|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Music Knowledge and Skills Map | | | | | | |
| Culture Capital British Values | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Nursery | Topic: Me, myself and I  Nursery rhymes:  Row row row your boat  5 fat sausages  It’s raining it’s pouring  Incy wincy spider  Twinkl twinkle  Wheels on the bus | Topic: Festivals and Celebrations  Nursery rhymes:  12345 once I caught a fish alive  5 little men in a flying saucer  10 green bottles  Humpy dumpty  If you’re happy and you know it  The grand old duke of York | Topic: Brr…it’s cold  Nursery rhymes:  Hickory dickory dock  Old Macdonald  5 little ducks  Baa baa black sheep  Mary had a little lamb  Pat a cake | Topic: Growing and Changing  Nursery rhymes:  Three blind mice  Two little dickie birds  5 little speckled frogs  5 currant buns  5 little monkeys  Ten in a bed | Topic: Real life superheroes  Nursery rhymes:  This old man  One finger one thumb  Alice the camel  Miss Polly had a dolly  Little miss muffet  Bingo | Topic: Sun, sea, sand…!  Nursery rhymes:  Head shoulder knees and toes  Hey diddle diddle  I’m a little teapot  Wind the bobbin up  Sleeping bunnies  Jack and Jill |
| Key knowledge:  Know the name of ‘drum, triangle, rattle, shaker’. | Key knowledge:  Know that we use good listening skills when listening to music e.g. being quiet  Know that we can listen to music in lots of different ways. | Key knowledge:  Know what a drum is. Look at different drums incl bongo and djembe.  know how to take care of drums and play them. | Key knowledge:  Know that we can play music fast/slow.  Know that we can play music loud/quiet.  Know that an ipad can produce sound. | Key knowledge:  Know that some instruments are hit: drums, xylophones, triangles.  Know that some instruments are plucked: ukulele, guitar, harp. Know that some instruments are blown: recorders and trumpets.  Know that some instruments have keys: pianos. | Key knowledge:  Know that some instruments can be shaken.  Know that we don’t shout when singing. |
| Key Skills:  Explore sounds e.g. that wind chimes make, that drums make, rattles and rain makers.  Accompany a song with some instruments and sounds e.g. Old MacDonald | Key Skills:  Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings.  Sing familiar songs for the Nativity performance. | Key Skills:  Develop listening skills through active listening activities.  Listen to the sound of a drum. Listen for it through different songs and try to tap what they hear.  Look at and compare different drums.  Play sound-matching games. Use their hands and beaters. | Key Skills:  Listen to and comment on samba drums and African drums.  Remember and sing entire songs. | Key Skills: Encourage children to experiment with different ways of playing instruments.  Understand that different instruments make different sounds.  Group instruments based on how sound is made.  Sing the pitch of a tone sung by another person (‘pitch match’).  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. | Key Skills:  Create their own songs, or improvise a song around one they know e.g. the Sun has got his hat on; wheel on the bus; twinkle twinkle, brush your teeth, its raining, its pouring.  Clap or tap to the pulse of songs or music, and encourage children to shake things to make noises and sounds such as castanets, rain shakers etc.  Children’s singing voices and their ability to control them is developing. |
| Vocabulary | Drum, rattle, triangle, shaker | Listen, | Drum, bongo, djembe. | Samba drum, African drum. | Hit, plucked, blown, keys | Shake, ‘singing voice’ |
| Trips/Visitors |  |  |  |  |  |  |
| Reception | Topic: Me, myself and I  Nursery rhymes:  Row row row your boat  5 fat sausages  It’s raining it’s pouring  Incy wincy spider  Twinkl twinkle  Wheels on the bus | Topic: Festivals and Celebrations  Nursery rhymes:  12345 once I caught a fish alive  5 little men in a flying saucer  10 green bottles  Humpy dumpty  If you’re happy and you know it  The grand old duke of York | Topic: Brr…it’s cold  Nursery rhymes:  Hickory dickory dock  Old Macdonald  5 little ducks  Baa baa black sheep  Mary had a little lamb  Pat a cake | Topic: Growing and Changing  Nursery rhymes:  Three blind mice  Two little dickie birds  5 little speckled frogs  5 currant buns  5 little monkeys  Ten in a bed | Topic: Real life superheroes  Nursery rhymes:  This old man  One finger one thumb  Alice the camel  Miss Polly had a dolly  Little miss muffet  Bingo | Topic: Sun, sea, sand…!  Nursery rhymes:  Head shoulder knees and toes  Hey diddle diddle  I’m a little teapot  Wind the bobbin up  Sleeping bunnies  Jack and Jill |
| Key knowledge:  Know how to make patterns using different body part. | Key knowledge:  Know that in a call and response song you copy the adult.  Know songs that help tell the Nativity story. | Key knowledge:  Know how to tap a steady beat. | Key knowledge:  Know that actions help people understand the song. | Key knowledge:  Know that music comes from other countries – Samba:Brazil | Key knowledge:  Know that songs and music can help tell stories. |
| Key Skills:  Explore matching different sounds to different actions. | Key Skills:  Can sing and perform in a group.  Can explore pitch and identify higher and lower sounds.  Can sing call and response songs and know how to copy phrases and respond to phrase sung by an adult.  Begin to explore how music makes you feel. | Key Skills:  Listen to recorded music eg Happy by Pharell Williams to choreograph own moves and move in time to a steady beat.  Can retell stories using sound effects.  Can explore making their own music by making up their own words and sounds that accompany them. | Key Skills:  Can identify louder and quieter parts of the music.  Listen to music with louder and quieter parts to change movement to.  Can create their own pieces of music that has louder and quieter point in.  Have musicians in to explore a variety of instruments and talk about their music.  Play drums with increasing control to express their feelings and ideas e.g. soft, quiet and slow, loud and fast drumming | Key Skills:  Explore making their own music and sounds using recycled materials.  Can listen attentively to music.  Can listen to and respond to music from countries that they have looked at – Brazil Samba.  Explore how music makes you feel.  Use a musical app to show drumming on a tablet and a key board. | Key Skills:  Explore ways of making different sounds on instruments and playing them in different ways. |
| Vocabulary | Song, singing, beat, steady | Copy, respond, high, low |  | Loud, quiet | Samba, Brazil |  |
| Trips/Visitors |  |  |  |  |  |  |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | Units:  Menu song  Focus: Active listening (movement), beat, echo singing, showing pitch moving.  (Progression snapshot 1) | Units:  Colonel Hathi’s march  Focus: Beat, march, timbre, film music  Magical musical aquarium  Focus: timbre, pitch, structure, graphic symbols, classical music | Units:  Football  Focus: Beat, ostinato, pitched, unpitched patterns, mi-re-do,  (Progression Snapshot 2) | Units:  ‘Dawn’ from Sea Interludes  Focus: Beat, active listening , 20th century classical music.  Musical conversations  Focus: Question-and-answer, timbre, graphic score. | Units:  Dancing and drawing to Nautilus  Focus: Active listening, electronic music  Cat and mouse  Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation | Units:  Come dance with me  Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills.  (Progression snapshot 3) |
| Watch/Listen/Move:  ‘Be our guest’ from Beauty and the Beast.  ‘Food, glorious food’ from Oliver!  The herring song (Traditional arr. Chris Haslam).  Rain is falling down progression snapshot 1 videos (Sing Up) | Watch/Listen/Move:  ‘Colonel Hathi’s march’ from The Jungle Book (Sherman & Sherman). ‘Colonel Hathi’s march’ from The Jungle Book (Sherman & Sherman arr. Laurent Pierre).  Tuba demonstration (Minnesota Orchestra).  Glockenspiel demonstration (Minnesota Orchestra).  Royal Marines massed bands – beating retreat 2018.  Follow my feet video from Sing Up’s Developing musicianship toolkit.  ‘March of the toy soldiers’ from The nutcracker (Pyotr Ilyich Tchaikovsky. Choreography by George Balanchine).  ‘March of the toy soldiers’ from The nutcracker (Pyotr Ilyich Tchaikovsky. Performed by the Royal Ballet).  Watch/Listen/Move:  ‘Aquarium’ from The carnival of the animals (Camille Saint-Saëns).  Hey, hey activity: Matching pitch – with voices and Have you brought your speaking voice? | Watch/Listen/Move:  Don’t clap this one back.  Rain is falling down: matching pitch using body ladders Teacher reference video from Sing Up’s Developing musicianship toolkit. Rain is falling down progression snapshot 2 videos (Sing Up). | Watch/Listen/Move:  Pitch pencils video from Sing Up’s Developing musicianship toolkit. ‘Dawn’ from Sea interludes (Benjamin Britten).  Sailor, sailor on the sea .  Watch/Listen/Move:  Dueling banjos (Eric Dunbar & Stephen Baime). | Watch/Listen/Move:  Nautilus animated video (Anna Meredith).  Nautilus live video (Anna Meredith). Tremble (Scottish Ballet).  Prada Spring/Summer 2014 Women’s clothes advert.  Watch/Listen/Move:  Sing Up videos with Steve Grocott:  Three little mice.  Expression, pitch, and tempo using The old grey cat.  Rhythm, pulse, beat, and pitch using What do you want to eat, little mouse?  • Duetto buffo di due gatti (Cat duet) (Rossini/Pearsall).  • The cat and the mouse (Aaron Copland). | Watch/Listen/Move:  • Sing Up’s Developing musicianship toolkit videos:  Playing with pitch pencils.  Copy my actions.  Let’s copy your actions!  Walk and stop.  • Rain is falling down progression snapshot 3 videos (Sing Up). |
| Key knowledge:  Know the importance of rehearsal in developing a performance.  Know that a verse is one section of a song.  Know a call and response song is a series of two parts usually played or sung by different musicians.  Know that the pulse of a song is it’s steady beat.  Recognise that music changes speed- fast/slow.  Recognise that music can be high/low. | Key knowledge:  Know that pitch means making high and low sounds.  Know that dynamics mean loud and quiet.  Know that duration means how long a beat lasts.  Begin to understand to timbre is the texture of the music.  Recognise that a sequence is when sounds are put together e.g. like words in a sentence. | Key knowledge:  Understand that in music when we write symbols that tells us how to make sounds.  Name 1 tuned and 1 untuned instrument. | Key knowledge:  Know that we can emphasise different beats within the metre.  Know that we can play instruments in different ways. | Key knowledge:  Know that music can reflect feelings and ideas.  Know that changes in dynamics and tempo are used to reflect the mood of the music.  Understand that the texture of music, is made up of the pulse and a rhythm.  Know that rhythm is a pattern of short and long sounds. | Key knowledge:  Know that rhythms can be performed with words as well as notes.  Know that two rhythms played together can make the texture of a song. |
| Key Skills:  **Improvise and compose**  Participate in creating a dramatic group performance using kitchen themed-props.  **Sing and Play**  Sing a cumulative song from memory, remembering the order of the verses.  Play classroom instruments on the beat.  Copy a leader in a call-and- response song, show the shape of the pitch moving with actions and sing using mi-re-do.  **Listen and appraise**  Listen and move in time to the song. | Key skills:  **Improvise and compose**  Compose music to march to using tuned and untuned percussion.  Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols  **Sing and Play**  Sing a unison song rhythmically and In tune.  Play percussion instruments expressively, representing the character of their composition  **Listen and appraise**  Respond to musical characteristics through movement.  Describe the features of a march using music vocabulary.  Listen to ‘Aquarium’ reflecting the character of the music through movement. | Key skills:  **Improvise and compose**  Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C)  **Sing and Play**  Chant together rhythmically, marking rests accurately.  Play a simple ostinato on untuned percussion.  Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.  **Listen and appraise**  Recognise the difference between a pattern with notes (pitched) and without (unpitched). | Key skills:  **Improvise and compose**  Compose musical sound effects and short sequences of sounds in response to a stimulus.  Improvise question-and-answer conversations using percussion instruments.  **Sing and Play**  Sing a simple singing game, adding actions to show a developing sense of beat.  Create, interpret, and perform from simple graphic scores.  **Listen and appraise**  Listen actively by responding to musical signals and musical themes using appropriate movement.  Create a musical movement picture.  Recognise how graphic symbols can represent sound. | Key skills:  **Improvise and compose**  Create rhythm patterns, sequencing them, and ‘fixing’ them as compositions using simple notation.  Attempt to record notations with stick and other notations.  **Sing and Play**  Perform actions to music, reinforcing a sense of beat.  Sing and chant songs and rhymes expressively.  **Listen and appraise**  Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.  Develop awareness of duration and the ability to move slowly to music.  Create art work, drawing freely and imaginatively in response to a piece of music. | Key Skills:  **Improvise and compose**  Create musical phrases from new word rhythms that children invent.  **Sing and Play**  Sing either part of a call-and-response song.  Play the response sections on tuned percussion using the correct beater hold.  Echo sing a line independently with teacher leading, then move onto pair singing in echo format.  **Listen and appraise**  Listen and copy rhythm patterns.  Listen and copy call-and-response patterns on voices and instruments. |
| Vocabulary: | Fast, slow, high, low, pulse, | Pitch, dynamics, duration, timbre, sequence | Symbols, tuned, untuned, glockenspiel, chime bar, tambourine, shaker, maraca, claves, bells, triangle, woodwind, percussion, brass, string | Metre, soundscape, pattern | Tempo, rhythm | Word rhythms, |
| Trips/visitors |  |  |  |  |  |  |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 2 | Units:  Tony Chestnut  Focus: beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion.  (Progression snapshot 1) | Units:  Carnival of the animals  Focus: timbre, tempo, dynamics, pitch, classical music  Composing music inspired by birdsong  Focus: Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments. | Units:  Grandma Rap  Focus: Duration (crotchet, quavers, crotchet rest, unison, round)  (Progression snapshot 2) | Units:  Orawa  Focus: beat, rhythm, repetition, structure, 20th century classical music.  Trains  Focus: To create music inspired by train travel, volume/dynamics, speed/tempo | Units:  Swing-a-long with Shostakovich  Focus: 2- and 3- time, beat, beat groupings, 20th century classical music  Charlie Chaplin  Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch, duration, dynamics. | Units:  Tanczymy labada  Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns.  (Progression snapshot 3) |
| Watch/Listen/Move:  I want you to be my baby (Louis Jordan & his Tympany Five).  Pitch pencils video from Sing Up’s Developing musicianship toolkit.  Hi lo chicka lo progression snapshot 1 videos (Sing Up).  Fanfarra (Cabua-le-le) (Sérgio Mendes). | Watch/Listen/Move:  ‘Aquarium’, ‘Characters with long ears’, ‘Fossils’, ‘The swan’, ‘Tortoises’. ‘The elephant’ and ‘Aviary’ from Carnival of the animals (Camille Saint-Saëns).  Danse macabre (Camille Saint-Saëns).  Watch/Listen/Move:  Skylark – singing and chirping birds in the spring sky (Wildlife World). The birds (P.154 – V. The cuckoo) (Ottorino Respighi).  Oiseaux exotiques (Olivier Messiaen).  The lark ascending (Ralph Vaughan Williams). | Watch/Listen/Move:  Walk and stop, Copy my actions, and Stepping durations videos from Sing Up’s Developing musicianship toolkit.  Hi lo chicka lo progression snapshot 2 videos (Sing Up).  Marble machine (Wintergatan).  Supercalifragilisticexpialidocious lyric video (Sherman & Sherman) | Watch/Listen/Move:  Orawa (Wojciech Kilar).  Watch/Listen/Move:  Short ride in a fast machine (John Adams).  The little train of Caipira (Heitor Villa-Lobos).  Main theme from 633 Squadron (Ron Goodwin)  The wagon passes (Nursery suite V) (Edward Elgar). | Watch/Listen/Move:  Jazz suite No. 1 – 2. ‘Polka’ (Dmitri Shostakovich).  Jazz suite No. 2 – 6. ‘Waltz II’ (Dmitri Shostakovich).  Watch/Listen/Move:  ‘The lion’s cage’ – a scene from the 1928 film The circus (Charlie Chaplin). | Watch/Listen/Move:  Demonstration of the Krakowiak dance.  Follow my feet and Walk and freeze videos from Sing Up’s Developing musicianship toolkit.  Rondo à la Krakowiak in F major (Op.14) (Frédéric Chopin).  Hi lo chicka lo progression snapshot 3 videos (Sing Up).  Polish folk music, performed live (FisBanda).  Polish traditional folk dance: Krakowiak (Lublin, Folk Dances Around the World). |
| Key knowledge:  Know that diction is when we annunciate words when singing.  Know that notation is when we record music by writing it down.  Know that there can be four beats in a metre. | Key knowledge:  Know that timbre means the texture of the sound.  Know that a conductor helps us to keep in time and to remember key parts of the music being performed.  Know that an ostinato is a repeated rhythmic pattern.  Know that evaluating means thinking about strengths and weaknesses of a piece of music. | Key knowledge:  Know that notation tells you at what pitch to play – high or low.  Know the difference between a beat and a rhythm. | Key knowledge:  Know that we can combine sounds.  Know that music is a form of storytelling.  Know that accompaniment is a musical part that supports or partners an instrument/voice or group. | Key knowledge:  Know that a chant is repeating rhythmic pattern.  Know that a score is the printed form of music.  Know that humans can create music on information technology. | Key knowledge:  Know that a melody is used to demonstrate the main theme of the song.  Know that a melody is ‘sweet sounding.’  Know that a scale is a graduated sequence of notes.  Know that a scale has 8 notes. |
| Key Skills:  **Improvise and compose**  Improvise rhythms along to a backing track using the note C or G.  Compose call-and-response-music.  **Sing and Play**.  Play the melody on a tuned percussion instrument.  Sing with good diction.  **Listen and appraise**  Recognise and play echoing phrases by ear. | Key Skills:  **Improvise and compose**  Select instruments and compose music to reflect an animal’s character.  Invent simple patterns using voices, body percussion, and then instruments.  Follow signals given by a conductor/leader.  Structure compositional ideas into a bigger piece.  Improvise solos using instruments  **Listen and appraise**  Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.  Identify different qualities of sound (timbre)  Recognise and respond to changes of speed (tempo), the length of notes, short/detached/smooth, and pitch using music vocabulary and/or movement. | Key Skills:  **Improvise and compose**  Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.  **Sing and Play**  Chant rhythmically and perform to an accompaniment children create.  Chant and play rhythms using the durations of walk(crotchet) jogging (quavers) and shh (crotchet rest) from stick notation.  Learn a clapping game that shows the rhythm.  **Listen and appraise**  Show the following durations with actions: ‘walk’ (crotchet) and ‘jogging’ (quavers) | Key Skills:  **Improvise and compose**  Improvise and compose, structuring short musical ideas to form a larger piece.  Begin to understand duration and rhythm notation.  Structure musical ideas into a whole-class composition.  **Sing and Play**.  Sing and play, performing composed pieces for an audience.  Learn a simple rhythm pattern and perform it with tempo and volume changes.  Learn about the musical terms *crescendo, diminuendo, accelerando, rituento.*  Follow signals from a conductor.  **Listen and appraise**  Listen and appraise with focus and attention to detail, recalling sounds and patterns.  Listen to and analyse four pieces of music inspired by travel/vehicles. | Key skills:  **Improvise and compose**  Create action patterns in 2- and 3- time.  Compose a soundtrack to a clip of a silent film.  Understand and use notes of different duration.  Understand and use notes of different pitch.  Understand and use dynamics.  **Listen and appraise**  Listen actively and mark the beat by tapping, clapping and swinging to the music.  Listen and move, stepping a variety of rhythm patterns.  Understand and explain how beats can be grouped into patterns and identify them in familiar songs.  Move freely and creatively to music using a prop. | Key Skills:  **Sing and Play**  Demonstrate an internalised sense of pulse through singing games.  Sing confidently in Polish and play a cumulative game with spoken call-and-response sections.  Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.  **Listen and appraise**  Listen and match the beat of others and recorded music, adapting speed accordingly.  Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture. |
| Vocabulary: | call and response, notation, | Timbre, ostinato, rhythmic pattern, rehearsal | Notation, pitch lines | Expression, shape, accompany | Chant, woodwind, percussion, brass, string. | Melody, theme, scale |
| Trips/visitors |  |  |  |  |  |  |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 1 |
| Year 3 | Topic: Wider Opportunities – Recorder  David Bowie – Life on Mars  1605 Baroque Earl of Essex’s Galliard (Dowland)  1935 Dance of the Knights from Romeo and Juliet (Prokofiev) | Topic: Wider Opportunities – Recorder  Led Zeppelin –Stairway to Heaven  1630 Miserere (Allegri)  1945 Four Sea Interludes from Peter Grimes (Britten) | Topic: Wider Opportunities – Recorder  Henry VIII – Greensleeves  1680 Canon in D (Pachelbel)  1948 Circus Music Suite from The Red Pony (Copland) | Topic: Wider Opportunities – Recorder  Celine Dion - My heart will go on  Hornpipe from Water Music (Handel)  1964 I Got You (I Feel Good) (James Brown) | Topic: Wider Opportunities – Recorder  Rolling Stones- Ruby Tuesday  1741 Hallelujah from Messiah (Handel)  1988 Different Trains (Steve Reich) | Topic: Wider Opportunities – Recorder  Beatles – Fool on the hill  1796 Trumpet Concerto in E flat (Haydn)  1823 Overture from Semiramide (Rossini) |
| Key knowledge:  Know how to hold a recorder – left hand near the top, right thumb holding back of recorder opposite fourth hole.  Know how to blow into the recorder – saying tu.  Know that making a sound into the recorder is called tonguing.  Know how to play the notes B and A.  Know how to alternate between the notes B and A.  Know that a crotchet is 1 beat.  Know that a quaver is ½ a beat. | Key knowledge:  Know how to play the note G, A, B and alternate playing them.  Know that a minim is 2 beats.  Know that a 2crotchet sign at the beginning of the stave means there are two beats in the bar.  Know that a 4crotchet sign at the beginning of the stave means there are 4 beats in a bar.  Know that a tick means you take a breath  Know that a rest sign means you don’t play. | Key knowledge:  Know how to play the notes E and D (plus GAB)  Know that a dotted crotchet is worth 3 beats.  Know that a 3crotchet sign at the beginning of the stave means there are 3 beats in the bar.  Know that when there is a tie sign you do not play the second note (the same note) separately. | Key knowledge:  Know how to play the notes EDGAB.  Know that a slurred line means you continue blowing but change the fingering. | Key knowledge:  Know how to play the notes C and EDGAB.  Know that a staccato note has a dot underneath the note.  Know that to play a staccato note you say tut instead of tu into the recorder. | Key knowledge:  Know how to play the note D (and GABEDC)  Know that D can be at the bottom of the scale or the top (octave) |
| Key skills:  Begin to play some simple pitch notation.  Begin to play some 4 beat rhythm notation.  Copy a rhythmic phrase.  Clap the rhythms of songs. | Key skills:  Begin to play some simple pitch notation.  Begin to play some 4 beat rhythm notation.  Begin to improvise rhythmic phrases.  Clap the rhythms of songs while others tap the pulse. | Key skills:  Play an increasing range of pitch notation.  Begin to play 8 beat rhythm notation.  Begin to improvise rhythmic phrases.  Tap the metre of songs. | Key skills:  Play a wide range of pitch notation.  Begin to play 8 beat rhythm notation.  Begin to improvise rhythmic phrases on instruments.  Tap the metre of songs. | Key skills:  Play simple melodic phrases from notation.  Play 4 and 8 beat rhythm notation.  Improvise rhythmic phrases on instruments.  Clap the rhythms of songs while others tap the metre. | Key skills:  Play simple melodic phrases from notation.  Play 4 and 8 beat rhythm notation with confidence.  Improvise rhythmic phrases on instruments.  Clap the rhythms of songs while others tap the metre. |
| Vocabulary: | Recorder, tonguing, note, stave, crotchet, quaver, beat | Minim, bar, breath sign | Tie sign, dotted crotchet, metre | slurred | staccato | Scale |
| Trips/Visitors |  |  | Manchester Irish festival |  |  |  |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 1 |
| Year 4 | Topic: Classical  Handel – Zadok the Priest (Baroque link to religion)  Haydn – Trumpet concerto 3rd movement (classical)  Brahms – Hungaridan dance no.5 (Romantic)  Holst-Mars from The Planets (big orchestral piece)  Copeland – Hoedown (different style of classical)  John Williams – Star Wars (film music) | Topic: Blues  Sonhouse – Death letter blues (black acoustic blues)  Coco Taylor – I’m a woman (link to rock and roll)  John Lee Hooker – Boom boom (electric blues)  Albert King – Born under a bad side (electric blues)  Eric Clapton – Crossroads (white)  Count Basie – Swing in the blues (links to jazz next topic) | Topic: Jazz  Louis Armstrong – HeeBie Jeebies (1920s)  Duke Ellington – Take the A train (1940s)  Ella Fitzgerald – Dream a little dream (1950s)  Charlie Parker – Donna Lee (1950s)  Art Blakey – Moanin’ (1960s)  Herbie Hancock – Chameleon (modern jazz with technology) | Topic: Pop/rock  Jerry Hue Lewis - Great balls of fire (1950s)  The who - Baba O’Riley (1970s)  Elton John – Philiadelphia Freedom (1970s)  Prince – Purple rain (1984)  Taylor Swift – Love story (2000s)  Ariana Grande – One last time (2010s) | Topic: Rap  NWA – Express yourself (1980s)  Dr Dre – Still Dre (1990s)  Eminem – Real Slim Shady (clean 2000s)  Kanye West – Stronger (2000s)  Dizzee Rascal – Bonkers (2000s)  MIsteeq – All I want (2000s) | Topic: Celtic  Black Velvet Band – Traditional Irish Songs: introduces Irish instruments  Dirty Old Town – The Pogues: lyrical themes  Star of the County Down - Van Morrison: similarities/difference to English music  Whiskey in the Jar – Thin Lizzy: similarities/differences – Irish rock and folk  Galway Girl – Steve Earl + Sharon Shannon – link to other countries  (American country etc)  Galway Girl – Ed Sheeran – how has modern music embraced Irish music? |
| Key knowledge:  Know that classical music is from 1600s – 1900s.  Name at least 3 classical composers from the 6 covered.  Know the 4 families of the orchestra – string, brass, woodwind, percussion.  Name instruments of the orchestra: violin, viola, cello, double bass, flute. | Key knowledge:  Know that blues music is linked to slavery.  Know that blues music is a mix of European and African music.  Know that blues music has twelve bars.  Name at least 3 of the 6 artists covered.  Name instruments associated with blues music– drums, bass, guitar, harmonica and piano. | Key knowledge:  Name at least 3 of the 6 jazz artists covered.  Know the use of dotted rhythms in jazz music creates a swing feel.  Know that musicians make up their own sections of music, called improvisation. | Key knowledge:  Name at least 3 of the 6 artists covered.  Know that rock developed from blues music.  Know that pop music is aimed at teenagers.  Know that rock started in the 1950s.  Know that rock music developed over the decades in the 90s. | Key knowledge:  Name at least 3 of the 6 artists covered.  Know that soul music is derived from black culture.  Know that rap music derives from soul music. | Key knowledge:  Name at least 3 of the 6 artists covered.  Know that traditional irish music often contains: fiddle, banjo, tin whistle  Know that contemporary irish music contains: fiddle, banjo, tin whistle, electric guitar.  Give one example of how irish music tells a story. |
| Key skills:  Listen to a range of types of music from different traditions.  Listen/respond to live/recorded music and talk about how it makes you feel.  Begin to create a simple melodic phrase.  Explore changes of tempo/dynamics.  Begin to sing in two parts.  Begin to create a rhythmic phrase. | Key skills:  Listen to a range of types of music from different traditions.  Listen/respond to live/recorded music and talk about how it makes you feel  Begin to create a simple melodic phrase.  Explore changes of tempo/dynamics.  Begin to sing in two parts.  Begin to create a rhythmic phrase.  Create an ostinato to reflect the mood suggested by an external stimuli.  Begin to identify phrases of a song. | Key skills:  Listen to a range of types of music from different traditions.  Listen/respond to live/recorded music and talk about how it makes you feel  Create a melodic phrase.  Describe with more confidence changes of tempo/dynamics they have heard in familiar music.  Sing an increasing range of songs in 2 parts.  Begin to create a rhythmic phrase in binary form (AB)  Identify the phrases of a song. | Key skills:  Listen to a range of types of music from different traditions.  Create a melodic phrase.  Listen/respond to live/recorded music and talk about how it makes you feel  Describe with more confidence changes of tempo/dynamics they have heard in familiar music.  Sing an increasing range of songs in 2 parts.  Create a rhythmic phrase in binary form (AB)  Begin to create tunes for word phrase.  Analyse basic song structures – chorus/verse | Key skills:  Listen to a range of types of music from different traditions.  Create a melodic phrase using accurate notation.  Listen/respond to live/recorded music and talk about how it makes you feel  Use changes of dynamics/tempo in their own compositions.  Decide how to perform a song.  Sing with confidence in 2 parts.  Begin to create a rhythmic phrase in ternary form (ABA)  Create a tune for word phrases. | Key skills:  Listen to a range of types of music from different traditions.  Create a melodic phrase using accurate notation.  Use changes of dynamics/tempo in their own compositions.  Listen/respond to live/recorded music and talk about how it makes you feel  Decide how to perform a song.  Sing with confidence in 2 parts.  Create a rhythmic phrase in ternary form (ABA) |
| Vocabulary: | Violin, viola, cell, double bass, flute, classical period | Drums, bass, guitar, harmonica, piano | Improvisation, melodic phrase, binary form, rhythmic phrase | Song structure, chorus, verse, intro, bridge | Soul, ternary form, harmony, | Fiddle, banjo, tin whistle, contemporary. Traditional. |
| Trips/Visitors |  |  |  |  |  |  |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 1 |
| Year 5 | Topic: Classical  Vivaldi – Winter from four seasons (Introduction to Baroque music)  Mozart – Horn Concerto no.4 (Progression from Baroque to Classical)  Tchaikovsky – The Nutcracker (Progression to Romantic)  Verdi – Dies Irae (Big Orchestral piece)  Gershwin – Rhapsody in Blue (demonstrate different classical styles/instruments of the orchestra)  Hans Zimmer – Pirates of the Caribbean (film music) | Topic: Blues  Robert Johnson – Crossroads (black male acoustic blues 1930s)  Sister Rosetta Tharpe – Didn’t it rain (filmed in Chorlton)  Muddy Waters - Got my mojo working (electric blues 1964)  BB King – The thrill is gone (electric blues 1960s)  Rolling Stones – Little Red Rooster (white band 1964)  Billy Holiday – Fine and mellow (black female 1920s link into next jazz topic) | Topic: Jazz  Louis Armstrong – West End Blues (1920s)  Ella Fitzgerald - Summer time (1930s)  Glenn Miller – In the mood (1940s big band)  Miles Davis – So what (1950s)  Herbie Hancock – Watermelon man (1960s link to modern jazz 80s version with technology)  Chick Corea – Spain (fusion 1980s) | Topic: Pop/rock  Elvis Presley – Jailhouse rock (1950s)  The Beatles – Sergeant Pepper (1960s)  Queen – Somebody to love (1970s)  Michael Jackson – Billie Jean (1980s)  Rihanna – Umbrella (2000s)  Katy Perry - firework (2000s) | Topic: Rap  Sugarhill gang – Rapper’s delight (1980s)  Naughty by Nature – Hip hop hooray (1990s)  Will Smith – Fresh Prince of Bel Air (1990s)  Eminem – Lose yourself (2000s)  Estelle featuring Kanye West – American Boy (2000s)  Stormzy – Blinded by your grace (2010s)  Hamilton the Musical – My shot (2010s) | Topic: Samba  Aquarela Do Brasil – BBC Proms – Introduction to Samba  Chega de Saudade – Tom Jobim – Modern Samba (mixes boassa nova)  Thr Girl From Ipanmema – Astrud Gilberto – Mixes Western pop with Brazillian  Paulinho Da Viola – Revival of Traditional Samba as a result of Bossa Nova being linked to Nationalism  Fundo de Quintal – O Show Tem Que Continuar – Emergance of bands in 70s  Carnival de Rio de Janeiro – Modern carnival music |
| Key knowledge:  Know the three periods within the classical period – Baroque, Classical, Romantic.  Name at least 4 of the 6 classical composers covered.  Name instruments of the orchestra: trumpet, trombone, clarinet, timpani.  Know that baroque music often contains trills.  Know that classical music has more instruments than baroque.  Know that romantic music often features soloists. | Key knowledge:  Name at least 4 artists of the 6 blues artists covered.  Know what a chord is.  Know that blues music is based around 3 chords.  Know that acoustic blues is 1 solo instrument.  Know that electric blues is a group of instruments.  Know that blues music contains dissonant notes (notes that clash) | Key knowledge:  Name at least 4 of the 6 jazz artists covered.  Know that in jazz there is no fixed scale or pattern.  Know that a small ensemble usually features 1 musician at a time.  Know that a big band features sections of the band playing at once. | Key knowledge:  Name at least 4 of the 6 artists covered.  Know that 1960s pop/rock music uses a wider range of instruments.  Know that 1980s pop/rock music contains more technological effects – synthesizers, mixing effects. | Key knowledge:  Name at least 4 of the 6 artists covered.  Know that rap has more focus on beats than melody.  Know that rap lyrics reflect culture, politics and society. | Key knowledge:  Name 2 of instruments often used in samba music: Snare drum, bass drum, surdo, tambourim, agogo bells.  Know that samba lyrics are often in portugese.  Know that Samba music originated in Brazil in th 1920s. |
| Key skills:  Listen to/make comparisons of a range of types of music from different traditions.  Listen/respond to live/recorded music, talk about how it makes you feel.  Choose appropriate tempo whilst singing.  Listen to an individual part in three and four part music.  Compose music to evoke a mood. | Key skills:  Listen to/make comparisons of a range of types of music from different traditions.  Listen/respond to live/recorded music, talk about how it makes you feel.  Improvise a melodic phrase  Choose appropriate tempo whilst singing.  Play simple tunes and add a drone accompaniment. | Key skills:  Listen to/make comparisons of a range of types of music from different traditions.  Listen/respond to live/recorded music, talk about how it makes you feel.  Create a tune with 2 different pitches.  Choose appropriate dynamics whilst singing.  Improvise a rhythmic phrase.  Compose music to evoke a mood. | Key skills:  Listen to/make comparisons of a range of types of music from different traditions.  Listen/respond to live/recorded music, talk about how it makes you feel.  Create a tune with 3 different pitches.  Choose appropriate dynamics whilst singing.  Sing an ostinato accompaniment.  Organise melodic phrases in a simple structure.  Compose music to evoke a mood. | Key skills:  Listen to/make comparisons of a range of types of music from different traditions.  Listen/respond to live/recorded music, talk about how it makes you feel.  Using a simple device (ipad – garageband) record a loop and create a melody.  Create a tune with 2 phrases.  Recognise how sounds are used to create an effect.  Choose appropriate tempo and dynamics whilst singing.  Organise rhythmic phrases in a simple structure. | Key skills:  Listen to/make comparisons of a range of types of music from different traditions.  Listen/respond to live/recorded music, talk about how it makes you feel.  Create a tune with 2 phrases.  Choose appropriate tempo and dynamics whilst singing.  Organise rhythmic phrases in a simple structure. |
| Vocabulary: | Baroque, Classical, Romantic, concerto minimalism, | Melodic phrase, acoustic blues, electric blues, dissonant, chord | Big band, small ensemble | Synthesizers, mixing effects | looping, garageband | Snare drum, bass drum, surdo, tambourim, agogo bells, Samba, Brazil. |
| Trips/Visitors |  |  |  |  |  |  |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 1 |
| Year 6 | Topic: Classical  Bach – Toccato and Fugue in D (Baroque music)  Beethoven – Symphony no.5 (Progression from Baroque to Classical)  Elgar – Enigma Variations (Classical to Romantic)  Leonard Bernstein – America (Big Orchestral piece/film music)  Reich –Music for 18 Musicians (minimalism – links to technology sampling and looping)  Hans Zimmer –Earth (10 pieces link to film music) | Topic: Blues  Big Bill Broonsy – Hey Hey (black acoustic 1940s)  Big Mama Thornton- Hound Dog (links to rock and roll 1950s)  Howlin’ Wolf –Smokestack lightning (electric blues 1964)  Freddie King – Hideaway (electric blues 1960s)  Stevie Ray Vaughan – Pride and Joy (white 1970s)  Duke Ellington – Mood Indigo (orchestral link to next Jazz topic) | Topic: Jazz  Louis Armstrong – Fireworks (1920s)  Ella Fitzgerald – It don’t mean a thing (1930s)  Count Bassie – One O’Clock Jump (1940s)  John Coltrane –Blue train (1950s)  Dave Brubeck – Take five (1950s)  Chick Corea – Got a match (1980s) | Topic: Pop/rock  Chuck Berry – Johnny be good (1950s)  Rolling stones – Paint it black (1960s)  Queen – Bohemian Rhapsody (1970s)  Michael Jackson – Man in the mirror (1980s)  Spice Girls – Wannabe (1990s)  Dua Lipa – Break my heart (2020s) | Topic: Rap  Vanilla Ice - Ice ice baby (1990s)  Aerosmith – Walk this way (1980s)  Missy Elliott – Work it (clean) (2000s)  Jay- Z –Empire State of Mind (2000s)  Little Simz – Woman (2020s)  Hamilton – The room where it happens (2010s) | Topic: Reggae  I Can See Clearly – Johnny Nash – Introduction to Ska/Rockdsteady  Stir it Up – Bob Marley – Introduction to Bob Marley & Wailers  I Shot the Sheriff – Eric Clapton – Western music embraces Reggae  A Message to You – The Specials – Ska in Punk bands – linked to politics  Now That we Found Love - Third World – How does it mix reggae and 80s music  Welcome to Jamrock – Damian Marley – How does hip/hop use reggae? |
| Key knowledge: Know that the baroque period is between 1600-1750.  Know that Baroque music has dramatic changes in volume.  Know that the classical period is between 1750-1820.  Know that classical music is melodic and expressive.  Know that the romantic period is between 1820 – 1900.  Know that romantic music has more instruments – harp and piccolo.  Name at least 5 of the 6 classical composers covered.  Name instruments of the orchestra: French horn, bassoon, oboe, harp, big bass drum, snare drum, piccolo. | Key knowledge:  Know the notes in the blues scale – C, Eb, F, F#, G, Bb, C.  Know that the flats and sharps in the blues scale are the blues notes.  Know the chord structure of the 12 bar blues. (C for 4 bars, F for 2, C for 2, G for 1 bar, F for 1 bar, C for 2 bars)  Name at least 5 of the 6 artists covered. | Key knowledge:  Know that syncopation is playing off the beat.  Know that syncopation is a key feature of Jazz music.  Name at least 5 of the 6 artists covered. | Key knowledge:  Name at least 5 of the 6 artists covered.  Know that use of keyboards and technology is a key feature of 1980s pop music.  Know that the focus of modern pop/rock music has changed from melody to beat. | Key knowledge:  Name at least 5 out of the 6 artists covered.  Know that sampling is taking parts of music to use in your own.  Know that looping is repeating the same section of music.  Know that software can produce music e.g. garageband. | Key knowledge:  Name at least 4 out of the 6 artists covered.  Know that reggae music originated in Jamaica.  Know that reggae originated from scar and rocksteady.  Know that reggae music is often linked to politics. |
| Key skills:  Listen to/make comparisons of a range of types of music from different traditions.  Listen/respond to live/recorded music, talk about how it makes you feel.  Begin to use notation to record their compositions.  Combine melody and ostinato accompaniment. | Key skills:  Listen to/make comparisons of a range of types of music from different traditions.  Listen/respond to live/recorded music, talk about how it makes you feel.  Begin to create a tune with 3 phrases.  Improvise a melodic scale with the blues scale.  Begin to use notation to record their compositions.  Play simple tunes and add an ostinato accompaniment.  Compose music to evoke contrasting moods influence by an external stimuli. | Key skills:  Listen to/make comparisons of a range of types of music from different traditions.  Listen/respond to live/recorded music, talk about how it makes you feel.  Begin to create a tune with 3 phrases.  Record compositions with notation.  Improvise a rhythmic phrase in 4/8 beats.  Combine vocal ostinato phrases. | Key skills:  Listen to/make comparisons of a range of types of music from different traditions.  Listen/respond to live/recorded music, talk about how it makes you feel.  Create a tune with 3 phrases.  Record compositions with notation.  Begin to sing in 3 parts. | Key skills:  Listen to/make comparisons of a range of types of music from different traditions.  Listen/respond to live/recorded music, talk about how it makes you feel.  Using a simple device (ipad – garageband) record a loop, repeat and edit. Create a melody.  Create a tune with 3 phrases.  Record compositions with notation.  Sing in 3 parts.  Recognise how layers of sounds can achieve an intended effect. | Key skills:  Listen to/make comparisons of a range of types of music from different traditions.  Listen/respond to live/recorded music, talk about how it makes you feel.  Create a tune with 3 phrases.  Record compositions with notation.  Sing confidently in 3 parts.  Compose music to evoke contrasting moods influence by an external stimuli. |
| Vocabulary: | harpsichord, horn, flute, choir – soprano, alto,tenor, bass | Flats, sharps, 12 bar blues, blues scale, | syncopation, | Keyboard, technology, | Sampling, software | Reggae, Jamaica, scar, rock steady |
| Trips/visitors |  |  |  |  |  |  |