A bass line gives the music more depth</td> <td>Notation- How music is written</td> </tr> <tr> <td>5: Rock and Roll Performance To be able to play a Rock and Roll piece of music</td> <td>Playing in time is important</td> <td>Style- A type or form of music</td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocabulary | 1: Hand Jive To understand the history of Rock and Roll | Rock and Roll was created in 1950's America | Tempo – The speed of the music | 2: Rock around the Clock To be able to perform with a sense of style | Rock around the Clock was an early Rock and Roll song | Dynamics - The volume of the music | 3: Walking Bass Line To play a walking bass line on tuned percussion | A walking bass line uses notes next to each other | Rock and Roll: A type of music that developed in the 1950's | 4: Performing the Bass To be able to play a Rock and Roll bass line | A bass line gives the music more depth | Notation - How music is written | 5: Rock and Roll Performance To be able to play a Rock and Roll piece of music | Playing in time is important | Style - A type or form of music | |
| | Lesson | Sticky Knowledge | Key Vocabulary | | | | | | | | | | | | | | | | | |
| | 1: Hand Jive To understand the history of Rock and Roll | Rock and Roll was created in 1950's America | Tempo – The speed of the music | | | | | | | | | | | | | | | | | |
| | 2: Rock around the Clock To be able to perform with a sense of style | Rock around the Clock was an early Rock and Roll song | Dynamics - The volume of the music | | | | | | | | | | | | | | | | | |
| | 3: Walking Bass Line To play a walking bass line on tuned percussion | A walking bass line uses notes next to each other | Rock and Roll: A type of music that developed in the 1950's | | | | | | | | | | | | | | | | | |
| | 4: Performing the Bass To be able to play a Rock and Roll bass line | A bass line gives the music more depth | Notation - How music is written | | | | | | | | | | | | | | | | | |
| 5: Rock and Roll Performance To be able to play a Rock and Roll piece of music | Playing in time is important | Style - A type or form of music | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tbody> <tr> <td><u>Assessment Tasks</u> Quiz</td> <td>Assessing Sticky Knowledge Performance demonstrating a Rock and Roll style</td> <td><u>Assessing Key Vocabulary</u> Children to use Key Vocabulary when describing their work</td> </tr> </tbody> </table> | <u>Assessment Tasks</u> Quiz | Assessing Sticky Knowledge Performance demonstrating a Rock and Roll style | <u>Assessing Key Vocabulary</u> Children to use Key Vocabulary when describing their work | | | | | | | | | | | | | | | | | |
| <u>Assessment Tasks</u> Quiz | Assessing Sticky Knowledge Performance demonstrating a Rock and Roll style | <u>Assessing Key Vocabulary</u> Children to use Key Vocabulary when describing their work | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--|----------------|--|--|--|--|--|--|--|---|------------------------------------|--|--|--|---|---|---|---------------------------------|---|--|--|
| Year 3/4 Term 3 | <p>Focus: Ballads</p> <p>National Curriculum Knowledge Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Prior Learning: Myths and Legends (Y1/2, Cycle B) Contributing Towards: Creating compositions for an animation (Y3/4, Cycle B)</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to Music Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary Analysing Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Recognising the use and development of motifs in music. Identifying common features between different genres, styles and traditions of music Using musical vocabulary to discuss the purpose of a piece of music Evaluating Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. Cultural and Historical awareness of Music Understanding that music from different times has different features. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="276 867 626 909">Lesson</th> <th data-bbox="626 867 952 909">Sticky Knowledge</th> <th data-bbox="952 867 1368 909">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="276 909 626 1056"> 1: What is a Ballad? To use musical vocabulary to explain the stylistic features of a ballad </td> <td data-bbox="626 909 952 1056"> Ballads are pieces of music that tell stories </td> <td data-bbox="952 909 1368 1056"> Ensemble– A group of musicians who play together </td> </tr> <tr> <td data-bbox="276 1056 626 1161"> 2: Performing a Ballad To explore how actions can impact a performance </td> <td data-bbox="626 1056 952 1161"> Actions make it easier to remember lyrics </td> <td data-bbox="952 1056 1368 1161"> Ballad- A song which tells a story, written in stanzas </td> </tr> <tr> <td data-bbox="276 1161 626 1350"> 3: The Story behind the Song To plan a musical structure inspired by a story </td> <td data-bbox="626 1161 952 1350"> You can use a story structure to help you write lyrics </td> <td data-bbox="952 1161 1368 1350"> Lyrics: the words of a song </td> </tr> <tr> <td data-bbox="276 1350 626 1476"> 4: Writing Lyrics To create lyrics that match a melody </td> <td data-bbox="626 1350 952 1476"> Writing lyrics is similar to writing poetry </td> <td data-bbox="952 1350 1368 1476"> Chorus- A repeated section of music, between the verses or stanzas </td> </tr> <tr> <td data-bbox="276 1476 626 1665"> 5: Singing my Ballad To show awareness of style, structure and features of perform a ballad </td> <td data-bbox="626 1476 952 1665"> Lyrics can be spoken as well as sung </td> <td data-bbox="952 1476 1368 1665"> Verse- The words in the stanzas, they do not usually repeat </td> </tr> <tr> <td data-bbox="276 1665 626 1843"> Assessment Tasks Quiz </td> <td data-bbox="626 1665 952 1843"> Assessing Sticky Knowledge Performance demonstrating a Ballad style </td> <td data-bbox="952 1665 1368 1843"> Assessing Key Vocabulary Children to use Key Vocabulary when describing their work </td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocabulary | 1: What is a Ballad? To use musical vocabulary to explain the stylistic features of a ballad | Ballads are pieces of music that tell stories | Ensemble – A group of musicians who play together | 2: Performing a Ballad To explore how actions can impact a performance | Actions make it easier to remember lyrics | Ballad - A song which tells a story, written in stanzas | 3: The Story behind the Song To plan a musical structure inspired by a story | You can use a story structure to help you write lyrics | Lyrics: the words of a song | 4: Writing Lyrics To create lyrics that match a melody | Writing lyrics is similar to writing poetry | Chorus - A repeated section of music, between the verses or stanzas | 5: Singing my Ballad To show awareness of style, structure and features of perform a ballad | Lyrics can be spoken as well as sung | Verse - The words in the stanzas, they do not usually repeat | Assessment Tasks Quiz | Assessing Sticky Knowledge Performance demonstrating a Ballad style | Assessing Key Vocabulary Children to use Key Vocabulary when describing their work | <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Improvising Beginning to improvise musically within a given style using their voice. Beginning to improvise musically within a given style using an instrument <p>Performing</p> <ol style="list-style-type: none"> Understanding and Evaluating Performance Offering constructive feedback on others' performances. Awareness of Music Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency Awareness of Self and Others Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency |
| | Lesson | Sticky Knowledge | Key Vocabulary | | | | | | | | | | | | | | | | | | | | |
| | 1: What is a Ballad? To use musical vocabulary to explain the stylistic features of a ballad | Ballads are pieces of music that tell stories | Ensemble – A group of musicians who play together | | | | | | | | | | | | | | | | | | | | |
| | 2: Performing a Ballad To explore how actions can impact a performance | Actions make it easier to remember lyrics | Ballad - A song which tells a story, written in stanzas | | | | | | | | | | | | | | | | | | | | |
| | 3: The Story behind the Song To plan a musical structure inspired by a story | You can use a story structure to help you write lyrics | Lyrics: the words of a song | | | | | | | | | | | | | | | | | | | | |
| | 4: Writing Lyrics To create lyrics that match a melody | Writing lyrics is similar to writing poetry | Chorus - A repeated section of music, between the verses or stanzas | | | | | | | | | | | | | | | | | | | | |
| 5: Singing my Ballad To show awareness of style, structure and features of perform a ballad | Lyrics can be spoken as well as sung | Verse - The words in the stanzas, they do not usually repeat | | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks Quiz | Assessing Sticky Knowledge Performance demonstrating a Ballad style | Assessing Key Vocabulary Children to use Key Vocabulary when describing their work | | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|--|--|--|----------------|---|---|--|---|---|--|--|--|--|---|--|------------------------|---|---|--|---------------------------------|---|--|--|
| Year 3/4 Term 4 | <p>Focus: Haiku, music and performance (Theme: Hanami Festival)</p> <p>National Curriculum Knowledge Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Prior Learning: Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <table border="1" data-bbox="276 835 1368 1814"> <thead> <tr> <th>Lesson</th> <th>Sticky Knowledge</th> <th>Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td>1: Describing Blossom To describe the Hanami festival using suitable words and sounds</td> <td>Hanami is the Japanese Cherry Blossom festival</td> <td>Pitch – How low or high a note is</td> </tr> <tr> <td>2: Sounds of Blossom To represent a blossom tree using sounds</td> <td>Words can be represented by musical sounds</td> <td>Staccato – Short, sharp sounds Glissando Repeated up-and-down slidey sounds</td> </tr> <tr> <td>3: Blossom Haiku To identify different musical features using descriptive vocabulary</td> <td>Haikus have a specific structure of syllables</td> <td>Syllables: A part of a word with one vowel sound in</td> </tr> <tr> <td>4: Haiku Melodies To work as a group to create a piece of music celebrating the Hanami festival</td> <td>Melody is another word for tune</td> <td>Melody – A tune</td> </tr> <tr> <td>5: Haiku Performances To perform a piece of music to celebrate Hanami</td> <td>We can evaluate our performances</td> <td>Performance – Performing to an audience</td> </tr> <tr> <td>Assessment Tasks Quiz</td> <td>Assessing Sticky Knowledge Performance demonstrating the Haiku structure</td> <td>Assessing Key Vocabulary Children to use Key Vocabulary when describing their work</td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocabulary | 1: Describing Blossom To describe the Hanami festival using suitable words and sounds | Hanami is the Japanese Cherry Blossom festival | Pitch – How low or high a note is | 2: Sounds of Blossom To represent a blossom tree using sounds | Words can be represented by musical sounds | Staccato – Short, sharp sounds Glissando Repeated up-and-down slidey sounds | 3: Blossom Haiku To identify different musical features using descriptive vocabulary | Haikus have a specific structure of syllables | Syllables: A part of a word with one vowel sound in | 4: Haiku Melodies To work as a group to create a piece of music celebrating the Hanami festival | Melody is another word for tune | Melody – A tune | 5: Haiku Performances To perform a piece of music to celebrate Hanami | We can evaluate our performances | Performance – Performing to an audience | Assessment Tasks Quiz | Assessing Sticky Knowledge Performance demonstrating the Haiku structure | Assessing Key Vocabulary Children to use Key Vocabulary when describing their work | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to Music Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary Analysing Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music Evaluating Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. Cultural and Historical awareness of Music Understanding that music from different times has different features. Recognising and discussing the stylistic features of different genre styles and traditions of music using musical vocabulary. <p>Notation</p> <ol style="list-style-type: none"> Understand Notation To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that 'performance directions' are words added to music notation to tell the performers how to play. Representing Pitch and Rhythm Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Creating and Selecting sounds Suggesting and implementing improvements to their own work, using musical vocabulary. Developing melodies using rhythmic variation, transposition, inversion, and looping. Sequencing Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Creating a piece of music with at least four different layers and a clear structure. <p>Performing</p> <ol style="list-style-type: none"> Understanding and Evaluating Performance Offering constructive feedback on others' performances. Awareness of Music Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency Awareness of Self and Others Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency |
| | Lesson | Sticky Knowledge | Key Vocabulary | | | | | | | | | | | | | | | | | | | | |
| | 1: Describing Blossom To describe the Hanami festival using suitable words and sounds | Hanami is the Japanese Cherry Blossom festival | Pitch – How low or high a note is | | | | | | | | | | | | | | | | | | | | |
| | 2: Sounds of Blossom To represent a blossom tree using sounds | Words can be represented by musical sounds | Staccato – Short, sharp sounds Glissando Repeated up-and-down slidey sounds | | | | | | | | | | | | | | | | | | | | |
| | 3: Blossom Haiku To identify different musical features using descriptive vocabulary | Haikus have a specific structure of syllables | Syllables: A part of a word with one vowel sound in | | | | | | | | | | | | | | | | | | | | |
| | 4: Haiku Melodies To work as a group to create a piece of music celebrating the Hanami festival | Melody is another word for tune | Melody – A tune | | | | | | | | | | | | | | | | | | | | |
| | 5: Haiku Performances To perform a piece of music to celebrate Hanami | We can evaluate our performances | Performance – Performing to an audience | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks Quiz | Assessing Sticky Knowledge Performance demonstrating the Haiku structure | Assessing Key Vocabulary Children to use Key Vocabulary when describing their work | | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|----------------|---|--|--|---|---|----------------------------------|--|--|--|---|--|---|--|--|--|------------------------------|--|--|--|
| Year 3/4 Term 5 | <p>Focus: Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <p>National Curriculum Knowledge Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Prior Learning: Rock and Roll (Y3/4, Cycle B) Contributing towards: Adapting and transposing motifs (Theme Romans Y3/4, Cycle A)</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to Music Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary Analysing Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decelando) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music Evaluating Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. Cultural and Historical awareness of Music Understanding that music from different times has different features. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. <p>Notation</p> <ol style="list-style-type: none"> Understand Notation To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that 'performance directions' are words added to music notation to tell the performers how to play. Representing Pitch and Rhythm Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Improvising Beginning to improvise musically within a given style using their voice. Beginning to improvise musically within a given style using an instrument Creating and Selecting sounds Suggesting and implementing improvements to their own work, using musical vocabulary. Developing melodies using rhythmic variation, transposition, inversion, and looping. Sequencing Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Creating a piece of music with at least four different layers and a clear structure. <p>Performing</p> <ol style="list-style-type: none"> Understanding and Evaluating Performance Offering constructive feedback on others' performances. Awareness of Music Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency Awareness of Self and Others Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="276 856 626 898">Lesson</th> <th data-bbox="626 856 952 898">Sticky Knowledge</th> <th data-bbox="952 856 1368 898">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="276 898 626 1018"> 1: The Singing River To sing in two parts using expression and dynamics </td> <td data-bbox="626 898 952 1018"> Singing in parts requires concentration </td> <td data-bbox="952 898 1368 1018"> Round– A way of singing in two or more parts </td> </tr> <tr> <td data-bbox="276 1018 626 1129"> 2: The Listening River To recognise key elements of music </td> <td data-bbox="626 1018 952 1129"> The Moldau was composed by Bedrich Smetana </td> <td data-bbox="952 1018 1368 1129"> Texture- Layers of sound </td> </tr> <tr> <td data-bbox="276 1129 626 1249"> 3: The Repeating River To perform a vocal ostinato </td> <td data-bbox="626 1129 952 1249"> It is necessary to keep a steady beat when singing in parts </td> <td data-bbox="952 1129 1368 1249"> Ostinato: A repeated pattern or phrase </td> </tr> <tr> <td data-bbox="276 1249 626 1369"> 4: The Percussive River To create and perform an ostinato </td> <td data-bbox="626 1249 952 1369"> Ostinatos can be played on percussion instruments </td> <td data-bbox="952 1249 1368 1369"> Percussion- Musical instruments that are hit or shaken to produce a sound </td> </tr> <tr> <td data-bbox="276 1369 626 1537"> 5: The Performing River To improve and perform a piece of music based around ostinatos </td> <td data-bbox="626 1369 952 1537"> Compositions can be recorded on paper </td> <td data-bbox="952 1369 1368 1537"> Performance- Performing to an audience </td> </tr> <tr> <td data-bbox="276 1537 626 1684"> Assessment Tasks Quiz </td> <td data-bbox="626 1537 952 1684"> Assessing Sticky Knowledge Performance demonstrating ostinato </td> <td data-bbox="952 1537 1368 1684"> Assessing Key Vocabulary Children to use Key Vocabulary when describing their work </td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocabulary | 1: The Singing River To sing in two parts using expression and dynamics | Singing in parts requires concentration | Round – A way of singing in two or more parts | 2: The Listening River To recognise key elements of music | The Moldau was composed by Bedrich Smetana | Texture - Layers of sound | 3: The Repeating River To perform a vocal ostinato | It is necessary to keep a steady beat when singing in parts | Ostinato : A repeated pattern or phrase | 4: The Percussive River To create and perform an ostinato | Ostinatos can be played on percussion instruments | Percussion - Musical instruments that are hit or shaken to produce a sound | 5: The Performing River To improve and perform a piece of music based around ostinatos | Compositions can be recorded on paper | Performance - Performing to an audience | Assessment Tasks Quiz | Assessing Sticky Knowledge Performance demonstrating ostinato | Assessing Key Vocabulary Children to use Key Vocabulary when describing their work | |
| | Lesson | Sticky Knowledge | Key Vocabulary | | | | | | | | | | | | | | | | | | | | |
| | 1: The Singing River To sing in two parts using expression and dynamics | Singing in parts requires concentration | Round – A way of singing in two or more parts | | | | | | | | | | | | | | | | | | | | |
| | 2: The Listening River To recognise key elements of music | The Moldau was composed by Bedrich Smetana | Texture - Layers of sound | | | | | | | | | | | | | | | | | | | | |
| | 3: The Repeating River To perform a vocal ostinato | It is necessary to keep a steady beat when singing in parts | Ostinato : A repeated pattern or phrase | | | | | | | | | | | | | | | | | | | | |
| | 4: The Percussive River To create and perform an ostinato | Ostinatos can be played on percussion instruments | Percussion - Musical instruments that are hit or shaken to produce a sound | | | | | | | | | | | | | | | | | | | | |
| 5: The Performing River To improve and perform a piece of music based around ostinatos | Compositions can be recorded on paper | Performance - Performing to an audience | | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks Quiz | Assessing Sticky Knowledge Performance demonstrating ostinato | Assessing Key Vocabulary Children to use Key Vocabulary when describing their work | | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|----------------|---|---|--|---|--------------------------------------|---|--|---|--|--|---------------------------------------|--|--|--|---|---------------------------------|--|--|--|
| Year 3/4 Term 6 Cycle B | <p>Focus: Samba, carnivals sounds and instruments</p> <p>National Curriculum Knowledge Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Prior Learning: Body and tuned percussion (Theme: Rainforest Y3/4, Cycle A)</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to Music Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary Analysing Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music Evaluating Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. Cultural and Historical awareness of Music Understanding that music from different times has different features. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="276 877 626 909">Lesson</th> <th data-bbox="626 877 952 909">Sticky Knowledge</th> <th data-bbox="952 877 1368 909">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="276 909 626 1056"> 1: Introduction to Samba To recognise and identify the main features of samba music </td> <td data-bbox="626 909 952 1056"> Samba music originated in Brazil </td> <td data-bbox="952 909 1368 1056"> All relevant names of musical instruments </td> </tr> <tr> <td data-bbox="276 1056 626 1203"> 2: Pulse and Rhythm To understand and play syncopated rhythms </td> <td data-bbox="626 1056 952 1203"> Beat and rhythm are different </td> <td data-bbox="952 1056 1368 1203"> Syncopation- a rhythm where the main emphasis is not on the main beat of the music </td> </tr> <tr> <td data-bbox="276 1203 626 1350"> 3: Samba Rhythms To play syncopated rhythms as part of a group </td> <td data-bbox="626 1203 952 1350"> Phrases can help us play rhythms </td> <td data-bbox="952 1203 1368 1350"> Beat: The steady pulse of the music Rhythm: A pattern of long and short sound </td> </tr> <tr> <td data-bbox="276 1350 626 1476"> 4: Composing a Break To compose a basic rhythmic break </td> <td data-bbox="626 1350 952 1476"> Samba performances have breaks </td> <td data-bbox="952 1350 1368 1476"> Break- A place in the music where some of the instruments play a new rhythm </td> </tr> <tr> <td data-bbox="276 1476 626 1644"> 5: Samba Performance To perform rhythmic breaks within a samba performance </td> <td data-bbox="626 1476 952 1644"> It is important to follow the conductor </td> <td data-bbox="952 1476 1368 1644"> Performance- Performing to an audience </td> </tr> <tr> <td data-bbox="276 1644 626 1833"> Assessment Tasks Quiz </td> <td data-bbox="626 1644 952 1833"> Assessing Sticky Knowledge Performance demonstrating breaks </td> <td data-bbox="952 1644 1368 1833"> Assessing Key Vocabulary Children to use Key Vocabulary when describing their work </td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocabulary | 1: Introduction to Samba To recognise and identify the main features of samba music | Samba music originated in Brazil | All relevant names of musical instruments | 2: Pulse and Rhythm To understand and play syncopated rhythms | Beat and rhythm are different | Syncopation- a rhythm where the main emphasis is not on the main beat of the music | 3: Samba Rhythms To play syncopated rhythms as part of a group | Phrases can help us play rhythms | Beat: The steady pulse of the music Rhythm: A pattern of long and short sound | 4: Composing a Break To compose a basic rhythmic break | Samba performances have breaks | Break- A place in the music where some of the instruments play a new rhythm | 5: Samba Performance To perform rhythmic breaks within a samba performance | It is important to follow the conductor | Performance- Performing to an audience | Assessment Tasks Quiz | Assessing Sticky Knowledge Performance demonstrating breaks | Assessing Key Vocabulary Children to use Key Vocabulary when describing their work | <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Improvising Beginning to improvise musically within a given style using their voice. Beginning to improvise musically within a given style using an instrument Creating and Selecting sounds Suggesting and implementing improvements to their own work, using musical vocabulary. Developing melodies using rhythmic variation, transposition, inversion, and looping. Sequencing Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Creating a piece of music with at least four different layers and a clear structure. <p>Performing</p> <ol style="list-style-type: none"> Understanding and Evaluating Performance Offering constructive feedback on others' performances. Awareness of Music Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency Awareness of Self and Others Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency |
| | Lesson | Sticky Knowledge | Key Vocabulary | | | | | | | | | | | | | | | | | | | | |
| | 1: Introduction to Samba To recognise and identify the main features of samba music | Samba music originated in Brazil | All relevant names of musical instruments | | | | | | | | | | | | | | | | | | | | |
| | 2: Pulse and Rhythm To understand and play syncopated rhythms | Beat and rhythm are different | Syncopation- a rhythm where the main emphasis is not on the main beat of the music | | | | | | | | | | | | | | | | | | | | |
| | 3: Samba Rhythms To play syncopated rhythms as part of a group | Phrases can help us play rhythms | Beat: The steady pulse of the music Rhythm: A pattern of long and short sound | | | | | | | | | | | | | | | | | | | | |
| | 4: Composing a Break To compose a basic rhythmic break | Samba performances have breaks | Break- A place in the music where some of the instruments play a new rhythm | | | | | | | | | | | | | | | | | | | | |
| 5: Samba Performance To perform rhythmic breaks within a samba performance | It is important to follow the conductor | Performance- Performing to an audience | | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks Quiz | Assessing Sticky Knowledge Performance demonstrating breaks | Assessing Key Vocabulary Children to use Key Vocabulary when describing their work | | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|--------------------------|---|--|---|---|---|---|--|--|---|---|--|--|---|--|---|----------------------------------|---|---|---|
| Year 5/6 Term 1 Cycle B | <p>Focus: Looping and Remixing</p> <p>National Curriculum Knowledge Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to Music Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary Analysing Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Evaluating Comparing, discussing and evaluating music using detailed musical vocabulary. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Cultural and Historical awareness of Music Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. | | | | | | | | | | | | | | | | | | | | | |
| | <p>Prior Learning: Adapting and Transposing motifs (Theme: Romans Y3/4 Cycle A)</p> | <p>Notation</p> <ol style="list-style-type: none"> Representing Pitch and Rhythm Using staff notation to record rhythms and melodies. Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. Performing with accuracy and fluency from graphic and staff notation and from their own notation. | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="249 772 617 808">Lesson</th> <th data-bbox="617 772 931 808">Sticky Knowledge</th> <th data-bbox="931 772 1359 808">Key Vocab. & Definitions</th> </tr> </thead> <tbody> <tr> <td data-bbox="249 808 617 919"> 1: Body Percussion Loops To play a simple looped rhythm from notation </td> <td data-bbox="617 808 931 919"> Dance music is often created using loops </td> <td data-bbox="931 808 1359 919"> Ostinato – a short section of music that is repeated Loop: Another word for ostinato </td> </tr> <tr> <td data-bbox="249 919 617 1066"> 2: Mixing Loops To explore how sound can be layered using loops </td> <td data-bbox="617 919 931 1066"> Chrome Music Lab can create loops digitally </td> <td data-bbox="931 919 1359 1066"> Layer: An individual part of a piece of music Texture: The way all layers of music are combined together </td> </tr> <tr> <td data-bbox="249 1066 617 1178"> 3: Learning the Original To play a melody line accurately and fluently </td> <td data-bbox="617 1066 931 1178"> The melody of Somewhere Over the Rainbow </td> <td data-bbox="931 1066 1359 1178"> Remix: A piece of music that has been altered or changed </td> </tr> <tr> <td data-bbox="249 1178 617 1318"> 4: Looping Fragments To select a section of a tune and perform it as a loop </td> <td data-bbox="617 1178 931 1318"> A loop is a short section of music which is repeated </td> <td data-bbox="931 1178 1359 1318"> Rhythm The pattern of long and short sounds Beat: The steady pulse of the music </td> </tr> <tr> <td data-bbox="249 1318 617 1577"> 5: Remix To combine loops to create remix </td> <td data-bbox="617 1318 931 1577"> The census became more detailed in 1921 but was still only a snapshot in time and does not cover all the details of a person's life. </td> <td data-bbox="931 1318 1359 1577"> Biography: A detailed study of a person's life written by someone else. Verify: To check if something is true or accurate. </td> </tr> <tr> <td data-bbox="249 1577 617 1724"> Assessment Tasks: Quiz </td> <td data-bbox="617 1577 931 1724"> Assessing Sticky Knowledge Performance using loops </td> <td data-bbox="931 1577 1359 1724"> Assessing Key Vocabulary Children use Key Vocabulary when working </td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocab. & Definitions | 1: Body Percussion Loops To play a simple looped rhythm from notation | Dance music is often created using loops | Ostinato – a short section of music that is repeated Loop: Another word for ostinato | 2: Mixing Loops To explore how sound can be layered using loops | Chrome Music Lab can create loops digitally | Layer: An individual part of a piece of music Texture: The way all layers of music are combined together | 3: Learning the Original To play a melody line accurately and fluently | The melody of Somewhere Over the Rainbow | Remix: A piece of music that has been altered or changed | 4: Looping Fragments To select a section of a tune and perform it as a loop | A loop is a short section of music which is repeated | Rhythm The pattern of long and short sounds Beat: The steady pulse of the music | 5: Remix To combine loops to create remix | The census became more detailed in 1921 but was still only a snapshot in time and does not cover all the details of a person's life. | Biography: A detailed study of a person's life written by someone else. Verify: To check if something is true or accurate. | Assessment Tasks: Quiz | Assessing Sticky Knowledge Performance using loops | Assessing Key Vocabulary Children use Key Vocabulary when working | <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Improvising Improvising coherently and creatively within a given style, incorporating given features. Creating and Selecting sounds Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary. Sequencing Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. |
| | Lesson | Sticky Knowledge | Key Vocab. & Definitions | | | | | | | | | | | | | | | | | | | | |
| | 1: Body Percussion Loops To play a simple looped rhythm from notation | Dance music is often created using loops | Ostinato – a short section of music that is repeated Loop: Another word for ostinato | | | | | | | | | | | | | | | | | | | | |
| | 2: Mixing Loops To explore how sound can be layered using loops | Chrome Music Lab can create loops digitally | Layer: An individual part of a piece of music Texture: The way all layers of music are combined together | | | | | | | | | | | | | | | | | | | | |
| | 3: Learning the Original To play a melody line accurately and fluently | The melody of Somewhere Over the Rainbow | Remix: A piece of music that has been altered or changed | | | | | | | | | | | | | | | | | | | | |
| 4: Looping Fragments To select a section of a tune and perform it as a loop | A loop is a short section of music which is repeated | Rhythm The pattern of long and short sounds Beat: The steady pulse of the music | | | | | | | | | | | | | | | | | | | | | |
| 5: Remix To combine loops to create remix | The census became more detailed in 1921 but was still only a snapshot in time and does not cover all the details of a person's life. | Biography: A detailed study of a person's life written by someone else. Verify: To check if something is true or accurate. | | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks: Quiz | Assessing Sticky Knowledge Performance using loops | Assessing Key Vocabulary Children use Key Vocabulary when working | | | | | | | | | | | | | | | | | | | | | |
| | <p>Performing</p> <ol style="list-style-type: none"> Understanding and Evaluating performance Using musical vocabulary to offer constructive and precise feedback on others' performances. Awareness of Music Playing a simple chord progression with accuracy and fluency. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing by following a conductor's cues and directions Awareness of Self and Others Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. | | | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|--------------------------------|--|---|--|---|---|---|---|---|--|---|---|---|--|-------------------------------|--|--|--|---|---|
| <p style="text-align: center;">Year 5/6 Term 2 Cycle B</p> | <p>Focus: Blues</p> <p>National Curriculum Knowledge Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Prior Learning: Composition notation (Theme: Ancient Egypt Y5/6 Cycle A) Contributing towards: South and West Africa (Y5/6, Cycle B)</p> | <p>Listening and Evaluating</p> <p>5. Listening and Responding to Music Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary</p> <p>6. Analysing Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>7. Evaluating Comparing, discussing and evaluating music using detailed musical vocabulary. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>8. Cultural and Historical awareness of Music Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="249 808 557 892">Lesson</th> <th data-bbox="557 808 943 892">Sticky Knowledge</th> <th data-bbox="943 808 1308 892">Key Vocabulary and Definitions</th> </tr> </thead> <tbody> <tr> <td data-bbox="249 892 557 1026"> <p>1: History of the Blues To know some features of Blues music</p> </td> <td data-bbox="557 892 943 1026"> <p>Blues originated in the music sung by black Africans who were taken to be slaves</p> </td> <td data-bbox="943 892 1308 1026"> <p>Blues: A style of music based on expressing feelings</p> </td> </tr> <tr> <td data-bbox="249 1026 557 1140"> <p>2: Playing a Chord To play the first line of the 12 Bar Blues</p> </td> <td data-bbox="557 1026 943 1140"> <p>A chord is two or more notes played together</p> </td> <td data-bbox="943 1026 1308 1140"> <p>12 Bar Blues: A pattern of chords that is typical for the Blues music</p> </td> </tr> <tr> <td data-bbox="249 1140 557 1253"> <p>3: The 12 Bar Blues To be able to play the 12 Bar Blues</p> </td> <td data-bbox="557 1140 943 1253"> <p>The chords in 12 Bar Blues are C F G</p> </td> <td data-bbox="943 1140 1308 1253"></td> </tr> <tr> <td data-bbox="249 1253 557 1388"> <p>4: Blues Scale To be able to play the Blues scale on a tuned instrument</p> </td> <td data-bbox="557 1253 943 1388"> <p>b means flat eg Bb # means sharp eg F#</p> </td> <td data-bbox="943 1253 1308 1388"> <p>Scale- A sequence of notes ordered by pitch and forming an octave</p> </td> </tr> <tr> <td data-bbox="249 1388 557 1581"> <p>5: Improvisation and the Blues To be able to improvise with notes form the Blues scale</p> </td> <td data-bbox="557 1388 943 1581"> <p>Everyone can improvise</p> </td> <td data-bbox="943 1388 1308 1581"> <p>Improvise: To spontaneously create music</p> </td> </tr> <tr> <td data-bbox="249 1581 557 1728"> <p>Assessment Tasks: Quiz</p> </td> <td data-bbox="557 1581 943 1728"> <p>Assessing Sticky Knowledge Performance showing improvisation using the blues scale</p> </td> <td data-bbox="943 1581 1308 1728"> <p>Assessing Key Vocabulary Children use Key Vocabulary when working</p> </td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocabulary and Definitions | <p>1: History of the Blues To know some features of Blues music</p> | <p>Blues originated in the music sung by black Africans who were taken to be slaves</p> | <p>Blues: A style of music based on expressing feelings</p> | <p>2: Playing a Chord To play the first line of the 12 Bar Blues</p> | <p>A chord is two or more notes played together</p> | <p>12 Bar Blues: A pattern of chords that is typical for the Blues music</p> | <p>3: The 12 Bar Blues To be able to play the 12 Bar Blues</p> | <p>The chords in 12 Bar Blues are C F G</p> | | <p>4: Blues Scale To be able to play the Blues scale on a tuned instrument</p> | <p>b means flat eg Bb # means sharp eg F#</p> | <p>Scale- A sequence of notes ordered by pitch and forming an octave</p> | <p>5: Improvisation and the Blues To be able to improvise with notes form the Blues scale</p> | <p>Everyone can improvise</p> | <p>Improvise: To spontaneously create music</p> | <p>Assessment Tasks: Quiz</p> | <p>Assessing Sticky Knowledge Performance showing improvisation using the blues scale</p> | <p>Assessing Key Vocabulary Children use Key Vocabulary when working</p> | <p>Notation</p> <p>1. Understanding Notation To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals</p> <p>2. Representing Pitch and Rhythm Using staff notation to record rhythms and melodies. Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> |
| | Lesson | Sticky Knowledge | Key Vocabulary and Definitions | | | | | | | | | | | | | | | | | | | | |
| | <p>1: History of the Blues To know some features of Blues music</p> | <p>Blues originated in the music sung by black Africans who were taken to be slaves</p> | <p>Blues: A style of music based on expressing feelings</p> | | | | | | | | | | | | | | | | | | | | |
| | <p>2: Playing a Chord To play the first line of the 12 Bar Blues</p> | <p>A chord is two or more notes played together</p> | <p>12 Bar Blues: A pattern of chords that is typical for the Blues music</p> | | | | | | | | | | | | | | | | | | | | |
| | <p>3: The 12 Bar Blues To be able to play the 12 Bar Blues</p> | <p>The chords in 12 Bar Blues are C F G</p> | | | | | | | | | | | | | | | | | | | | | |
| | <p>4: Blues Scale To be able to play the Blues scale on a tuned instrument</p> | <p>b means flat eg Bb # means sharp eg F#</p> | <p>Scale- A sequence of notes ordered by pitch and forming an octave</p> | | | | | | | | | | | | | | | | | | | | |
| | <p>5: Improvisation and the Blues To be able to improvise with notes form the Blues scale</p> | <p>Everyone can improvise</p> | <p>Improvise: To spontaneously create music</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Tasks: Quiz</p> | <p>Assessing Sticky Knowledge Performance showing improvisation using the blues scale</p> | <p>Assessing Key Vocabulary Children use Key Vocabulary when working</p> | | | | | | | | | | | | | | | | | | | | | |
| | <p>Improvising and Composing</p> <p>1. Stimulus and Purpose Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>2. Improvising Improvising coherently and creatively within a given style, incorporating given features.</p> <p>3. Creating and Selecting sounds Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary.</p> <p>Performing</p> <p>1. Awareness of Music Playing a simple chord progression with accuracy and fluency. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing by following a conductor's cues and directions</p> <p>2. Awareness of Self and Others Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance.</p> | | | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|----------------|--|---|--|---|--|---|--|--|---|---|---|--|---|--|---|----------------------------------|--|---|--|
| Year 5/6 Term 3 Cycle B | <p>Focus: Dynamics, Pitch and Texture (Theme: Coast. Fingal's Cave by Mendelsson)</p> <p>National Curriculum Knowledge Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Prior Learning: Musical Theatre (Y5/6 Cycle A) Contributing towards: Songs of WW2 (Y5/6, Cycle A)</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to Music Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary Analysing Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Discussing musical eras in context, identifying how they have influenced each other. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Evaluating Comparing, discussing and evaluating music using detailed musical vocabulary. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Cultural and Historical awareness of Music Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. <p>Notation</p> <ol style="list-style-type: none"> Understanding Notation To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. Representing Pitch and Rhythm Using staff notation to record rhythms and melodies. Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. Performing with accuracy and fluency from graphic and staff notation and from their own notation. <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Improvising Improvising coherently and creatively within a given style, incorporating given features. Creating and Selecting sounds Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.. Constructively critique their own and others' work, using musical vocabulary. <p>Performing</p> <ol style="list-style-type: none"> Understanding and Evaluating performance Using musical vocabulary to offer constructive and precise feedback on others' performances. Awareness of Music Playing a simple chord progression with accuracy and fluency. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing by following a conductor's cues and directions Awareness of Self and Others Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="249 907 587 940">Lesson</th> <th data-bbox="587 907 961 940">Sticky Knowledge</th> <th data-bbox="961 907 1347 940">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="249 940 587 1087"> 1: Exploring Fingal's Cave To appraise the work of a classical composer- Felix Mendelssohn </td> <td data-bbox="587 940 961 1087"> Felix Mendelssohn was a classical composer </td> <td data-bbox="961 940 1347 1087"> Composer: Someone who write music </td> </tr> <tr> <td data-bbox="249 1087 587 1234"> 2: Making Waves: Pitch and Dynamics To improvise as a group, using dynamics and pitch </td> <td data-bbox="587 1087 961 1234"> Crescendo-getting louder Diminuendo-getting quieter </td> <td data-bbox="961 1087 1347 1234"> Conductor: A person who directs the performance of an orchestra or choir using hand signals. </td> </tr> <tr> <td data-bbox="249 1234 587 1381"> 3: Making Waves: Texture To improvise as a group, using textures </td> <td data-bbox="587 1234 961 1381"> A greater texture to the music does not mean greater volume </td> <td data-bbox="961 1234 1347 1381"> Timbre: The quality of sound eg smooth, scratchy </td> </tr> <tr> <td data-bbox="249 1381 587 1570"> 4: Group Compositions To use knowledge of dynamics and texture and pitch to create a group compositions </td> <td data-bbox="587 1381 961 1570"> Graphic scores can represent sound </td> <td data-bbox="961 1381 1347 1570"> Composition: A piece of music that has been created </td> </tr> <tr> <td data-bbox="249 1570 587 1791"> 5 We are Waves To use teamwork to create a group composition featuring changes in texture, dynamics and pitch </td> <td data-bbox="587 1570 961 1791"> The conductor has an important role to play to keep the ensemble playing together </td> <td data-bbox="961 1570 1347 1791"> Ensemble: A group of people who perform music together </td> </tr> <tr> <td data-bbox="249 1791 587 1932"> Assessment Tasks: Quiz </td> <td data-bbox="587 1791 961 1932"> Assessing Sticky Knowledge Performance showing dynamics and texture </td> <td data-bbox="961 1791 1347 1932"> Assessing Key Vocabulary Children use Key Vocabulary when working </td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocabulary | 1: Exploring Fingal's Cave To appraise the work of a classical composer- Felix Mendelssohn | Felix Mendelssohn was a classical composer | Composer: Someone who write music | 2: Making Waves: Pitch and Dynamics To improvise as a group, using dynamics and pitch | Crescendo-getting louder Diminuendo-getting quieter | Conductor: A person who directs the performance of an orchestra or choir using hand signals. | 3: Making Waves: Texture To improvise as a group, using textures | A greater texture to the music does not mean greater volume | Timbre: The quality of sound eg smooth, scratchy | 4: Group Compositions To use knowledge of dynamics and texture and pitch to create a group compositions | Graphic scores can represent sound | Composition: A piece of music that has been created | 5 We are Waves To use teamwork to create a group composition featuring changes in texture, dynamics and pitch | The conductor has an important role to play to keep the ensemble playing together | Ensemble: A group of people who perform music together | Assessment Tasks: Quiz | Assessing Sticky Knowledge Performance showing dynamics and texture | Assessing Key Vocabulary Children use Key Vocabulary when working | |
| | Lesson | Sticky Knowledge | Key Vocabulary | | | | | | | | | | | | | | | | | | | | |
| | 1: Exploring Fingal's Cave To appraise the work of a classical composer- Felix Mendelssohn | Felix Mendelssohn was a classical composer | Composer: Someone who write music | | | | | | | | | | | | | | | | | | | | |
| | 2: Making Waves: Pitch and Dynamics To improvise as a group, using dynamics and pitch | Crescendo-getting louder Diminuendo-getting quieter | Conductor: A person who directs the performance of an orchestra or choir using hand signals. | | | | | | | | | | | | | | | | | | | | |
| | 3: Making Waves: Texture To improvise as a group, using textures | A greater texture to the music does not mean greater volume | Timbre: The quality of sound eg smooth, scratchy | | | | | | | | | | | | | | | | | | | | |
| | 4: Group Compositions To use knowledge of dynamics and texture and pitch to create a group compositions | Graphic scores can represent sound | Composition: A piece of music that has been created | | | | | | | | | | | | | | | | | | | | |
| 5 We are Waves To use teamwork to create a group composition featuring changes in texture, dynamics and pitch | The conductor has an important role to play to keep the ensemble playing together | Ensemble: A group of people who perform music together | | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks: Quiz | Assessing Sticky Knowledge Performance showing dynamics and texture | Assessing Key Vocabulary Children use Key Vocabulary when working | | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|--------------------------|---|--|---|---|--|--|---|---------------------------------------|--|--|--|--------------------------------------|--|--|--|----------------------------------|--|---|--|
| Year 5/6 Term 4 Cycle B | <p>Focus: Composition to represent the Festival of Colour (Theme: Holi)</p> <p>National Curriculum Knowledge Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Prior Learning: South and West Africa (Y5/6 Cycle B)</p> <table border="1" data-bbox="249 772 1276 1621"> <thead> <tr> <th>Lesson</th> <th>Sticky Knowledge</th> <th>Key Vocab. & Definitions</th> </tr> </thead> <tbody> <tr> <td> 1: Hearing Colours To understand that music can be represented with colours </td> <td> Music is often associated with celebrations </td> <td> Holi: A Hindu festival celebrating the beginning of Spring Synesthesia: A condition when people experience something through unrelated senses eg seeing music. </td> </tr> <tr> <td> 2: Picturing Music To represent a piece of music as a graphic score </td> <td> Music can be written in many ways </td> <td> Graphic score: A representation of music through colours and shapes </td> </tr> <tr> <td> 3: Vocal Composition To create a vocal composition based on a picture </td> <td> Compositions can include voice </td> <td> Composition: A piece of music that has been created </td> </tr> <tr> <td> 4: Colour Composition To create a piece of music inspired by a single colour </td> <td> We use the inter related dimensions of music when composing </td> <td> Tempo: The speed of the music </td> </tr> <tr> <td> 5: Performing in Colour To work as a group to perform a piece of music </td> <td> Sometimes music can be chaotic and clashy </td> <td> Performance: To perform to an audience. </td> </tr> <tr> <td> Assessment Tasks: Quiz </td> <td> Assessing Sticky Knowledge Performance using vocal sounds </td> <td> Assessing Key Vocabulary Children use Key Vocabulary when working </td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocab. & Definitions | 1: Hearing Colours To understand that music can be represented with colours | Music is often associated with celebrations | Holi: A Hindu festival celebrating the beginning of Spring Synesthesia: A condition when people experience something through unrelated senses eg seeing music. | 2: Picturing Music To represent a piece of music as a graphic score | Music can be written in many ways | Graphic score: A representation of music through colours and shapes | 3: Vocal Composition To create a vocal composition based on a picture | Compositions can include voice | Composition: A piece of music that has been created | 4: Colour Composition To create a piece of music inspired by a single colour | We use the inter related dimensions of music when composing | Tempo: The speed of the music | 5: Performing in Colour To work as a group to perform a piece of music | Sometimes music can be chaotic and clashy | Performance: To perform to an audience. | Assessment Tasks: Quiz | Assessing Sticky Knowledge Performance using vocal sounds | Assessing Key Vocabulary Children use Key Vocabulary when working | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to Music Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary Analysing Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Evaluating Comparing, discussing and evaluating music using detailed musical vocabulary. Use musical vocabulary correctly when describing and evaluating the features of a piece of music using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Cultural and Historical awareness of Music Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. <p>Notation</p> <ol style="list-style-type: none"> Understanding Notation To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals Representing Pitch and Rhythm Using staff notation to record rhythms and melodies. Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. Performing with accuracy and fluency from graphic and staff notation and from their own notation. <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Improvising Improvising coherently and creatively within a given style, incorporating given features. Creating and Selecting sounds Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. critique their own and others' work, using musical vocabulary. Sequencing Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. <p>Performing</p> <ol style="list-style-type: none"> Understanding and Evaluating performance Using musical vocabulary to offer constructive and precise feedback on others' performances. Awareness of Music Playing a simple chord progression with accuracy and fluency. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing by following a conductor's cues and directions Awareness of Self and Others Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. |
| | Lesson | Sticky Knowledge | Key Vocab. & Definitions | | | | | | | | | | | | | | | | | | | | |
| | 1: Hearing Colours To understand that music can be represented with colours | Music is often associated with celebrations | Holi: A Hindu festival celebrating the beginning of Spring Synesthesia: A condition when people experience something through unrelated senses eg seeing music. | | | | | | | | | | | | | | | | | | | | |
| | 2: Picturing Music To represent a piece of music as a graphic score | Music can be written in many ways | Graphic score: A representation of music through colours and shapes | | | | | | | | | | | | | | | | | | | | |
| | 3: Vocal Composition To create a vocal composition based on a picture | Compositions can include voice | Composition: A piece of music that has been created | | | | | | | | | | | | | | | | | | | | |
| | 4: Colour Composition To create a piece of music inspired by a single colour | We use the inter related dimensions of music when composing | Tempo: The speed of the music | | | | | | | | | | | | | | | | | | | | |
| | 5: Performing in Colour To work as a group to perform a piece of music | Sometimes music can be chaotic and clashy | Performance: To perform to an audience. | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks: Quiz | Assessing Sticky Knowledge Performance using vocal sounds | Assessing Key Vocabulary Children use Key Vocabulary when working | | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|--------------------------|--|--|---|---|---|---|--|--|--|---|--|---|---|---|---|----------------------------------|--|---|--|
| Year 5/6 Term 5 Cycle B | <p>Focus: South and West Africa</p> <p>National Curriculum Knowledge Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Prior Learning: Blues (Y5/6 Cycle B) Contributing towards: Composition to represent the Festival of Colour (Theme: Holi Y5/6, B)</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to Music Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary Analysing Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Cultural and Historical awareness of Music Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. <p>Notation</p> <ol style="list-style-type: none"> Understanding Notation To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals Representing Pitch and Rhythm Using staff notation to record rhythms and melodies. Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. Performing with accuracy and fluency from graphic and staff notation and from their own notation. <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Improvising Improvising coherently and creatively within a given style, incorporating given features. Creating and Selecting sounds Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Sequencing Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. <p>Performing</p> <ol style="list-style-type: none"> Understanding and Evaluating performance Using musical vocabulary to offer constructive and precise feedback on others' performances. Awareness of Music Playing a simple chord progression with accuracy and fluency. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing by following a conductor's cues and directions Awareness of Self and Others Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Lesson</th> <th>Sticky Knowledge</th> <th>Key Vocab. & Definitions</th> </tr> </thead> <tbody> <tr> <td> 1: Shosholoza A Cappella To sing a traditional African song, unaccompanied </td> <td> Shosholoza was originally sung by men of the Bantu people from Zimbabwe </td> <td> A Capella: Singing without accompaniment </td> </tr> <tr> <td> 2: Playing Shosholoza To use tuned percussion to play a chord progression </td> <td> Chords A major, D major, E major </td> <td> Chord: Two or more notes played at the same time </td> </tr> <tr> <td> 3 The Shosholoza Show To use vocals or tuned percussion to perform a piece of music as an ensemble </td> <td> Performance is about more than just singing the words </td> <td> Ensemble: A group of musicians playing as a group </td> </tr> <tr> <td> 4: Drumming Away to Africa To play call and response rhythms using percussion instruments </td> <td> West African drumming groups have a master drummer who is in charge </td> <td> Poly Rhythms: multiple different rhythms played at the same time Syncopation: To accent the "off" beat </td> </tr> <tr> <td> 5: Eight Beat Breaks To create an eight beat break to play within a performance </td> <td> Music has a steady beat or pulse </td> <td> Break: A short section that is completely different to the rest of the piece </td> </tr> <tr> <td> Assessment Tasks: Quiz </td> <td> Assessing Sticky Knowledge Performance using vocal sounds </td> <td> Assessing Key Vocabulary Children use Key Vocabulary when working </td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocab. & Definitions | 1: Shosholoza A Cappella To sing a traditional African song, unaccompanied | Shosholoza was originally sung by men of the Bantu people from Zimbabwe | A Capella: Singing without accompaniment | 2: Playing Shosholoza To use tuned percussion to play a chord progression | Chords A major, D major, E major | Chord: Two or more notes played at the same time | 3 The Shosholoza Show To use vocals or tuned percussion to perform a piece of music as an ensemble | Performance is about more than just singing the words | Ensemble: A group of musicians playing as a group | 4: Drumming Away to Africa To play call and response rhythms using percussion instruments | West African drumming groups have a master drummer who is in charge | Poly Rhythms: multiple different rhythms played at the same time Syncopation: To accent the "off" beat | 5: Eight Beat Breaks To create an eight beat break to play within a performance | Music has a steady beat or pulse | Break: A short section that is completely different to the rest of the piece | Assessment Tasks: Quiz | Assessing Sticky Knowledge Performance using vocal sounds | Assessing Key Vocabulary Children use Key Vocabulary when working | |
| | Lesson | Sticky Knowledge | Key Vocab. & Definitions | | | | | | | | | | | | | | | | | | | | |
| | 1: Shosholoza A Cappella To sing a traditional African song, unaccompanied | Shosholoza was originally sung by men of the Bantu people from Zimbabwe | A Capella: Singing without accompaniment | | | | | | | | | | | | | | | | | | | | |
| | 2: Playing Shosholoza To use tuned percussion to play a chord progression | Chords A major, D major, E major | Chord: Two or more notes played at the same time | | | | | | | | | | | | | | | | | | | | |
| | 3 The Shosholoza Show To use vocals or tuned percussion to perform a piece of music as an ensemble | Performance is about more than just singing the words | Ensemble: A group of musicians playing as a group | | | | | | | | | | | | | | | | | | | | |
| | 4: Drumming Away to Africa To play call and response rhythms using percussion instruments | West African drumming groups have a master drummer who is in charge | Poly Rhythms: multiple different rhythms played at the same time Syncopation: To accent the "off" beat | | | | | | | | | | | | | | | | | | | | |
| | 5: Eight Beat Breaks To create an eight beat break to play within a performance | Music has a steady beat or pulse | Break: A short section that is completely different to the rest of the piece | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks: Quiz | Assessing Sticky Knowledge Performance using vocal sounds | Assessing Key Vocabulary Children use Key Vocabulary when working | | | | | | | | | | | | | | | | | | | | | |



Whole School Music Curriculum



| Year | Knowledge | Skills | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|--------------------------------|---|---|---|---|----------------------------------|---|--|--------------------------------|---|--|--|---|--|--|---|--|---|---|----------------------------------|--|---|--|
| Year 5/6 Term 6 Cycle B | <p>Focus: Composing and Performing a Leavers Song</p> <p><u>National Curriculum Knowledge</u> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Prior Learning: Film Music (Y5/6 Cycle A) Contributing towards: KS3 music lessons</p> | <p>Listening and Evaluating</p> <ol style="list-style-type: none"> Listening and Responding to Music Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary Evaluating Comparing, discussing and evaluating music using detailed musical vocabulary. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. <p>Notation</p> <ol style="list-style-type: none"> Representing Pitch and Rhythm Using staff notation to record rhythms and melodies. Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. Performing with accuracy and fluency from graphic and staff notation and from their own notation. | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="249 863 635 932">Lesson</th> <th data-bbox="635 863 1032 932">Sticky Knowledge</th> <th data-bbox="1032 863 1412 932">Key Vocabulary and Definitions</th> </tr> </thead> <tbody> <tr> <td data-bbox="249 932 635 1045"> 1: A Single Year To listen and describe music </td> <td data-bbox="635 932 1032 1045"> Events are often marked by special songs </td> <td data-bbox="1032 932 1412 1045"> All Key Vocabulary relating to the inter-related dimensions of music </td> </tr> <tr> <td data-bbox="249 1045 635 1159"> 2: Writing Chorus Lyrics To write lyrics for a song </td> <td data-bbox="635 1045 1032 1159"> Songs often have a chorus </td> <td data-bbox="1032 1045 1412 1159"> All Key Vocabulary relating to the inter-related dimensions of music </td> </tr> <tr> <td data-bbox="249 1159 635 1272"> 3: Writing Verse Lyrics To organise lyrics into a song structure </td> <td data-bbox="635 1159 1032 1272"> Songs often have verses </td> <td data-bbox="1032 1159 1412 1272"> All Key Vocabulary relating to the inter-related dimensions of music </td> </tr> <tr> <td data-bbox="249 1272 635 1415"> 4: Backing Track To use vocal improvisation and known melodies against a backing track </td> <td data-bbox="635 1272 1032 1415"> A backing track can keep the beat </td> <td data-bbox="1032 1272 1412 1415"> All Key Vocabulary relating to the inter-related dimensions of music </td> </tr> <tr> <td data-bbox="249 1415 635 1528"> 5: Creating a Melody To compose a melody </td> <td data-bbox="635 1415 1032 1528"> Songs need a melody if they are to be sung rather than spoken </td> <td data-bbox="1032 1415 1412 1528"> All Key Vocabulary relating to the inter-related dimensions of music </td> </tr> <tr> <td data-bbox="249 1528 635 1642"> 6: The Final Piece To compose a verse melody </td> <td data-bbox="635 1528 1032 1642"> Events are often marked by special songs </td> <td data-bbox="1032 1528 1412 1642"> All Key Vocabulary relating to the inter-related dimensions of music </td> </tr> <tr> <td data-bbox="249 1642 635 1780"> Assessment Tasks: Quiz </td> <td data-bbox="635 1642 1032 1780"> Assessing Sticky Knowledge Performance of original song </td> <td data-bbox="1032 1642 1412 1780"> Assessing Key Vocabulary Children use Key Vocabulary when working </td> </tr> </tbody> </table> | Lesson | Sticky Knowledge | Key Vocabulary and Definitions | 1: A Single Year To listen and describe music | Events are often marked by special songs | All Key Vocabulary relating to the inter-related dimensions of music | 2: Writing Chorus Lyrics To write lyrics for a song | Songs often have a chorus | All Key Vocabulary relating to the inter-related dimensions of music | 3: Writing Verse Lyrics To organise lyrics into a song structure | Songs often have verses | All Key Vocabulary relating to the inter-related dimensions of music | 4: Backing Track To use vocal improvisation and known melodies against a backing track | A backing track can keep the beat | All Key Vocabulary relating to the inter-related dimensions of music | 5: Creating a Melody To compose a melody | Songs need a melody if they are to be sung rather than spoken | All Key Vocabulary relating to the inter-related dimensions of music | 6: The Final Piece To compose a verse melody | Events are often marked by special songs | All Key Vocabulary relating to the inter-related dimensions of music | Assessment Tasks: Quiz | Assessing Sticky Knowledge Performance of original song | Assessing Key Vocabulary Children use Key Vocabulary when working | <p>Improvising and Composing</p> <ol style="list-style-type: none"> Stimulus and Purpose Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Improvising Improvising coherently and creatively within a given style, incorporating given features. Creating and Selecting sounds Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary. Sequencing Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. <p>Performing</p> <ol style="list-style-type: none"> Understanding and Evaluating performance Using musical vocabulary to offer constructive and precise feedback on others' performances. Awareness of Music Playing a simple chord progression with accuracy and fluency. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing by following a conductor's cues and directions Awareness of Self and Others Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. |
| | Lesson | Sticky Knowledge | Key Vocabulary and Definitions | | | | | | | | | | | | | | | | | | | | | | | |
| | 1: A Single Year To listen and describe music | Events are often marked by special songs | All Key Vocabulary relating to the inter-related dimensions of music | | | | | | | | | | | | | | | | | | | | | | | |
| | 2: Writing Chorus Lyrics To write lyrics for a song | Songs often have a chorus | All Key Vocabulary relating to the inter-related dimensions of music | | | | | | | | | | | | | | | | | | | | | | | |
| | 3: Writing Verse Lyrics To organise lyrics into a song structure | Songs often have verses | All Key Vocabulary relating to the inter-related dimensions of music | | | | | | | | | | | | | | | | | | | | | | | |
| | 4: Backing Track To use vocal improvisation and known melodies against a backing track | A backing track can keep the beat | All Key Vocabulary relating to the inter-related dimensions of music | | | | | | | | | | | | | | | | | | | | | | | |
| | 5: Creating a Melody To compose a melody | Songs need a melody if they are to be sung rather than spoken | All Key Vocabulary relating to the inter-related dimensions of music | | | | | | | | | | | | | | | | | | | | | | | |
| 6: The Final Piece To compose a verse melody | Events are often marked by special songs | All Key Vocabulary relating to the inter-related dimensions of music | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Tasks: Quiz | Assessing Sticky Knowledge Performance of original song | Assessing Key Vocabulary Children use Key Vocabulary when working | | | | | | | | | | | | | | | | | | | | | | | | |