

Bramcote Hills Primary School
'Make the future better for all'



Music

Curriculum Depth Map



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Curriculum Depth Map – Music

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review, and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Intent

At BHPS, we provide children with a challenging and engaging music curriculum, which goes above and beyond the requirements of the National Curriculum outlined above. We aim to help children to feel that they are musical and to develop a life-long love of music. Children will acquire a growing body of **technical** and **constructive** knowledge which should be retained. In addition, we aim to develop their **expressive** skills by teaching them to become confident performers, composers and listeners.

Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities, thus supporting their positive understanding of diversity. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may play in any person's life. We are committed to ensuring that the children experience a strong musical culture in the school, with varied individual musical instrument tuition, our BHPS choir, whole class instrument tuition, singing, music within performances and a special concert every summer that is solely dedicated to music.

Throughout their study, the children will acquire and develop the **technical**, **constructive** and **expressive** knowledge and skills that have been identified within each unit and across each year group. **Technical** and **constructive** knowledge is taught in a sequence that builds gradually and consolidates prior learning. The key concepts of duration, dynamics, notation, pitch, tempo, timbre, texture and structure make up the interrelated dimensions of music and run throughout the units of study.

Kapow's Primary Music scheme of work enables children to meet the end of key stage attainment targets outlined in the National Curriculum and the aims of the scheme align with these.

Technical and Constructive Knowledge and Skills

Technical and constructive knowledge and skills refers to the technical and wider elements of music. It refers to the inter-related dimensions of music such as duration, dynamics, notation, pitch, tempo, timbre, texture and structure.

These areas of the curriculum focus on developing children's technical and constructive knowledge and skills required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

In our Music Curriculum Depth Map, the progression of knowledge is organised into key concepts and shows how the knowledge builds over time to develop pupils' understanding.

Expressive Knowledge and Skills

Expressive knowledge and skills in music is the application of the 'interrelated dimensions of music' (duration, dynamics, notation, pitch, tempo, timbre, texture, structure) and how this knowledge is used when singing, playing instruments, improvising and composing, to create expressive and original pieces and performances.

Children work independently and collaboratively to apply and combine the dimensions of music to create a specific and desired effect.

This is the interpretation and application of technical and constructive knowledge and skills through performance, composition, appreciation and understanding of the history of music.

Implementation

The music curriculum is based upon Kapow's Primary Music scheme, which takes a holistic approach to music, in which the key elements below are woven together to create engaging and enriching learning experiences:

- Performance
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture children's imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively; play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.

The instrumental scheme lessons complement the Kapow Primary scheme of work and allow children to develop their expertise in using a tuned instrument.

Our Music curriculum is designed to allow children time to think, discuss, practise, explore and embed. This allows time for teaching, practice and repetition – both in a year group and across both key stages. Curriculum coverage is mapped out carefully from EYFS to Year 6 which allows some Key Concepts to be developed at a deeper level of learning, understanding and mastery.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music; listening and respond to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Children will gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

Lessons seek to introduce new knowledge and concepts in small, logical steps, in line with cognitive load theory. Children's knowledge will be built up gradually, making links, wherever possible, to previous knowledge and other areas of learning. We seek to further children's ability to commit new learning to long term memory by assessing their retention and revisiting key knowledge. Potential misconceptions will be addressed through carefully selected lesson content and effective feedback.

At the time of writing, teaching of a large part of the KS2 curriculum is undertaken by a music specialist on a regular basis.

Impact

The expected impact of following the BHPS curriculum and Kapow Primary Music Scheme of work is that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical context in which it is developed.
- Understand the ways in which music can be written down to support Perform and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectation outlined in the National Curriculum for Music
- Ultimately, our children will have developed a passion for music and be discovering their own musical interests and preferences.

During the following [Staging Points](#) these will be identified as:

Foundation
<p>The principal focus of music teaching in Foundation is for children to be 'imaginative and expressive'.</p> <ul style="list-style-type: none"> • Recognise and be able to participate in collective singing. • Sing a range of well-known nursery rhymes and songs. • Perform well-known songs in front of other children and in small groups. • Experience performing in front of others. • Able to recognise a beat so that they can move in time with music.
KS1
<p>The principal focus of music teaching in Key Stage One is to expose children to music of all genres capturing their imagination and encouraging them to explore music enthusiastically.</p> <ul style="list-style-type: none"> • Be able to explain the sticky knowledge from a unit, using musical vocabulary. • Use voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music.
LKS2 - Years 3 & 4
<p>The principal focus on developing the musical skills of singing, playing tuned and untuned instruments, improvising and composing music; listening and respond to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down.</p> <ul style="list-style-type: none"> • Be able to explain the sticky knowledge from a unit, using musical vocabulary. • Sing in unison or confidently as part of a two-part round. • Sing and perform a wider range of songs in different styles, and from different traditions, with increasing control and expression. • Begin to describe music's speed and volume. • Identify the character or mood in a piece of music and describe how this is achieved using musical vocabulary. • Talk about their compositions and plan how to use the inter-related dimensions of music.
UKS2 - Years 5 & 6
<p>The principal focus of music in UKS2 is further develop their understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.</p> <ul style="list-style-type: none"> • Be able to explain the sticky knowledge from a unit, using musical vocabulary. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the interrelated dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down.
KS3
<p>The principal focus of music at KS3 is to build on previous knowledge and skills through performing, composing and listening.</p> <ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. • Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discrimination to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that they perform and to which they listen, and its history.

The Foundations for Learning Music in the Early Years

The foundations for learning music begin in the early year's classroom. At Bramcote Hills our curriculum aligns the EYFS area 'Expressive Arts and Design' with the Music National Curriculum and the Kapow Scheme. In Foundation, children experience a combination of direct teaching and child led exploration to achieve an understanding of musical concepts. Childrens interests and curiosities are equally valued and fostered and therefore we have included a continuous provision element to summarise the potential learning that may arise within the environment.

Our EYFS curriculum ensures sufficient coverage of the key concepts; rhythm, pitch, tempo, timbre as well as recognising and identifying environmental and instrumental sounds and using the voice and body to explore sound. The sticky knowledge is explicitly taught and then embedded through pedagogical approaches appropriate for EYFS through exploration, observation and investigation. Our Foundation unit is a vocabulary rich environment where adults enhance children's musical language through a purposeful play-based approach.

Our Foundation curriculum teaches The Characteristics of Effective Learning in a sequential and progressive approach. Our school views this expressive knowledge and skills as an important prerequisite to the key musical concepts. Teachers are integral to organising children's music learning, explicitly teaching the connections between components of knowledge, and therefore avoiding misconceptions.

Learning is carefully sequenced, considering the small steps children need to achieve the ELG and considers the interplay between technical and constructive knowledge and expressive knowledge and skills that children need in order to access the National Curriculum. KS1 staff draw upon the Understanding of the World ELG assessment to support future teaching. The ELG assesses only a small proportion of the learning children experience. As KS1 teachers begin topics, they teach and assess initial knowledge that children may have acquired previously.

Foundation	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Topic Title	I wonder... what makes us special and what I can do?	I wonder... where the story will take us?	I wonder.... what's out there?		I wonder....how living things grow?	
Links to Music Key Concept	Exploring vocal and instrumental sounds	Traditional songs & rhythm	Tempo	Timbre & pitch	Pulse & Tempo	Orchestral Instruments
Sticky knowledge	<ul style="list-style-type: none"> We can describe what we hear. Sounds can be copied by using voice, body percussion and instruments. Instruments can be played loudly or softly. Music often has more than one instrument being played at a time. 	<ul style="list-style-type: none"> Special songs can be sung to celebrate events. Voice and instruments can match an action in a song. Moving to music can be part of a celebration. Different sounds can be long or short. Music can be described as 'fast' or 'slow'. 	<ul style="list-style-type: none"> The beat is the steady pulse of a song. Music can be 'fast' or 'slow'. Our body movements can match the speed (tempo) or pulse (beat) of music. 	<ul style="list-style-type: none"> A piece of music can tell a story with sounds. Different instruments can sound like or represent a particular character. Notes/sounds can be described as 'high' and 'low'. 	<ul style="list-style-type: none"> Voices and instruments can imitate sounds from the world around us (eg. Vehicles). The beat is the steady pulse of a song. Music can be 'fast' or 'slow'. 	<ul style="list-style-type: none"> An orchestra is a big group of people playing a variety of instruments together. Music often has more than one instrument being played at a time. Music can be performed. Performing means playing a finished piece of music for an audience.
Link to KS1 Key Concepts	This unit is a precursor to all key concepts in KS1 as it focuses on necessary auditory awareness needed throughout all key concepts that follow.	Y1 – tempo (Snail and Mouse) & tempo (Superheroes) Y2 - Dynamics, timbre & tempo(Space) / British songs & sounds (On this Island)	Y1 –tempo (Superheroes) Tempo (Snail and Mouse) Y2 - tempo (Space)	Y1 – Pitch (Superheroes) and Timbre (Fairytale) Tempo (Snail & Mouse) Y2 - Timbre (Space) & Orchestral instruments (Traditional Western Stories)	Y1 – tempo (Superheroes) Tempo (Snail and Mouse) Pulse & Rhythm (All About Me) Y2 - tempo (Space)	Y1 – Musical Vocabulary (Under the Sea) Y2 - Orchestral Instruments (Traditional Western Stories)

Explore and Learn in continuous provision	<ul style="list-style-type: none">❑ Phase 1 phonics activities – recognising and matching environmental sounds.❑ Join in with a range of repetitive songs and nursery rhymes in phonics and maths.❑ Explore instruments and objects that make sound.❑ Exposure to teacher’s use of voice when reading stories.❑ Copying a pattern with an instrument or using body percussion.❑ Puppets in continuous provision to promote use of voice.❑ Explore and listen to a range of music/dance from different countries.❑ Experiment with instruments to make louder and softer sounds.❑ Explore nature sounds outdoors.❑ Children to explore different areas of continuous provision (indoors/outdoors) to hear varied environmental sounds.❑ A range of percussion instruments available for children to experiment with changing the tempo.❑ Explore and listen to a range of music/dance from different countries.❑ Move to a range of music and learn simple dances and movements (including those from different cultures).			<ul style="list-style-type: none">❑ Explore a range of traditional stories/tales.❑ Explore instruments which can be describes and high and low (introduce chime bars into the environment).❑ Use puppet to retell a story.❑ Tell you the differences between the instrument sounds.❑ Move to a range of music and learn simple dances and movements (including those from different cultures).❑ Join in with action songs in both phonics and maths.❑ Listen to a selection of musical genres using the CD and player.❑ Select instruments to experiment with tempo and timbre.❑ Listen to outdoor tempo changes changes such as footsteps, leaves rustling, birds chirping.❑ Explore spaceship and rocket sounds with a range of musical instruments.			<ul style="list-style-type: none">❑ Explore a range of traditional stories/tales.❑ Explore instruments which can be describes and high and low (introduce chime bars into the environment).❑ Tell you the differences between the sound quality of instrumentals using describing words like; deep, booming, crackling, thudding, smooth or sharp.❑ Use costumes, props and instruments in the role play area to explore the role of musicians, conductors and audience members.❑ Explore outdoor staging area as a place to perform to adults and peers.❑ Explore story telling for different transportation using instruments in environment i.e fast-paced rhythms for trains or a slow steady beat for boats.		
	Vocabulary	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2
	voice sound Loud Quiet Fast Slow dance drum move instrument tambourine action songs	Instrument High Low Body sounds Beat celebration		action songs Heartbeat fast slow dance high low loud quiet character instrument	Beat Perform musical story performance		Fast Slow Speed slower faster stopping journey musical instrument tap bang strum	band wind strings percussion brass	Orchestra Conductor

Music Curriculum Depth Map – Progression of Skills and Knowledge by **Key Elements**

Performing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use their voices expressively to speak and chant. Copy back short rhythmic and melodic phrases on percussion instruments.	Use their voices expressively when singing, including the use of basic dynamics (loud and quiet).	Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Sing 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.	Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
Sing short songs from memory, Maintain the overall shape of the melody, and keeping in time.	Sing short songs from memory, with melodic and rhythmic accuracy.	Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Sing and play in time with peers with accuracy and awareness of their part in the group performance.	Work as a group to perform a piece of music, adjusting dynamics & pitch according to a graphic score, keep in time with others & communicate with the group.	In a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keep in time with others & communicate with the group.
Maintain the pulse (play on the beat) Use hands, and tuned and untuned instruments	Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.	Perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols	Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.	Perform with accuracy and fluency from graphic and simple staff notation.	Perform a solo or take a leadership role within a performance
Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.	Perform expressively Use dynamics and timbre to alter sounds as appropriate.	<i>Use musical terminology</i>	Play syncopated rhythms with accuracy, control and fluency.	Play a simple chord progression with accuracy and fluency	Perform with accuracy and fluency from graphics and staff notation and from their own notation.
Perform from graphic notation.	Sing back short melodic patterns by ear and playing short melodic patterns from letter notation.				Perform by following a conductor's cues and directions.

Listening

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise and understanding the difference between pulse and rhythm.	Recognise timbre changes in music they listen to suggest improvements to their own and others' work.	Discuss the stylistic features of different genres, styles and traditions of music Use musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).	Recognise the use and development of motifs in music.	Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music	Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles
Understanding that different types of sounds are called timbres.	Recognise structural features in music they listen to.	Understand that music from different parts of the world has different features.	Identify gradual dynamic and tempo changes within a piece of music.	Use musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.)	Recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).
Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).	Listen to and recognise instrumentation - begin to use musical vocabulary to describe music.	Recognise and explain the changes within a piece of music Use musical vocabulary.	Recognise and discuss the stylistic features of different genres, styles and traditions of music Use musical vocabulary (Samba, Rock and Roll).	Represent the features of a piece of music Use graphic notation, and colours, justifying their choices with reference to musical vocabulary	Represent changes in pitch, dynamics and texture Use graphic notation, justifying their choices with reference to musical vocabulary
Describe the character, mood, or 'story' of music they listen to, both verbally and through movement.	Identify melodies that move in steps.	Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.	Identify common features between different genres, styles and traditions of music.	Compare, discuss and evaluate music Use detailed musical vocabulary	Identify the way that features of a song can complement one another to create a coherent overall effect
Describe the differences between two pieces of music.	Listen to and repeat a short, simple melody by ear.	Begin to use musical vocabulary when discussing improvements to their own and others' work.	Recognise, name and explain the effect of the interrelated dimensions of music.	Develop confidence in the use of detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work	Use musical vocabulary correctly when describing and evaluating the features of a piece of music
Express a basic opinion about music (like/dislike).		Begin to show an awareness of metre.	Identify scaled dynamics (crescendo/decrescendo) within a piece of music		Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.
Listen to and repeat short, simple rhythmic patterns.			Use musical vocabulary to discuss the purpose of a piece of music		Confidently use detailed musical vocabulary to discuss and evaluate their own and others work
Listen and respond to other performers by playing as part of a group.			Use musical vocabulary (inter-related dimensions of music) when discussing improvements to their own and others' work.		

Composing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Select and create short sequences of sound with voices or instruments to represent a given idea or character	Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.	Compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)	Compose a coherent piece of music in a given style with voices, bodies and instruments	Compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama)	Improvise coherently and creatively within a given style, incorporating given features.
Combine instrumental and vocal sounds within a given structure.	Successfully combine and layer several instrumental and vocal patterns within a given structure.	Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions	Begin to improvise musically within a given style	Improvise coherently within a given style	Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
Create simple melodies Use a few notes. *Choosing dynamics, tempo and timbre for a piece of music.	Create simple melodies from five or more notes.	Suggest and implement improvements to their own work, Use musical vocabulary.	Develop melodies and use rhythmic variation, transposition, inversion, and looping	Combine rhythmic patterns (ostinato) into a multi-layered composition Use all the inter-related dimensions of music to add musical interest	Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure
Create a simple graphic score to represent a composition.	Choose appropriate dynamics, tempo and timbre for a piece of music.		Create a piece of music with at least four different layers and a clear structure	Use staff notation to record rhythms and melodies	Develop melodies and use rhythmic variation, transposition and changes in dynamics, pitch and texture.
Begin to make improvements to their work as suggested by the teacher.	Use letter name and graphic notation to represent the details of their composition.		Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions	Select, discuss and refine musical choices both alone and with others, Use musical vocabulary with confidence	Record own composition and use appropriate forms of notation and/or technology and incorporating.
	Begin to suggest improvements to their own work.		Suggest improvements to others' work, Use musical vocabulary	Suggest and demonstrate improvements to own and others' work.	Constructively critique their own and others' work, Use musical vocabulary.

The History of Music

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Understand that music from different times has different features. (Also part of the Listening strand)	Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)	Confidently discuss the stylistic features of different genres, styles, and traditions of music and explaining how these have developed over time. (Also part of the Listening strand)	Discuss musical eras in context; identify how they have influenced each other, and discuss the impact of different composers on the development of musical styles. (Also part of the Listening strand)

Inter-related Dimensions of Music

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Duration					
Know that rhythm means a pattern of long and short notes.	Know that 'duration' means how long a note, phrase, or whole piece of music lasts.	Know that different notes have different durations, and that crotchets are worth one whole beat.	Know that Combine different instruments playing different rhythms creates layers of sound called 'texture'.	Know that 'polyrhythms' means many different rhythms played at once.	Understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.
	Know that the long and short sounds of a spoken phrase can be represented by a rhythm.	Know that written music tells you how long to play a note for.	Know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.	Know that the duration of a note or phrase in music can be shown Use a repeated symbol or the size of a symbol on a graphic score.	Understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.
			Know that a motif in music can be a repeated rhythm.		Know that a quaver is worth half a beat.

Inter-related Dimensions of Music					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dynamics					
Know that dynamics means how loud or soft a sound is.	Know that dynamics can change the effect a sound has on the audience.	Know that the word 'crescendo' means a sound getting gradually louder.	Know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	Understand that varying effects can be created Use only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	Know that a melody can be adapted by changing its dynamics.
Understand that sounds can be adapted to change their mood, eg through dynamics.					

Inter-related Dimensions of Music					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notation					
<i>Understand that music can be represented by pictures or symbols.</i>	<i>Know that 'notation' means writing music down so that someone else can play it.</i>	Understand that 'reading' music means using how the written note symbols look and their position.	Know that 'performance directions. are words added to music notation to tell the performers how to play.	Understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	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'.
	<i>Know that a graphic score can show a picture of the structure and / or texture of music.</i>	Know what notes to play.		Know that simple pictures can be used to represent the structure (organisation) of music.	Know that chord progressions are represented in music by Roman numerals.

Inter-related Dimensions of Music					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch					
Understand that pitch means how high or low a note sounds.	Know that some tuned instruments have a lower range of pitches, and some have a higher range of pitches.	Know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.	Know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.	Understand that varying effects can be created Use only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	Understand that 'minor' key signatures use note pitches that can suggest sadness and tension.
Understand that 'tuned' instruments play more than one pitch of notes.	Understand that a melody is made up from high- and low-pitched notes played one after the other, making a tune.	Know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.	Know that a glissando in music means a sliding effect played on instruments or made by your voice.	Know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.	Understand that 'major' key signatures use note pitches that sound cheerful and upbeat.
		Understand that a pentatonic melody uses only the five notes C D E G A.	Know that 'transposing' a melody means changing its key, making it higher or lower pitched.	Understand that major chords create a bright, happy sound.	Know that the Solfa syllables represent the pitches in an octave.
				Understand that a minor key (pitch) can be used to make music sound sad.	Know that a melody can be adapted by changing its pitch.

Inter-related Dimensions of Music					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tempo					
Know that the 'pulse' is the steady beat that goes through music.	Understand that the tempo of a musical phrase can be changed to achieve a different effect.		Know that playing in time means all performers playing together at the same speed.	Understand that a slow tempo can be used to make music sound sad.	Know that a melody can be adapted by changing its dynamics, pitch or tempo.
Know that tempo is the speed of the music.				Understand that varying effects can be created Use only your voice, for example by changing the pitch, dynamic or tempo of the sounds made	

Inter-related Dimensions of Music					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texture					
Know that music has layers called 'texture'	Know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	Know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.	Know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.	Understand that a chord is the layering of several pitches played at the same time.	Understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.
			Understand that harmony means playing two notes at the same time, which usually sound good together.	Know that polyrhythms means many rhythms played at once.	Know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

Inter-related Dimensions of Music					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Timbre					
Know that 'timbre' means the quality of a sound, e.g. that different instruments would sound different playing a note of the same pitch.	Know that musical instruments can be used to create 'real life' sound effects.	Understand that the timbre of instruments played affect the mood and style of a piece of music.	Know that grouping instruments according to their timbre can create contrasting 'textures' in music.	Understand that human voices have their own individual timbre, and that this can be adapted by Use the voice in different ways.	Know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.
Know that my voice can create different timbres to help tell a story.	Understand an instrument can be matched to an animal noise based on its timbre.		Understand that both instruments and voices can create audio effects that describe something you can see.		

Inter-related Dimensions of Music					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Structure					
Know that a piece of music can have more than one section, e.g., a verse and a chorus	Understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	Know that in a ballad, a 'stanza' means a verse.	Know that deciding the structure of music when composing can help us create interesting music with contrasting sections.	Know that a loop is a repeated rhythm or melody and is another word for ostinato.	Know that a chord progression is a sequence of chords that repeats throughout a song.
		Know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.	Know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	Know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.
			Understand that musical motifs (repeating patterns) are used as a building block in many well-known piece of music		

Substantive Knowledge Overview

	Performing				Inter-related Dimensions of Music							
	Performing	Listening	Composing	The History of Music	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
EYFS	✓	✓	✓		✓		✓	✓	✓			
1	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Half Termly Topic Overview per year group

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Foundation	Exploring Sound Dynamics & pitch	Celebration Music	Tempo (moving to music)	Timbre & Pitch	Pulse & Tempo	Orchestral Instruments
Year 1	Pulse and Rhythm	Tempo	Musical Vocabulary	Timbre & Rhythmic Patterns	Pitch and Tempo	Vocal and Body Sounds
Year 2	Orchestral Instruments	British Songs & Sounds	Notation	Dynamics, timbre and tempo	Notation: graphic Score	Animals Call and Response Song
Year 3	Ballads	Traditional Instruments Composition	Pentatonic Melodies	Whole class Instrumental (Glockenspiel)	Composition	Jazz
					Whole class Instrumental (Glockenspiel)	
Year 4	Whole class Instrumental (Keyboards)	Body & Tuned Percussion	Rock and Roll	Haiku Music Performance	Samba & Carnival Sounds	Adapting and Transporting Motifs
		Whole class Instrumental (Keyboards)				
Year 5	Whole class Instrumental (Recorders)		Blues	South & West Africa	Looping & Remixing	Musical Theatre
			Whole class Instrumental (Recorders)			
Year 6	Whole class Instrumental (Recorders)	Songs of WWII	Salsa	Reggae	A journey through Music History	Film Music
		Whole class Instrumental (Recorders)				

Unit		Key Concept	Detail
F2	Exploring Sound	Dynamics & Pitch	We can use our voice, bodies, and instruments to make sounds and identify the sounds in the environment.
	Celebration Music	Traditional songs & rhythm	Music can be used to celebrate a range of cultural and religious events.
	Music and Movement	Tempo	Actions can be put to songs, and we can move to a beat and express our feelings and emotions through movement to music.
	Musical Stories	Timbre & pitch	Music through pitch, tempo and timbre can tell a story. Instruments can convey moods and represent characters.
	Transport	Pulse & Tempo	We can use our voice, body, instruments and change in tempo to imitate sounds in our environment (transport).
	Big Band	Orchestral Instruments	An orchestra is a large group of musicians performing together under the direction of a conductor. There are four different groups of musical instruments (woodwind, brass, strings and percussion).
KS 1 - Year 1	All about Me	Pulse and Rhythm	Pop music usually has a strong pulse which means it is easy to dance 'in time' to the music - often a simple melody that is easy to sing along to.
	Snail and Mouse	Tempo	Sounds can be used to tell a story and tempo can be adapted to change the mood of a piece.
	Under the Sea	Musical Vocabulary	Music vocabulary refers to the words and terms related to music, such as genres, instruments, styles, and expressions
	Fairytales	Timbre & Rhythmic Patterns	Timbre is the quality of a musical sound or voice Rhythm patterns are the rhythmic road signs in a piece of music
	Superheroes	Pitch and Tempo	Music is a series of sounds that range from high to low (pitch) and flow at a certain speed (tempo)
	By the Sea	Vocal and Body Sounds	Both body and vocal sounds can represent a descriptive sound
KS 1 - Year 2	Animals	Call and Response Song	Call and response is used music from around the world such as gospel, blues and hip hop.
	Traditional Western Stories	Orchestral Instruments	An orchestra is a group of instruments that play together. Orchestral music is usually classical or film music
	Musical Me	Notation	To use letter notation to play and compose a melody.
	Space	Dynamics, timbre & tempo	Motifs and short sequences can be used to create a soundscape
	On this island: British songs and sounds	British Songs & Sounds	Folk music represents the traditions or culture of a place - often passed on by being played rather than written down.
	Myths and Legends	Notation: Graphic Score	Graphic scores can be used to write down the structure and texture of a piece.
KS 2 - Year 3	Ballads	Genre: Ballads	Ballads tell a story and usually have a similar structure to stories.
	Traditional Instruments	Composition	Many types of music from around the world consist of more than one layer of sound
	Mountains	Composition	Composition is a way of combining melodies and rhythms
	Chinese New Year	Pentatonic Scale/Composition	The pentatonic scale is a five-note scale.
	Jazz	Syncopated Rhythm	'Syncopation' means a rhythm that is played off the natural beat.
KS 2 - Year 4	Body & Tuned Percussion	Body & Tuned Percussion	Layers of sounds is called texture this can be built up using body percussion and tuned percussion.
	Rock and Roll	Genre: Rock & Roll	Rock and Roll is a genre of popular music which originated in the 1940s/1950s. It is characterized by its blues structures, fast tempo, and lead vocals.
	Haiku Music	Performance	Combining expressive language, music and percussive sound effects to create a group performance piece.
	Samba	Genre: Samba & Carnival Sounds	Samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.
	Romans	Adapting & Transporting Motifs	A melody can be transposed which means to change the key.

KS 2 - Year 5	Blues	All units cover the Key Concepts of Performing / Listening / Composing / History of Music	Genre: Blues	Blues is a genre of music originated in the African-American communities of Southern United States. 12-bar blues is a sequence of 12 bars of music made up of 3 chords.
	South & West Africa		Traditions of music	To recognise stylistic features of different genres, styles and traditions of music using musical vocabulary.
	Looping & Remixing		Composition	Loops can be made by sampling a section of music a repeating it. Multiple loops can be layered together to create a remix.
	Musical Theatre		Musical Theatre/Performance	Singing, acting and dancing can be combined to give an overall performance.
KS 2 - Year 6	Songs of WWII		Dynamics: Pitch & Control	Identifying pitches within an octave when singing and the use of pitch when singing in parts.
	Salsa		Theme and Variation (Pulse & Rhythm)	Stylistic features of music, relating it to other aspects of art. Transposing – changing the key, changing the rhythm, reversing the order.
	Reggae		Traditions of Music	Reggae music is a genre that originated in Jamaica in the 1960s.
	A Journey through musical history		Genre – Popular Music	Popular music has changed throughout time periods.
	Film Music and 20 th /21 st Century music		Composition and Notation	Exploring and identifying characteristics of film music. Creating a composition and graphic score to perform alongside a film.

Unit Mapping – Key Stage 2: Charanga and Kapow

Units: JB/Charanga Kapow/Performance	Year 3	Year 4	Year 5	Year 6
Autumn 1	Listening introduction Kapow – ballads Ballad performance	Listening introduction Positioning and fingers on keyboard (and annotate on sheet music) Introduction to Charanga – music world changed to keyboard. Charanga keyboard course – chapter 1 and 2 (brings in G) CHAPTER 2 PIECES – chords in the left hand	Listening Activity Charanga - Introduction to recorders. Update Music world ‘Blown Away 1’	Reintroduce Charanga – Recorders - Blown Away 2 Kapow – Fingal’s Cave
Autumn 2	10-minute starters – using classroom 200 and classroom 100. Building knowledge of music history and listening. ABRSM Instruments introduction–Instruments of the orchestra (Peter and the Wolf) Kapow – India – traditional instruments and improvisation	10-minute starters – using classroom 200 and classroom 100. Building knowledge of music history and listening. ABRSM Charanga – Keyboard Chapter 3 - finish with Jingle Bells Kapow – Rainforest Performance: Jingle Bells (Keyboards)	10-minute starters – using classroom 200 and classroom 100. Building knowledge of music history and listening. ABRSM Instruments introduction–Instruments of the orchestra (Peter and the Wolf) Recorders performance – Blown Away 1	10-minute starters – using classroom 200 and classroom 100. Building knowledge of music history and listening. ABRSM Kapow – WWII Songs Performance: WWII Songs (Assembly)
Spring 1	Kapow - Mountains theme Mozart theme – who is he? (additional planning – history of music)	Charanga – Keyboard Chapter 4 Kapow – Rock and Roll	Kapow - Blues	Salsa
Spring 2	10-minute starters – using classroom 200 and classroom 100. Building knowledge of music history and listening. ABRSM Charanga – Glockenspiel course 1 (introduction to musical notation) Charanga - Introduction to music world Glockenspiel performance – course 1	10-minute starters – using classroom 200 and classroom 100. Building knowledge of music history and listening. ABRSM Charanga – Keyboard Chapter 5 Kapow – Haiku – informal and formal composition Performance: Chapters 4 & 5 (Keyboards)	10-minute starters – using classroom 200 and classroom 100. Building knowledge of music history and listening. ABRSM Kapow – South and West Africa Performance – based on blues/South and West Africa	10-minute starters – using classroom 200 and classroom 100. Building knowledge of music history and listening. ABRSM Charanga: Reggae – Three little birds
Summer 1	Kapow – Pentatonic melodies and composition Charanga glockenspiel course 1 (continued)	Charanga – Keyboard Chapter 5 (continued) Kapow – Samba	Kapow – Looping and Remixing	Charanga – Keyboard Chapter 5 (continued) Kapow – Baroque/Musical Journey through time
Summer 2	10-minute starters – using classroom 200 and classroom 100. Building knowledge of music history and listening. ABRSM Kapow – Jazz Charanga – glockenspiel course 2 Performance: Music concert – Glockenspiel (Assembly)	10-minute starters – using classroom 200 and classroom 100. Building knowledge of music history and listening. ABRSM Charanga – Keyboard Chapter 6 Kapow – Romans Performance: Keyboards Music Concert (Assembly)	10-minute starters – using classroom 200 and classroom 100. Building knowledge of music history and listening. ABRSM Charanga – Musical Theatre unit –Mamma Mia create your own song. Performance – Looping and remixing piece/Musical Theatre	10-minute starters – using classroom 200 and classroom 100. Building knowledge of music history and listening. ABRSM Kapow – Film Music Adapted planning to include 21 st century music/game music. Performance: Y6 Production

Whole Class instrumental Teaching – Key Stage 2

Year group	Instrument
Year 3	Glockenspiel (Charanga Scheme) - Progression of learning
	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise treble clef, bar lines, double bar lines and time signatures (4/4 and 3/4) <input type="checkbox"/> Read and recognise the notes E, D, middle C and F. <input type="checkbox"/> Improvise with E, D, middle C and F. <input type="checkbox"/> Placing these notes on a stave. <input type="checkbox"/> Identify minims, crochets, semi-breve and the corresponding rests. <input type="checkbox"/> Perform with increasing accuracy, fluency, control and expression both solo and as a group. <input type="checkbox"/> Listening/echo playing.
Year 4	Keyboards (Charanga Scheme) - Progression of learning
	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise treble clef, bar lines, double bar lines and time signatures (4/4 and 3/4) <input type="checkbox"/> Understanding of Incidentals. <input type="checkbox"/> Read and recognise the notes E, D, middle C F and G. <input type="checkbox"/> Develop and understanding of basic chord structure. <input type="checkbox"/> Improvise with E, D, middle C and F. <input type="checkbox"/> Placing these notes on a stave. <input type="checkbox"/> Identify minims, crochets, semi-breve, dotted minims, tied notes, quavers, and the corresponding rests. <input type="checkbox"/> Perform with increasing accuracy, fluency, control and expression both solo and as a group. <input type="checkbox"/> Listening/echo playing.
Year 5	Recorders 'Blown Away' (Charanga Scheme) - Progression of learning
	<ul style="list-style-type: none"> <input type="checkbox"/> Read and recognise the notes B, A, G, E, low D high C and D and F. <input type="checkbox"/> Development an understanding of an octave. <input type="checkbox"/> Recognise treble clef, bar lines, double bar lines and time signatures (4/4 and 3/4) <input type="checkbox"/> Placement and playing of these notes on a recorder. <input type="checkbox"/> Placing these notes on a stave. <input type="checkbox"/> Identify minims, crochets, semi-breve, dotted minims, tied notes, quavers, and the corresponding rests. <input type="checkbox"/> Perform with increasing accuracy, fluency, control and expression both solo and as a group. <input type="checkbox"/> Improve and compose with the notes B, A, G, E, low D high C and D and F. <input type="checkbox"/> Recognise and play syncopated rhythms.
Year 6	Recorders 'Blown Away' (Charanga Scheme) - Progression of learning
	<ul style="list-style-type: none"> <input type="checkbox"/> Read and recognise the notes B, A, G, E, low D high C and D, F and high E and F. <input type="checkbox"/> Development an understanding of an octave. <input type="checkbox"/> Recognise treble clef, bar lines, double bar lines and time signatures (4/4, $\frac{3}{4}$ 6/8) <input type="checkbox"/> Recognise key signatures of G major, F major and D major. <input type="checkbox"/> Placement and playing of these notes on a recorder. <input type="checkbox"/> Placing these notes on a stave. <input type="checkbox"/> Identify minims, crochets, semi-breve, dotted minims, tied notes, quavers, and the corresponding rests. <input type="checkbox"/> Improvisation, composition and performance with the notes B, A, G, E, low D high C and D, F and high E and F. <input type="checkbox"/> Perform with increasing accuracy, fluency, control and expression both solo and as a group. <input type="checkbox"/> Improve and compose with the notes B, A, G, E, low D high C and D and F. <input type="checkbox"/> Recognise and play syncopated rhythms. <input type="checkbox"/> Apply and extend knowledge of incidentals (sharps, flats and naturals) and play with an understanding of this.

Appendix – Key Knowledge and Vocabulary

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Music – F2	Foundation		
Key Knowledge	Key Vocabulary		
Topic – I wonder ...what makes up special and what I can do?	Tier 1	Tier 2	Tier 3
Component of Learning: Exploring Sound (environmental, vocal & instrumental) Links to Key Concept – Dynamics & Pitch We can use our voice, bodies, and instruments to make sounds and identify the sounds in the environment. Link to KS1 Key Concepts This unit is a precursor to all key concepts in KS1 as it focuses on necessary auditory awareness needed throughout all key concepts that follow. Sticky knowledge: taught & assessed for end goal. <input type="checkbox"/> We can describe what we hear. <input type="checkbox"/> Sounds can be copied by using voice, body percussion and instruments. <input type="checkbox"/> Instruments can be played loudly or softly. <input type="checkbox"/> Music often has more than one instrument being played at a time. Explore and learn in continuous provision. <input type="checkbox"/> Phase 1 phonics activities – recognising and matching environmental sounds. <input type="checkbox"/> Join in with a range of repetitive songs and nursery rhymes in phonics and maths. <input type="checkbox"/> Explore instruments and objects that make sound. <input type="checkbox"/> Exposure to teacher's use of voice when reading stories. <input type="checkbox"/> Copying a pattern with an instrument or using body percussion. <input type="checkbox"/> Puppets in continuous provision to promote use of voice. <input type="checkbox"/> Explore and listen to a range of music/dance from different countries. <input type="checkbox"/> Experiment with instruments to make louder and softer sounds. <input type="checkbox"/> Explore nature sounds outdoors. <input type="checkbox"/> Children to explore different areas of continuous provision (indoors/outdoors) to hear varied environmental sounds.	deep fast loud quiet slow soft sound voice	beat body sounds high instrument low	

Topic – I wonder... where the story will take us?	Tier 1	Tier 2	Tier 3
Component of Learning: Celebration Music (Traditional music & rhythm) Links to Key Concept – Traditional songs and rhythm Music can be used to celebrate a range of cultural and religious events. Link to KS1 Key Concepts Y1 – Pulse & Rhythm (All About Me) Y2- Dynamics, timbre & tempo(Space) / British songs & sounds (On this Island) Sticky knowledge: taught & assessed for end goal. <input type="checkbox"/> Special songs can be sung to celebrate events. <input type="checkbox"/> Voice and instruments can match an action in a song. <input type="checkbox"/> Moving to music can be part of a celebration. <input type="checkbox"/> Different sounds can be long or short. <input type="checkbox"/> Music can be described as 'fast' or 'slow'. Explore and learn in continuous provision. <input type="checkbox"/> A range of percussion instruments available for children to experiment with changing the tempo. <input type="checkbox"/> Explore and listen to a range of music/dance from different countries. <input type="checkbox"/> Move to a range of music and learn simple dances and movements (including those from different cultures). <input type="checkbox"/> Follow and play a simple rhythm on instruments including multicultural instruments. <input type="checkbox"/> Copy and repeat simple patterns in phonics.	action songs dance drum fast instrument move slow tambourine	beat celebration	

Topic – I wonder... what's out there?	Tier 1	Tier 2	Tier 3
Component of Learning: Music and Movement Links to Key Concept – Tempo Actions can be put to songs, and we can move to a beat and express our feelings and emotions through movement to music.	action songs heartbeat dance fast high low slow	beat perform	
Link to KS1 Key Concepts Y1 –tempo (Superheroes) Tempo (Snail and Mouse) Y2- tempo (Space)			
Sticky knowledge: taught & assessed for end goal. <input type="checkbox"/> The beat is the steady pulse of a song. <input type="checkbox"/> Music can be 'fast' or 'slow'. <input type="checkbox"/> Our body movements can match the speed (tempo) or pulse (beat) of music.			
Explore and learn in continuous provision. <input type="checkbox"/> Move to a range of music and learn simple dances and movements (including those from different cultures). <input type="checkbox"/> Join in with action songs in both phonics and maths. <input type="checkbox"/> Listen to a selection of musical genres using the CD and player. <input type="checkbox"/> Select instruments to experiment with tempo. <input type="checkbox"/> Listen to outdoor tempo changes such as footsteps, leaves rustling, birds chirping.			

Topic – I wonder...what's out there?	Tier 1	Tier 2	Tier 3
Component of Learning: Musical Stories Links to Key Concept - Timbre & Pitch Music through pitch, tempo and timbre can tell a story. Instruments can convey moods and represent characters.	character fast high instrument loud low quiet slow	musical story performance	
Link to KS1 Key Concepts Y1 – Pitch (Superheroes) and Timbre (Fairytale) Tempo (Snail & Mouse) Y2- Timbre (Space) & Orchestral instruments (Traditional Western Stories)			
Sticky knowledge: taught & assessed for end goal. <input type="checkbox"/> A piece of music can tell a story with sounds. <input type="checkbox"/> Different instruments can sound like or represent a particular character. <input type="checkbox"/> Notes/sounds can be described as 'high' and 'low'.			
Explore and learn in continuous provision. <input type="checkbox"/> Explore a range of traditional stories/tales. <input type="checkbox"/> Explore instruments which can be describes and high and low (introduce chime bars into the environment). <input type="checkbox"/> Use puppet to retell a story. <input type="checkbox"/> Tell you the differences between the instrument sounds.			

Topic – I wonder...how living things grow?	Tier 1	Tier 2	Tier 3
Component of Learning: Transport Links to Key Concept - Pulse & Tempo We can use our voice, body, instruments and change in tempo to imitate sounds in our environment	fast faster journey slow slower speed stopping	beat symbols	
Link to KS1 Key Concepts Y1 – tempo (Superheroes) Tempo (Snail and Mouse) Pulse & Rhythm (All About Me) Y2- tempo (Space)			
Sticky knowledge: taught & assessed for end goal. <input type="checkbox"/> Voices and instruments can imitate sounds from the world around us (eg. Vehicles). <input type="checkbox"/> The beat is the steady pulse of a song. <input type="checkbox"/> Music can be 'fast' or 'slow'.			
Explore and learn in continuous provision. <input type="checkbox"/> A range of percussion instruments available for children to experiment with changing the tempo. <input type="checkbox"/> Engage in imaginative play with a range of small world transport (cars, planes, trains, boat). <input type="checkbox"/> Explore and describe environmental sounds when outdoors. <input type="checkbox"/> Explore story telling for different transportation using instruments in environment i.e fast-paced rhythms for trains or a slow steady beat for boats.			

Topic – I wonder...how living things grow?	Tier 1	Tier 2	Tier 3
Component of Learning: Big Band Links to Key Concept - Orchestral Instruments An orchestra is a large group of musicians performing together under the direction of a conductor. There are four different groups of musical instruments (woodwind, brass, strings and percussion).	bang musical instrument strum tap	band brass percussion strings wind	conductor Orchestra
Link to KS1 Key Concepts Y1 –Musical Vocabulary (Under the Sea) Y2- Orchestral Instruments (Traditional Western Stories)			
Sticky knowledge: taught & assessed for end goal. <input type="checkbox"/> An orchestra is a big group of people playing a variety of instruments together. <input type="checkbox"/> Music often has more than one instrument being played at a time. <input type="checkbox"/> Music can be performed. <input type="checkbox"/> Performing means playing a finished piece of music for an audience.			
Explore and learn in continuous provision. <input type="checkbox"/> Explore a range of tuned and untuned instruments in provision. <input type="checkbox"/> Explore classical/orchestral music through CDs. <input type="checkbox"/> Use the instruments available to form a band with peers. <input type="checkbox"/> Explore rehearsing and performing a piece to adults or peers. <input type="checkbox"/> Use costumes, props and instruments in the role play area to explore the role of musicians, conductors and audience members. <input type="checkbox"/> Explore outdoor staging area as a place to perform to adults and peers.			

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Music – KS1	<u>Year 1</u>		
Key Knowledge	Key Vocabulary		
Component of Learning: All about me	Tier 1	Tier 2	Tier 3
Key Concept: Pulse and Rhythm Pop music usually has a strong pulse and rhythm.	clap copy drum play sing	beat chant instrument in-time perform pulse rhythm shaker	
Initial knowledge <input type="checkbox"/> We can use your body as an instrument to play in time with the music. <input type="checkbox"/> We can move our bodies in time to the pulse. <input type="checkbox"/> We can clap, dance, sing or march at the same speed as the music (in-time).			
Sticky knowledge: taught & assessed for end goal. <input type="checkbox"/> Rhythm means a pattern of long and short notes. <input type="checkbox"/> Pulse is the regular beat that goes through music. <input type="checkbox"/> Pulse of music can get faster or slower. <input type="checkbox"/> Pop music often has a simple melody that is easy to sing along to. <input type="checkbox"/> A piece of music can have more than one section, e.g. a verse and a chorus.			

Component of Learning: Snail and Mouse	Tier 1	Tier 2	Tier 3
Key Concept: Tempo Sounds can be used to tell a story and tempo can be adapted to change the mood of a piece.	fast slow	beat pulse tempo	
Initial knowledge <input type="checkbox"/> Sound can help tell a story. <input type="checkbox"/> The speaking voice is using the voice to speak with a beat. <input type="checkbox"/> A warm-up can be done to get the voice ready to sing.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> The singing voice can be used to make different sounds that can be high or low <input type="checkbox"/> An instrument or voice can be played at different speeds. <input type="checkbox"/> Pulse can be fast and slow. <input type="checkbox"/> An instrument can be used to demonstrate fast and slow beats. <input type="checkbox"/> The speed of the music can be fast or slow.			

Component of Learning: Under the Sea	Tier 1	Tier 2	Tier 3
Key Concept: Musical Vocabulary Introduction to new musical vocabulary (dynamics and texture).	high loud low quiet structure tune verse	chorus dynamics graphic score pitch tempo texture	timbre
Initial knowledge <input type="checkbox"/> Sounds can be described as loud or quiet <input type="checkbox"/> Some instruments sound very different from each other (drum and a triangle).			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> Pitch means how high or low a note sounds. <input type="checkbox"/> Timbre means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. <input type="checkbox"/> Dynamics means the volume of the music (loud or quiet).			

Component of Learning: Fairytales	Tier 1	Tier 2	Tier 3
Key Concept: Timbre and Rhythmic Patterns Timbre and rhythmic patterns can be used to tell a story and represent characters.	sound voice	clarinet flute orchestra repeated phrases rhythmic pattern strings	
Initial knowledge <input type="checkbox"/> Voice can be used expressively to tell a story. <input type="checkbox"/> Chants are rhythmic phrases which can be repeated and sung/said in unison.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> An instrument can represent a character in a story. <input type="checkbox"/> A rhythmic pattern can represent a character in a story. <input type="checkbox"/> My voice can create different timbres to help tell a story. <input type="checkbox"/> An orchestra is a group of instruments (string, woodwind, brass and percussion) playing classical music.			

Component of Learning: Superheroes	Tier 1	Tier 2	Tier 3
Key Concept: Pitch and Tempo To consider use of tempo and pitch to compose a simple theme tune which represents a mood.	mood perform slowing down speeding up	conductor note percussion theme tune tuned untuned	
Initial knowledge <input type="checkbox"/> A leader is someone to shows a group what to do. <input type="checkbox"/> Film and television shows can have theme music such as superhero theme tunes (Spiderman). <input type="checkbox"/> Percussion instruments can be played by shaking, tapping or scraping with your hand or a beater.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> Tempo can be used to represent mood or help tell a story. <input type="checkbox"/> Tuned instruments play more than one pitch of notes. <input type="checkbox"/> Untuned instruments play at one pitch. <input type="checkbox"/> Following a leader (conductor) when we perform helps everyone play together accurately.			

Component of Learning: By the Sea	Tier 1	Tier 2	Tier 3
Key Concept: Vocal and body sounds We can link sounds in our environment, sounds and music. Music can evoke different feelings.	mood volume	conductor woodwind	
Initial knowledge <input type="checkbox"/> Music can evoke different feelings. <input type="checkbox"/> Instruments, vocal sounds and body percussion can be used to represent something else (thunder, wind, stomping).			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> Dynamics can change how someone listening feels about music. <input type="checkbox"/> Voice can be used as a musical instrument. <input type="checkbox"/> Body percussion means making sounds with your body not your voice, e.g. clapping or slapping knees. <input type="checkbox"/> Music can be represented by pictures or symbols (graphic notation).			

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Music – KS1	Year 2		
Key Knowledge	Key Vocabulary		
Component of Learning: Animals	Tier 1	Tier 2	Tier 3
Key Concept: West African Call and Response Songs Recognising simple notation and composing an animal-based call and response rhythm.	sequence structure	call and response rhythm sequence structure tempo	timbre
Initial knowledge <input type="checkbox"/> One person can play or sing a pattern and it can be repeated in reply.			
Sticky knowledge: taught & assessed for end goal. <input type="checkbox"/> Dynamics can change the effect a sound has on the audience. <input type="checkbox"/> Structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. <input type="checkbox"/> An instrument can be matched to an animal noise based on its timbre. <input type="checkbox"/> Long and short sounds of a spoken phrase can be represented by a rhythm. <input type="checkbox"/> Notation is how the music is written down.			

Component of Learning: Traditional Western Stories	Tier 1	Tier 2	Tier 3
Key Concept: Orchestral Instruments An orchestra is a group of instruments that play together. Orchestral music is usually classical or film music.	sound effects vocals	brass conductor orchestra percussion string woodwind	
Initial knowledge <input type="checkbox"/> Musical instruments can be used to create 'real life' sound effects.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> Stringed instruments, like violins, make a sound when their strings vibrate. <input type="checkbox"/> Woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. <input type="checkbox"/> Brass instruments are played by vibrating your lips against the mouthpiece. <input type="checkbox"/> Some tuned instruments have a lower range of pitches, and some have a higher range of pitches.			

Component of Learning: Musical Me	Tier 1	Tier 2	Tier 3
Key Concept: Notation To use letter notation to play and compose a melody.	perform	accompaniment compose melody notation	composer
Initial knowledge <input type="checkbox"/> A composer is a person who creates and writes an original piece of music.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> Melody means a tune. <input type="checkbox"/> A melody is made up from high and low-pitched notes played one after the other, making a tune. <input type="checkbox"/> Notation means writing music down so that someone else can play it. <input type="checkbox"/> An accompaniment can mean playing instruments along with a song.			

Component of Learning: Space	Tier 1	Tier 2	Tier 3
Key Concept: Dynamics, timbre, tempo and motifs Motifs and short sequences can be used to create a soundscape.		compare composer interpretation landscape motif soundscape symbols	
Initial knowledge <input type="checkbox"/> A Landscape is all the visible features of an area of land. <input type="checkbox"/> A landscape or area comes with its own set of sounds.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> A 'soundscape' is a landscape created using only sounds. <input type="checkbox"/> A composer is someone who creates music and writes it down. <input type="checkbox"/> A motif is a 'sound idea' that can be repeated throughout a piece of music.			

Component of Learning: On this island: British songs and sounds	Tier 1	Tier 2	Tier 3
Key Concept: Tradition and Culture Sounds can be used to represent contrasting landscapes (seaside, countryside, and city). This is called a soundscape.		duration folk landscape motif soundscape inspiration	
Initial knowledge <input type="checkbox"/> A landscape or area comes with its own set of sounds. <input type="checkbox"/> Music can be different around the world. <input type="checkbox"/> Some music has been around a longer than other types of music.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> Folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. <input type="checkbox"/> Landscapes can be used as inspiration to create motifs and soundscapes. <input type="checkbox"/> Duration means how long a note, phrase or whole piece of music lasts. <input type="checkbox"/> Composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music. <input type="checkbox"/> Interrelated dimensions of music are the seven building blocks of music.			

Component of Learning: Myths and Legends	Tier 1	Tier 2	Tier 3
Key Concept: Graphic Score A graphic score can be used to write down the structure and texture of a piece.	legend myth perform symbols	compose graphic notation layers structure	
Initial knowledge <input type="checkbox"/> Structure is how the music is organised into different sections. <input type="checkbox"/> Stories can be told through music.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> A graphic score can show a picture of the structure of music. <input type="checkbox"/> A graphic score can show a picture of the layers, or 'texture', of a piece of music. <input type="checkbox"/> Layers are the different instruments, rhythms or melodies that build the overall texture.			

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Music – KS2	Year 3		
Key Knowledge	Key Vocabulary		
Component of Learning: Ballads	Tier 1	Tier 2	Tier 3
Key Concept: Ballads Ballads tell a story and usually have a similar structure to stories. Initial knowledge <ul style="list-style-type: none"> ❑ Music has different structural features. ❑ A chorus is a repeated section of music with the same tune and lyrics. ❑ Lyrics are the words of a song. Sticky knowledge: taught & assessed for end goal. <ul style="list-style-type: none"> ❑ A ballad tells a story through song. ❑ In a ballad, a 'stanza' is a verse. 	compose	ballad chorus ensemble expressions features influence lyrics repeated rhythm solo	stanza

Component of Learning: Traditional instruments	Tier 1	Tier 2	Tier 3
Key Concept: Composition Many types of music from around the world consist of more than one layer of sound. Initial knowledge <ul style="list-style-type: none"> ❑ Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. Sticky knowledge to be taught and assessed for end goal. <ul style="list-style-type: none"> ❑ A 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. ❑ A 'rag' is the tune in traditional Indian music and is often played on a stringed instrument called a 'sitar'. ❑ A 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. ❑ Many types of music from around the world consist of more than one layer of sound; for example, a 'tala' and 'rag' in traditional Indian music. 	drone rag	harmonium Indian flute	sarangi sitar tabla tala

Component of Learning: Lunar New Year	Tier 1	Tier 2	Tier 3
Key Concept: Pentatonic melodies and composition The pentatonic scale is a five-note scale. Initial knowledge <ul style="list-style-type: none"> ❑ The word 'crescendo' means a sound getting gradually louder. Sticky knowledge to be taught and assessed for end goal. <ul style="list-style-type: none"> ❑ Some traditional music around the world is based on five notes called a 'pentatonic' scale. ❑ A pentatonic melody uses only the five notes C D E G A. 	duration fluency melody scale	crescendo harmony layered melodies octaves pentatonic scale phrases	

Component of Learning: Mountains	Tier 1	Tier 2	Tier 3
Key Concept: Composition Composition is a way of creatively combining melodies and rhythms. Initial knowledge <ul style="list-style-type: none"> ❑ Graphic notation is a way of writing music down using pictures or symbols, rather than standard music notation. ❑ Music can evoke emotion. Sticky knowledge to be taught and assessed for end goal. <ul style="list-style-type: none"> ❑ The timbre of instruments played affects the mood and style of a piece of music. ❑ To perform well, it is important to listen to the other members of your ensemble. ❑ An ensemble is a group of musicians who perform together. 	compose influence layers listen pattern	dynamics ensemble notation repeated rhythm soundscape	timbre

Component of Learning: Jazz	Tier 1	Tier 2	Tier 3
Key Concept: syncopated rhythm 'Syncopation' means a rhythm that is played off the natural beat.	off-beat	improvisation jazz quaver ragtime swing	scat singing syncopated rhythm
Initial knowledge <input type="checkbox"/> Jazz is a type of music that originated in the African American communities of the USA about 120 years ago.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> Syncopation means a rhythm that is played off the natural beat. <input type="checkbox"/> Ragtime is piano music that uses syncopation and a fast tempo. <input type="checkbox"/> Scat singing is using made-up words to create the sound of an instrument playing.			

Whole Class Instrumental Teaching -This unit will run throughout the year
Glockenspiel (Charanga Scheme) Progression of learning <input type="checkbox"/> Recognise treble clef, bar lines, double bar lines and time signatures (4/4 and 3/4) <input type="checkbox"/> Read and recognise the notes E, D, middle C and F. <input type="checkbox"/> Improvise with E, D, middle C and F. <input type="checkbox"/> Placing these notes on a stave. <input type="checkbox"/> Identify minims, crochets, semi-breve and the corresponding rests. <input type="checkbox"/> Perform with increasing accuracy, fluency, control and expression both solo and as a group. <input type="checkbox"/> Listening/echo playing.

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Music – KS2	Year 4		
Key Knowledge	Key Vocabulary		
Component of Learning: Body and Tuned Percussion	Tier 1	Tier 2	Tier 3
Key Concept: Body and tuned percussion Layers of sounds is called texture this can be built up using body percussion and tuned percussion.	organisation repeated	contrasting rhythms dynamics loop structure texture	
Initial knowledge <input type="checkbox"/> A loop in music is a repeated melody or rhythm.			
Sticky knowledge: taught & assessed for end goal. <input type="checkbox"/> Deciding the structure of music when composing can help us create interesting music with contrasting sections. <input type="checkbox"/> Combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. <input type="checkbox"/> By changing the dynamics of a musical phrase or motif can change the texture of a piece of music.			

Component of Learning: Rock and Roll	Tier 1	Tier 2	Tier 3
Key Concept: Rock and Roll is a genre of popular music which originated in the 1940s/1950s. It is characterized by its blues structures, fast tempo, and lead vocals.		accidental bass line flat notes hand jive originate rock and roll sharp notes walking bass line	
Initial knowledge <input type="checkbox"/> Playing 'in time' means all performers playing together at the same speed.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> Rock and roll music use blues chord structures, with a fast tempo and strong vocals. It was created after the Second World War, and it was intended to represent happiness. <input type="checkbox"/> A bass line is the lowest pitch line of notes in a piece of music, and a walking bass line (where patterns of notes go up then down again) is common in rock and roll. <input type="checkbox"/> Playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.			

Component of Learning: Haiku music (Hanami)	Tier 1	Tier 2	Tier 3
Key Concept: Performance Combining expressive language, music and percussive sound effects to create a group performance piece.		forte haiku piano sliding pitch	legato staccato timbre
Initial knowledge <input type="checkbox"/> Both instruments and voices can create audio effects that describe something you can see.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> A glissando in music means a sliding effect played on instruments or made by your voice. <input type="checkbox"/> Expressive language (like a poem) can be used as inspiration for composing music. <input type="checkbox"/> Grouping instruments according to their timbre can create contrasting 'textures' in music.			

Component of Learning: South America	Tier 1	Tier 2	Tier 3
Key Concept: Samba and carnival sound and instruments Samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.	carnival cowbell	metronome rhythmic break off beat on beat samba syncopated rhythms syncopation	agogo bateria caixa chocalho ganza repique samba breaks surdo tamborim
Initial knowledge <input type="checkbox"/> The 'on beat' is the pulse of a piece of music.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> Syncopated rhythms are played off the natural beat. <input type="checkbox"/> The 'off beat' is beats that fall in between the 'on beats'. <input type="checkbox"/> A rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.			

Component of Learning: Romans	Tier 1	Tier 2	Tier 3
Key Concept: Adapting and transposing motifs A melody can be transposed which means to change the key.	vocal warm up	key key signature major minor musical motif quavers transpose	crotchet dotted minim minim ostinato semibreve
Initial knowledge <input type="checkbox"/> An ostinato is a repeated pattern.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> Musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony. <input type="checkbox"/> 'Transposing' a melody means changing its key, making it higher or lower pitched. <input type="checkbox"/> A motif can be adapted by changing the notes, the rhythm, or the order of notes.			

Whole Class Instrumental Teaching -This unit will run throughout the year			
Keyboards (Charanga Scheme)			
Progression of learning <input type="checkbox"/> Recognise treble clef, bar lines, double bar lines and time signatures (4/4 and 3/4) <input type="checkbox"/> Understanding of Incidentals. <input type="checkbox"/> Read and recognise the notes E, D, middle C F and G. <input type="checkbox"/> Develop and understanding of basic chord structure. <input type="checkbox"/> Improvise with E, D, middle C and F. <input type="checkbox"/> Placing these notes on a stave. <input type="checkbox"/> Identify minims, crochets, semi-breve, dotted minims, tied notes, quavers, and the corresponding rests. <input type="checkbox"/> Perform with increasing accuracy, fluency, control and expression both solo and as a group. <input type="checkbox"/> Listening/echo playing.			

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Music – KS2	Year 5		
Key Knowledge	Key Vocabulary		
Component of Learning: Blues (Kapow)	Tier 1	Tier 2	Tier 3
Key Concept: Blues Blues is a genre of music originated in the African-American communities of Southern United States. 12-bar blues is a sequence of 12 bars of music made up of 3 chords.	bar chord	ascending scale bent note descending scale harmony	12-bar blues arpeggio blues scale
Initial knowledge <input type="checkbox"/> Music can evoke different feelings. <input type="checkbox"/> Music can be used to story tell.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> A chord is the layering of several pitches played at the same time. <input type="checkbox"/> 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. <input type="checkbox"/> 'Blues' music aims to share feelings and blues songs tend to be about sadness or worry. <input type="checkbox"/> A 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.			

Component of Learning: South and West Africa (Kapow)	Tier 1	Tier 2	Tier 3
Key Concept: Traditions of Music To recognise stylistic features of different genres, styles and traditions of music using musical vocabulary.	break	diction eight-beat genre pronunciation break	djembe polyrhythms
Initial knowledge <input type="checkbox"/> Music genres originate from all over the world. <input type="checkbox"/> Music can be an important part of celebrating events. <input type="checkbox"/> Genres are a way of categorising music by shared characteristics.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> Songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. <input type="checkbox"/> 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. <input type="checkbox"/> Major chords create a bright, happy sound. <input type="checkbox"/> Polyrythms are when many rhythms are played at once.			

Component of Learning: Looping and Remixing (Kapow)	Tier 1	Tier 2	Tier 3
Key Concept: Composition Loops can be made by sampling a section of music a repeating it. Multiple loops can be layered together to create a remix.	accuracy layers loop rhythm structure	backbeat body percussion fragment looped rhythm melody line notation remix texture	ostinato riff
Initial knowledge <input type="checkbox"/> Graphic and simple staff notation can be read to perform with accuracy. <input type="checkbox"/> Layers of a piece of music are called 'texture'. <input type="checkbox"/> Ostinato is a repeated pattern. <input type="checkbox"/> Dynamics and pitch can be adjusted according to a graphic score.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> Dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. <input type="checkbox"/> A loop is a repeated rhythm or melody and is another word for ostinato. <input type="checkbox"/> Remix is music that has been changed, usually so it is suitable for dancing to.			

Component of Learning: Musical Theatre Kapow /Mamma Mia Unit Charanga	Tier 1	Tier 2	Tier 3
Key Concept: Performance Singing, acting and dancing can be combined to give an overall performance.	backdrop jukebox Musical opera	choreography choreographer costumes designer dialogue hip hop musical director musical theatre operetta director transition	librettist libretto lyricist
Initial knowledge <input type="checkbox"/> Music can be used to tell a story. <input type="checkbox"/> Songs in musical theatre can comprise of 2 or more parts.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> Musical theatre includes both character and action songs, which explain what is going on and how characters feel. <input type="checkbox"/> Choreography means the organisation of steps or moves in a dance. <input type="checkbox"/> Musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.			

Whole Class Instrumental Teaching -This unit will run throughout the year
Recorders 'Blown Away' (Charanga Scheme) Progression of learning <input type="checkbox"/> Read and recognise the notes B, A, G, E, low D high C and D and F. <input type="checkbox"/> Development an understanding of an octave. <input type="checkbox"/> Recognise treble clef, bar lines, double bar lines and time signatures (4/4 and 3/4) <input type="checkbox"/> Placement and playing of these notes on a recorder. <input type="checkbox"/> Placing these notes on a stave. <input type="checkbox"/> Identify minims, crochets, semi-breve, dotted minims, tied notes, quavers, and the corresponding rests. <input type="checkbox"/> Perform with increasing accuracy, fluency, control and expression both solo and as a group. <input type="checkbox"/> Improve and compose with the notes B, A, G, E, low D high C and D and F. <input type="checkbox"/> Recognise and play syncopated rhythms.

Tier 1	Tier 2	Tier 3
Basic vocabulary <i>To be used but require little or no explicit instruction.</i>	Academic vocabulary <i>To be taught and assessed. Words that could be used across disciplines.</i>	Context Specific <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

Music – KS2	Year 6		
Key Knowledge	Key Vocabulary		
Component of Learning: Songs of World War II	Tier 1	Tier 2	Tier 3
Key Concept: Dynamics: Pitch & Control Identifying pitch within an octave when singing and the use of pitch when singing in parts		complement control counter-melody era morale notate phrasing score	solfa solfa ladder
Initial knowledge <input type="checkbox"/> Music can be written down using formal or graphic notation and then read and learnt.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. <input type="checkbox"/> The Solfa syllables represent the pitches in an octave. <input type="checkbox"/> A 'counter-subject' or 'countermelody' provides a contrast to the main melody. <input type="checkbox"/> A countermelody is different to harmony: it uses a different rhythm as well as complementary notes.			

Component of Learning: Salsa	Tier 1	Tier 2	Tier 3
Key Concept: Theme & Variation – Salsa is lively dance music with many different styles. It originated in Cuba and has African and Spanish influences. It is very popular in Cuba, Puerto Rico and New York	Bongo Trombone Trumpet	Syncopated rhythms improvisation call and response Congas	clave rhythm Timbales clave 4/4 time
Initial knowledge <input type="checkbox"/> Syncopated rhythms are played off the natural beat.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> Which originated in the Caribbean (Cuba and Puerto Rico). It blends African rhythms with Latin and European influences. <input type="checkbox"/> The clave rhythm is a syncopated rhythm grouped in 3 + 2 or 2 + 3: <input type="checkbox"/> Clave rhythms - usually played by claves provide the rhythmic foundation of the music. <input type="checkbox"/> Salsa ensembles are made of percussion instruments (bongos and congas) and brass instruments (trumpets and trombones) as well as pianos and bass.			

Component of Learning: Reggae – Three Little Birds – Charanga	Tier 1	Tier 2	Tier 3
Key Concept: Reggae music is a genre that originated in Jamaica in the 1960s.	melody Reggae verse	compose harmony improvise riff	one-drop beat syncopation
Initial knowledge <input type="checkbox"/> Verse is a section in a song which has the same tune but different words. <input type="checkbox"/> Chorus is a repeated section in a song which gives the main message.			
Sticky knowledge to be taught and assessed for end goal. <input type="checkbox"/> A 'one-drop' beat puts emphasis on the third beat rather than the downbeat. <input type="checkbox"/> Many reggae songs have themes of hope and empowerment inspiring listeners to stand up for justice and equality. <input type="checkbox"/> Reggae music often has repeated and simple melodies. <input type="checkbox"/> The structure of a piece is how the sections (verses and choruses) of a song are ordered to make the whole piece.			

Component of Learning: A Journey through musical history	Tier 1	Tier 2	Tier 3
Key Concept: Popular music has changed throughout time periods. Initial knowledge <ul style="list-style-type: none"> ❑ Music, in which very similar parts are introduced one by one to overlap, is called a canon. ❑ Ground bass, is a repeating melody played on a bass instrument in Baroque music Sticky knowledge to be taught and assessed for end goal. <ul style="list-style-type: none"> ❑ A canon is a musical structure or 'form' in which an opening melody is limited by one or more parts coming in one by one. ❑ 'polyphonic' texture means lots of individual melodies layered together, like a canon. ❑ a 'counter-subject' or 'counter-melody' provides contrast to the main melody. ❑ A 'counter-melody' is different to harmony because it uses a different rhythm as well as complementary notes. 		canon ground bass polyphonic	Baroque Fugue oratorio recitative

Component of Learning: Film Music and 20 th /21 st Century music	Tier 1	Tier 2	Tier 3
Key Concept: Composition and Notation Exploring and identifying characteristics of film music. Creating a composition and graphic score to perform alongside a film. Initial knowledge <ul style="list-style-type: none"> ❑ A film soundtrack includes the background music and any songs in a film. Sticky knowledge to be taught and assessed for end goal. <ul style="list-style-type: none"> ❑ 'Major' key signatures use note pitches that sound cheerful and upbeat. ❑ 'Minor' key signatures use note pitches that can suggest sadness and tension. ❑ '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'. 		characteristics chromatics evoke imagery interpret interval major melodic military minor modulate polished	

Whole Class Instrumental Teaching - This unit will run throughout the year
Recorders 'Blown Away' (Charanga Scheme) Progression of learning <ul style="list-style-type: none"> ❑ Read and recognise the notes B, A, G, E, low D high C and D, F and high E and F. ❑ Development an understanding of an octave. ❑ Recognise treble clef, bar lines, double bar lines and time signatures (4/4, ¾ 6/8) ❑ Recognise key signatures of G major, F major and D major. ❑ Placement and playing of these notes on a recorder. ❑ Placing these notes on a stave. ❑ Identify minims, crochets, semi-breve, dotted minims, tied notes, quavers, and the corresponding rests. ❑ Improvisation, composition and performance with the notes B, A, G, E, low D high C and D, F and high E and F. ❑ Perform with increasing accuracy, fluency, control and expression both solo and as a group. ❑ Improve and compose with the notes B, A, G, E, low D high C and D and F. ❑ Recognise and play syncopated rhythms. ❑ Apply and extend knowledge of incidentals (sharps, flats and naturals) and play with an understanding of this.