

| Music Knowledge and Skills Map | | | | | | |
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| Culture Capital British Values | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Nursery | <p>Topic: Me, myself and I</p> <p>Nursery rhymes:</p> <p>Row row row your boat</p> <p>5 fat sausages</p> <p>It's raining it's pouring</p> <p>Incy wincy spider</p> <p>Twinkl twinkle</p> <p>Wheels on the bus</p> | <p>Topic: Festivals and Celebrations</p> <p>Nursery rhymes:</p> <p>12345 once I caught a fish alive</p> <p>5 little men in a flying saucer</p> <p>10 green bottles</p> <p>Humpy dumpty</p> <p>If you're happy and you know it</p> <p>The grand old duke of York</p> | <p>Topic: Brr...it's cold</p> <p>Nursery rhymes:</p> <p>Hickory dickory dock</p> <p>Old Macdonald</p> <p>5 little ducks</p> <p>Baa baa black sheep</p> <p>Mary had a little lamb</p> <p>Pat a cake</p> | <p>Topic: Growing and Changing</p> <p>Nursery rhymes:</p> <p>Three blind mice</p> <p>Two little dickie birds</p> <p>5 little speckled frogs</p> <p>5 currant buns</p> <p>5 little monkeys</p> <p>Ten in a bed</p> | <p>Topic: Real life superheroes</p> <p>Nursery rhymes:</p> <p>This old man</p> <p>One finger one thumb</p> <p>Alice the camel</p> <p>Miss Polly had a dolly</p> <p>Little miss muffet</p> <p>Bingo</p> | <p>Topic: Sun, sea, sand...!</p> <p>Nursery rhymes:</p> <p>Head shoulder knees and toes</p> <p>Hey diddle diddle</p> <p>I'm a little teapot</p> <p>Wind the bobbin up</p> <p>Sleeping bunnies</p> <p>Jack and Jill</p> |
| | <p>Being Imaginative and Expressive</p> <p>Take part in pretend play</p> <p>Develop stories using small world</p> <p>Listen with increased attention to sounds</p> <p>Sing and remember some simple rhymes and songs</p> <p>Play instruments with increasing control</p> <p>Make movements to music</p> | <p>Being Imaginative and Expressive</p> <p>Take part in pretend play, begin to use objects to represent something else</p> <p>Begin to develop stories using small world <i>e.g. Owl story or recount autumn walk</i></p> <p>Begin to remember some simple rhymes / songs</p> <p>Play instruments with increasing control</p> <p>Make movements to music</p> | <p>Being Imaginative and Expressive</p> <p>Begin to respond to what they heard, expressing own thoughts/ideas</p> <p>Take part in pretend play, using objects to represent something else</p> <p>Begin to develop more complex stories using small world</p> <p>Begin to make imaginative & complex small worlds</p> <p>Begin to remember entire simple rhymes / songs</p> <p>Play instruments with increasing control</p> <p>Make movements to music</p> <p>Listen to music from a variety of countries / cultures</p> | <p>Being Imaginative and Expressive</p> <p>Begin to respond to what they heard, expressing own thoughts/ideas</p> <p>Take part in pretend play, using objects to represent something else</p> <p>Begin to develop more complex stories using small world</p> <p>Begin to make imaginative & complex small worlds</p> <p>Begin to remember entire simple rhymes / songs</p> <p>Listen to music from a variety of countries / cultures</p> <p>Play instruments with increasing control</p> <p>Make movements to music</p> | <p>Being Imaginative and Expressive</p> <p>Take part in simple pretend play, use an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world</p> <p>Listen with increased attention to sounds</p> <p>Sing linked rhymes / songs</p> <p>Sing a pitch of a tone sung by another person</p> <p>Sing the melodic shape of familiar songs</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> | <p>Being Imaginative and Expressive</p> <p>Take part in pretend play</p> <p>Develop complex stories using small world resources</p> <p>Explore body percussion / voice sounds / instruments to represent vehicles, weather, movements etc</p> <p>Learn new songs linked to theme</p> |
| Vocabulary | Drum, rattle, triangle, shaker | Listen, | Drum, bongo, djembe. | Samba drum, African drum. | Hit, plucked, blown, keys | Shake, 'singing voice' |
| Trips/Visitors | | | | | | |
| Reception | <p>Topic: Me, myself and I</p> <p>Nursery rhymes:</p> <p>Row row row your boat</p> <p>5 fat sausages</p> <p>It's raining it's pouring</p> <p>Incy wincy spider</p> <p>Twinkl twinkle</p> <p>Wheels on the bus</p> | <p>Topic: Festivals and Celebrations</p> <p>Nursery rhymes:</p> <p>12345 once I caught a fish alive</p> <p>5 little men in a flying saucer</p> <p>10 green bottles</p> <p>Humpy dumpty</p> <p>If you're happy and you know it</p> <p>The grand old duke of York</p> | <p>Topic: Brr...it's cold</p> <p>Nursery rhymes:</p> <p>Hickory dickory dock</p> <p>Old Macdonald</p> <p>5 little ducks</p> <p>Baa baa black sheep</p> <p>Mary had a little lamb</p> <p>Pat a cake</p> | <p>Topic: Growing and Changing</p> <p>Nursery rhymes:</p> <p>Three blind mice</p> <p>Two little dickie birds</p> <p>5 little speckled frogs</p> <p>5 currant buns</p> <p>5 little monkeys</p> <p>Ten in a bed</p> | <p>Topic: Real life superheroes</p> <p>Nursery rhymes:</p> <p>This old man</p> <p>One finger one thumb</p> <p>Alice the camel</p> <p>Miss Polly had a dolly</p> <p>Little miss muffet</p> <p>Bingo</p> | <p>Topic: Sun, sea, sand...!</p> <p>Nursery rhymes:</p> <p>Head shoulder knees and toes</p> <p>Hey diddle diddle</p> <p>I'm a little teapot</p> <p>Wind the bobbin up</p> <p>Sleeping bunnies</p> <p>Jack and Jill</p> |
| | <p>Being Imaginative and Expressive</p> <p>Take part in simple pretend play</p> <p>Begin to develop complex stories using small world equipment</p> <p>Begin to develop storylines in their pretend play – including those linked to focus text</p> <p>Begin to listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Begin to explore and engage in music making and dance</p> <p>Sing in a group or on their own</p> | <p>Being Imaginative and Expressive</p> <p>Show different emotions in drawings and paintings</p> <p>Begin to develop complex stories using small world equipment</p> <p>Develop storylines in their pretend play – including those linked to focus text</p> <p>Begin to listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own</p> <p>Begin to explore and engage in music making and dance</p> <p>Begin to perform to others e.g. linked rhymes, songs and dances</p> | <p>Being Imaginative and Expressive</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance. Develop storylines in their pretend play.</p> | <p>Being Imaginative and Expressive</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making and dance. Develop storylines in their pretend play</p> | <p>Being Imaginative and Expressive</p> <p>Begin to invent, adapt and recount narratives with peers and teacher</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Begin to listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Explore and engage in music making and dance</p> <p>Move in time to music</p> | <p>Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives with peers and teacher.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Begin to listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Explore and engage in music making and dance.</p> <p>Move in time to music.</p> |

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| | | Take part in simple pretend play | | | Perform songs, rhymes, poems and stories with others | Perform songs, rhymes, poems and stories with others. |
| 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 | <p>Units: Menu song Focus: Active listening (movement), beat, echo singing, showing pitch moving. (Progression snapshot 1)</p> <p>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)</p> | <p>Units: Colonel Hathi's march Focus: Beat, march, timbre, film music</p> <p>Magical musical aquarium Focus: timbre, pitch, structure, graphic symbols, classical music</p> <p>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).</p> <p>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?</p> | <p>Units: Football Focus: Beat, ostinato, pitched, unpitched patterns, mi-re-do, (Progression Snapshot 2)</p> <p>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).</p> | <p>Units: 'Dawn' from Sea Interludes Focus: Beat, active listening , 20th century classical music.</p> <p>Musical conversations Focus: Question-and-answer, timbre, graphic score.</p> <p>Watch/Listen/Move: Pitch pencils video from Sing Up's Developing musicianship toolkit. 'Dawn' from Sea interludes (Benjamin Britten). Sailor, sailor on the sea .</p> <p>Watch/Listen/Move: Dueling banjos (Eric Dunbar & Stephen Baime).</p> | <p>Units: Dancing and drawing to Nautilus Focus: Active listening, electronic music</p> <p>Cat and mouse Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation</p> <p>Watch/Listen/Move: Nautilus animated video (Anna Meredith). Nautilus live video (Anna Meredith). Tremble (Scottish Ballet). Prada Spring/Summer 2014 Women's clothes advert.</p> <p>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).</p> | <p>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)</p> <p>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).</p> |
| | <p>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.</p> <p>Key Skills: Improvise and compose</p> | <p>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.</p> <p>Key skills: Improvise and compose Compose music to march to using tuned and untuned percussion.</p> | <p>Key knowledge: Understand that in music when we write symbols that tells us how to make sounds. Name 1 tuned and 1 untuned instrument.</p> <p>Key skills: Improvise and compose Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C)</p> | <p>Key knowledge: Know that we can emphasise different beats within the metre. Know that we can play instruments in different ways.</p> <p>Key skills: Improvise and compose</p> | <p>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.</p> <p>Key skills: Improvise and compose</p> | <p>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.</p> <p>Key Skills: Improvise and compose Create musical phrases from new word rhythms that children invent.</p> |

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| | <p>Participate in creating a dramatic group performance using kitchen themed-props.</p> <p>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.</p> <p>Listen and appraise Listen and move in time to the song.</p> | <p>Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols</p> <p>Sing and Play Sing a unison song rhythmically and In tune. Play percussion instruments expressively, representing the character of their composition</p> <p>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.</p> | <p>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.</p> <p>Listen and appraise Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p> | <p>Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question-and-answer conversations using percussion instruments.</p> <p>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.</p> <p>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.</p> | <p>Create rhythm patterns, sequencing them, and ‘fixing’ them as compositions using simple notation. Attempt to record notations with stick and other notations.</p> <p>Sing and Play Perform actions to music, reinforcing a sense of beat. Sing and chant songs and rhymes expressively.</p> <p>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.</p> | <p>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.</p> <p>Listen and appraise Listen and copy rhythm patterns. Listen and copy call-and-response patterns on voices and instruments.</p> |
| 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 | <p>Units: Tony Chestnut Focus: beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion. (Progression snapshot 1)</p> | <p>Units: Carnival of the animals Focus: timbre, tempo, dynamics, pitch, classical music</p> <p>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.</p> | <p>Units: Grandma Rap Focus: Duration (crotchet, quavers, crotchet rest, unison, round) (Progression snapshot 2)</p> | <p>Units: Orawa Focus: beat, rhythm, repetition, structure, 20th century classical music.</p> <p>Trains Focus: To create music inspired by train travel, volume/dynamics, speed/tempo</p> | <p>Units: Swing-a-long with Shostakovich Focus: 2- and 3- time, beat, beat groupings, 20th century classical music</p> <p>Charlie Chaplin Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch, duration, dynamics.</p> | <p>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)</p> |
| | <p>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).</p> | <p>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).</p> <p>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).</p> | <p>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)</p> | <p>Watch/Listen/Move: Orawa (Wojciech Kilar).</p> <p>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).</p> | <p>Watch/Listen/Move: Jazz suite No. 1 – 2. ‘Polka’ (Dmitri Shostakovich). Jazz suite No. 2 – 6. ‘Waltz II’ (Dmitri Shostakovich).</p> <p>Watch/Listen/Move: ‘The lion’s cage’ – a scene from the 1928 film The circus (Charlie Chaplin).</p> | <p>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).</p> |
| | Key knowledge: Know that diction is when we announce words when singing. | Key knowledge: Know that timbre means the texture of the sound. | Key knowledge: Know that notation tells you at what pitch to play – high or low. | Key knowledge: Know that we can combine sounds. | Key knowledge: Know that a chant is repeating rhythmic pattern. | Key knowledge: |

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| | <p>Know that notation is when we record music by writing it down. Know that there can be four beats in a metre.</p> | <p>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.</p> | <p>Know the difference between a beat and a rhythm.</p> | <p>Know that music is a form of storytelling. Know that accompaniment is a musical part that supports or partners an instrument/voice or group.</p> | <p>Know that a score is the printed form of music. Know that humans can create music on information technology.</p> | <p>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.</p> |
| | <p>Key Skills: <u>Improvise and compose</u> Improvise rhythms along to a backing track using the note C or G. Compose call-and-response-music.</p> <p><u>Sing and Play.</u> Play the melody on a tuned percussion instrument. Sing with good diction.</p> <p><u>Listen and appraise</u> Recognise and play echoing phrases by ear.</p> | <p>Key Skills: <u>Improvise and compose</u> 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</p> <p><u>Listen and appraise</u> 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.</p> | <p>Key Skills: <u>Improvise and compose</u> Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</p> <p><u>Sing and Play</u> 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.</p> <p><u>Listen and appraise</u> Show the following durations with actions: ‘walk’ (crotchet) and ‘jogging’ (quavers)</p> | <p>Key Skills: <u>Improvise and compose</u> 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.</p> <p><u>Sing and Play.</u> 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 <i>crescendo</i>, <i>diminuendo</i>, <i>accelerando</i>, <i>rituendo</i>. Follow signals from a conductor.</p> <p><u>Listen and appraise</u> 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.</p> | <p>Key skills: <u>Improvise and compose</u> 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.</p> <p><u>Listen and appraise</u> 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.</p> | <p>Key Skills: <u>Sing and Play</u> 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.</p> <p><u>Listen and appraise</u> 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.</p> |
| 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 | <p>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)</p> | <p>Topic: Wider Opportunities – Recorder Led Zeppelin –Stairway to Heaven 1630 Miserere (Allegri) 1945 Four Sea Interludes from Peter Grimes (Britten)</p> | <p>Topic: Wider Opportunities – Recorder Henry VIII – Greensleeves 1680 Canon in D (Pachelbel) 1948 Circus Music Suite from The Red Pony (Copland)</p> | <p>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)</p> | <p>Topic: Wider Opportunities – Recorder Rolling Stones- Ruby Tuesday 1741 Hallelujah from Messiah (Handel) 1988 Different Trains (Steve Reich)</p> | <p>Topic: Wider Opportunities – Recorder Beatles – Fool on the hill 1796 Trumpet Concerto in E flat (Haydn) 1823 Overture from Semiramide (Rossini)</p> |
| | <p>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.</p> | <p>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</p> | <p>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.</p> | <p>Key knowledge: Know how to play the notes EDGAB. Know that a slurred line means you continue blowing but change the fingering.</p> | <p>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.</p> | <p>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)</p> |

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| | | Know that a rest sign means you don't play. | | | | |
| | 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 | <p>Topic: Classical</p> <p>Handel – Zadok the Priest (Baroque link to religion)</p> <p>Haydn – Trumpet concerto 3rd movement (classical)</p> <p>Brahms – Hungarian dance no.5 (Romantic)</p> <p>Holst-Mars from The Planets (big orchestral piece)</p> <p>Copeland – Hoedown (different style of classical)</p> <p>John Williams – Star Wars (film music)</p> | <p>Topic: Blues</p> <p>Sonhouse – Death letter blues (black acoustic blues)</p> <p>Coco Taylor – I'm a woman (link to rock and roll)</p> <p>John Lee Hooker – Boom boom (electric blues)</p> <p>Albert King – Born under a bad side (electric blues)</p> <p>Eric Clapton – Crossroads (white)</p> <p>Count Basie – Swing in the blues (links to jazz next topic)</p> | <p>Topic: Jazz</p> <p>Louis Armstrong – HeeBie Jeebies (1920s)</p> <p>Duke Ellington – Take the A train (1940s)</p> <p>Ella Fitzgerald – Dream a little dream (1950s)</p> <p>Charlie Parker – Donna Lee (1950s)</p> <p>Art Blakey – Moanin' (1960s)</p> <p>Herbie Hancock – Chameleon (modern jazz with technology)</p> | <p>Topic: Pop/rock</p> <p>Jerry Hue Lewis - Great balls of fire (1950s)</p> <p>The who - Baba O'Riley (1970s)</p> <p>Elton John – Philadelphia Freedom (1970s)</p> <p>Prince – Purple rain (1984)</p> <p>Taylor Swift – Love story (2000s)</p> <p>Ariana Grande – One last time (2010s)</p> | <p>Topic: Rap</p> <p>NWA – Express yourself (1980s)</p> <p>Dr Dre – Still Dre (1990s)</p> <p>Eminem – Real Slim Shady (clean 2000s)</p> <p>Kanye West – Stronger (2000s)</p> <p>Dizzee Rascal – Bonkers (2000s)</p> <p>Misteeq – All I want (2000s)</p> | <p>Topic: Celtic</p> <p>Black Velvet Band – Traditional Irish Songs: introduces Irish instruments</p> <p>Dirty Old Town – The Pogues: lyrical themes</p> <p>Star of the County Down - Van Morrison: similarities/difference to English music</p> <p>Whiskey in the Jar – Thin Lizzy: similarities/differences – Irish rock and folk</p> <p>Galway Girl – Steve Earl + Sharon Shannon – link to other countries (American country etc)</p> <p>Galway Girl – Ed Sheeran – how has modern music embraced Irish music?</p> |
| | <p>Key knowledge:</p> <p>Know that classical music is from 1600s – 1900s.</p> <p>Name at least 3 classical composers from the 6 covered.</p> <p>Know the 4 families of the orchestra – string, brass, woodwind, percussion.</p> <p>Name instruments of the orchestra: violin, viola, cello, double bass, flute.</p> | <p>Key knowledge:</p> <p>Know that blues music is linked to slavery.</p> <p>Know that blues music is a mix of European and African music.</p> <p>Know that blues music has twelve bars.</p> <p>Name at least 3 of the 6 artists covered.</p> <p>Name instruments associated with blues music– drums, bass, guitar, harmonica and piano.</p> | <p>Key knowledge:</p> <p>Name at least 3 of the 6 jazz artists covered.</p> <p>Know the use of dotted rhythms in jazz music creates a swing feel.</p> <p>Know that musicians make up their own sections of music, called improvisation.</p> | <p>Key knowledge:</p> <p>Name at least 3 of the 6 artists covered.</p> <p>Know that rock developed from blues music.</p> <p>Know that pop music is aimed at teenagers.</p> <p>Know that rock started in the 1950s.</p> <p>Know that rock music developed over the decades in the 90s.</p> | <p>Key knowledge:</p> <p>Name at least 3 of the 6 artists covered.</p> <p>Know that soul music is derived from black culture.</p> <p>Know that rap music derives from soul music.</p> | <p>Key knowledge:</p> <p>Name at least 3 of the 6 artists covered.</p> <p>Know that traditional Irish music often contains: fiddle, banjo, tin whistle</p> <p>Know that contemporary Irish music contains: fiddle, banjo, tin whistle, electric guitar.</p> <p>Give one example of how Irish music tells a story.</p> |
| | <p>Key skills:</p> <p>Listen to a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music and talk about how it makes you feel.</p> <p>Begin to create a simple melodic phrase.</p> <p>Explore changes of tempo/dynamics.</p> <p>Begin to sing in two parts.</p> <p>Begin to create a rhythmic phrase.</p> | <p>Key skills:</p> <p>Listen to a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music and talk about how it makes you feel</p> <p>Begin to create a simple melodic phrase.</p> <p>Explore changes of tempo/dynamics.</p> <p>Begin to sing in two parts.</p> <p>Begin to create a rhythmic phrase.</p> <p>Create an ostinato to reflect the mood suggested by an external stimuli.</p> <p>Begin to identify phrases of a song.</p> | <p>Key skills:</p> <p>Listen to a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music and talk about how it makes you feel</p> <p>Create a melodic phrase.</p> <p>Describe with more confidence changes of tempo/dynamics they have heard in familiar music.</p> <p>Sing an increasing range of songs in 2 parts.</p> <p>Begin to create a rhythmic phrase in binary form (AB)</p> <p>Identify the phrases of a song.</p> | <p>Key skills:</p> <p>Listen to a range of types of music from different traditions.</p> <p>Create a melodic phrase.</p> <p>Listen/respond to live/recorded music and talk about how it makes you feel</p> <p>Describe with more confidence changes of tempo/dynamics they have heard in familiar music.</p> <p>Sing an increasing range of songs in 2 parts.</p> <p>Create a rhythmic phrase in binary form (AB)</p> <p>Begin to create tunes for word phrase.</p> <p>Analyse basic song structures – chorus/verse</p> | <p>Key skills:</p> <p>Listen to a range of types of music from different traditions.</p> <p>Create a melodic phrase using accurate notation.</p> <p>Listen/respond to live/recorded music and talk about how it makes you feel</p> <p>Use changes of dynamics/tempo in their own compositions.</p> <p>Decide how to perform a song.</p> <p>Sing with confidence in 2 parts.</p> <p>Begin to create a rhythmic phrase in ternary form (ABA)</p> <p>Create a tune for word phrases.</p> | <p>Key skills:</p> <p>Listen to a range of types of music from different traditions.</p> <p>Create a melodic phrase using accurate notation.</p> <p>Use changes of dynamics/tempo in their own compositions.</p> <p>Listen/respond to live/recorded music and talk about how it makes you feel</p> <p>Decide how to perform a song.</p> <p>Sing with confidence in 2 parts.</p> <p>Create a rhythmic phrase in ternary form (ABA)</p> |
| 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 |

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| 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 Brazilian 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 – Emergence 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) | 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/Rocksteady 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? |

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| | Hans Zimmer –Earth (10 pieces link to film music) | | | | | |
| | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| 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 | | | | | | |