

Music Knowledge and Skills Map

Culture Capital British Values

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
	<p>Key knowledge: Know the name of 'drum, triangle, rattle, shaker'.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Key knowledge: Know that some instruments can be shaken. Know that we don't shout when singing.</p>
	<p>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</p>	<p>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.</p>	<p>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. The who 'my generation'; Adam and the Ants: dog Eat dog. Chinese Drum music. Look at and compare different drums. Play sound-matching games. Use their hands and beaters.</p>	<p>Key Skills: Play drums with increasing control to express their feelings and ideas e.g. soft, quiet and slow, loud and fast drumming. Use a musical app to show drumming on a tablet and a key board. Listen to and comment on samba drums and African drums. Remember and sing entire songs. When teaching songs to children be aware of your own pitch. Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes.</p>	<p>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. Think of sounds and songs linked to jobs e.g. sirens; I am the baker man. 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. Sing slowly, so that children clearly hear the words and the melody of the song.</p>	<p>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; twinkl twinkl, brush your teeth, its raining, its pouring. Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'. 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. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout</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 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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
	<p>Key knowledge: Know the songs – Dressing up. Being someone new. If I were a butterfly. How do you do?, Hands and Feet. I've got a Tambour, Anase, Puss and Ratta. (music Express) Know how to make patterns using different body part.</p>	<p>Key knowledge: Know the songs: Space Hopper, Rocket Ride, Jack-in-the-box, The three bears (music express) Know that in a call and response song you copy the adult. Know songs that help tell the Nativity story.</p>	<p>Key knowledge: Know songs linked to Chinese New Year – Noodle Song and Yummy Yummy Cha. Jammerquack jive. Know how to tap a steady beat.</p>	<p>Key knowledge: Know the songs: Sunflower Seeds, Growing up. Storm, Water, Look out for rainbows. Know that actions help people understand the song.</p>	<p>Key knowledge: Know the songs: Big Litter Muncher, Where Does it end? Know that music comes from other countries – Samba:Brazil</p>	<p>Key knowledge: Know the songs: 'He's got the world in his hand.' My Bonnie lies over the ocean. The Sea is Stuck in a Shell, Sea Creatures. Know that songs and music can help tell stories.</p>

	<p>Key Skills: Explore matching different sounds to different actions. Explore music from other countries, move to it and know how to keep a steady beat.</p>	<p>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.</p>	<p>Key Skills: Listen to recorded music eg Happy by Pharell Williams to choreograph own moves and move in time to a steady beat. Explore a Chinese dragon dance: learn some of the steps and move in time to the music. Can retell stories using sound effects. Can explore making their own music by making up their own words and sounds that accompany them.</p>	<p>Key Skills:Learn Caterpillar Caper with actions to help explain the life cycle of a caterpillar. 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.</p>	<p>Key Skills: Explore making their own music and sounds using recycled materials. Have musicians in to explore a variety of instruments and talk about their music. Can listen attentively to music. Can listen to and respond to music from countries that they have looked at – Brazil Samba.</p>	<p>Key Skills:Explore ways of making different sounds on instruments and playing them in different ways. Use Uncle Chain Maker to help explore the sounds that can be heard at the sea.</p>
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>Topic: Ourselves/Number Baroque 1720 1st movement from Brandenburg Concerto No. 5 (J. S. Bach) Classical 1824 Overture from William Tell (Rossini) 1967 Colonel Hathi Elephant March from The Jungle Book (Sherman)</p>	<p>Topic: Animals/Weather Baroque 1738 Badinerie from Orchestral Suite No. 2 in B minor (J. S. Bach) 1909 The Wasps (Vaughan Williams) 1963 Rhythms of Childhood (Ella Jenkins)</p>	<p>Topic: Machines/Seasons Baroque 1748 La Rejouissance from Music for the Royal Fireworks (Handel) 1910 Finale from The Firebird Suite (Stravinsky) 1998 Fanfare and Flourishes (James Curnow)</p>	<p>Topic: Our School/pattern Classical 1783 Rondo alla Turca (Mozart) 1926 Mattachins from Capriol Suite (Warlock) 1993 Stay (Eternal)</p>	<p>Topic: Storytime/Our Bodies Classical 1791 2nd movement from Surprise Symphony No. 94 in G major (Haydn) 1933 4th movement from Symphony No. 1 (Florence Price) 1967 I Wish I Knew How it Would Feel to be Free (Nina Simone)</p>	<p>Topic: Travel/Water Classical 1811 3rd movement from Clarinet Concerto No. 1 in F minor (Weber) 1957 Symphonic Dances from West Side Story (Bernstein) 1967 What a Wonderful World (Louis Armstrong)</p>
	<p>Key knowledge: Know that a vocal sound is a sound produced by your voice. Know that we can change vocal sounds. Know what body percussion is using different parts of your body to make sounds. 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 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 knowledge: Understand that in music when we write symbols that tells us how to make sounds. Name 1 tuned and 1 untuned instrument. Name 2/4 orchestral families – woodwind, brass, string, percussion.</p>	<p>Key knowledge: Understand that the beat come in patterns within music (metre) Know that we can emphasise different beats within the metre. Know that we can play instruments in different ways. Know that a soundscape is creating an atmosphere for the story being told e.g. through sound effects.</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 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: Exploring sounds: Creating and responding to vocal sounds Exploring how to change sounds Creating and placing vocal and body percussion sounds Exploring descriptive sounds Beat: Recognising and developing a sense of steady beat through the use of voices and body percussion Identifying and performing changes in tempo Learning to play percussion with control Keeping a steady beat and using dynamics to vary the musical effect Identifying and keeping a steady beat using movement, body percussion, and instruments Recognising and responding to changes in tempo in music</p>	<p>Key skills: Pitch: Understanding pitch, and making high and low vocal sounds Relating pitch to high and low body posture Understanding pitch by singing a song with contrasting high and low melodies Identifying and playing high and low pitches in music Exploring and developing an understanding of pitch using the voice and body movements Recognising and performing pitch changes and contrasts Exploring sounds: Exploring and controlling dynamics (volume), duration, and timbre with voices, body percussion, and instruments Improvising descriptive music Identifying a sequence of sounds (structure) in a piece of music</p>	<p>Key skills: Beat: Maintaining a steady beat Sequencing sounds Playing to a steady beat Playing at different speeds Controlling changes in speed Pitch: Identifying changes in pitch and responding to them with movement Contrasting changes in pitch with changes in dynamics Relating pitch changes to graphic symbols and performing pitch changes vocally Listening and responding to a falling pitch signal Distinguishing between pitched and unpitched percussion sounds Listening in detail to a piece of orchestral music</p>	<p>Key skills: Exploring sounds: Exploring different sound sources and materials Analysing the dynamics and duration of sounds around the school Exploring these elements/dimensions on instruments Creating two contrasting textures Singing a song Interpreting sounds and exploring instruments Creating a soundscape as part of a song performance Beat: Marking a steady beat with voices and body percussion Counting and performing a steady beat in patterns of two, three, and four beats (metre) Exploring different ways to emphasise the first beat in a repeating pattern or metre</p>	<p>Key skills: Exploring sounds: Discussing basic musical terms – fast, slow, loud, quiet Understanding how music can tell a story Performing with concentration Playing fast, slow, loud, and quiet Creating music that matches an event in a story Rehearsing and performing with others Learning new songs and chants Beat: Performing a steady beat at two different speeds (tempi) Responding to change of mood in a piece of music with a slow and fast steady beat Identifying a repeated rhythm pattern Combining a rhythm pattern and a steady beat Performing together with concentration</p>	<p>Key skills: Performance: Combining voices, movement, and instruments to perform a chant and a song Keeping a steady beat, including on instruments Creating word rhythms Performing word rhythms with movement Responding to music in movement Playing and combining simple word rhythms Pitch: Creating a picture in sound Understanding musical structure by listening and responding Performing a simple repeated pattern</p>

		Responding to music through movement		Identifying metre by recognising its pattern Dividing the number 12 into twos, threes, and fours Exploring different ways to emphasise beats to form a group (metre) Exploring sounds on instruments and finding different ways to vary their sound	Performing rhythm patterns on body percussion to a steady beat Inventing and performing new rhythms to a steady beat	
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>Topic: Ourselves/toys Renaissance (1551) Ronde and Basse Dance Bergeret from La Mourisque (Susato) Romantic 1830 Hebrides Overture (Mendelssohn)</p>	<p>Topic: Our land/our bodies Renaissance (1551) O Nata Lux (Tallis) Romantic 1866 By the Beautiful Danube (Johann Strauss II)</p>	<p>Topic: Animals/Number Baroque 1749 Arrival of the Queen of Sheba (Handel) 1913 St Paul's Suite (Holst) 1927 Black and Tan Fantasy (Duke Ellington)</p>	<p>Topic: Storytime/Seasons Baroque 1731 Air on a G String from Orchestral Suite No. 3 in D (J. S. Bach) 1928 Bolero (Ravel)</p>	<p>Topic: Weather/Pattern Classical 1827 Clog Dance from La Fille Mal Gardée (Hérold) 1930 1st movement from Afro-American Symphony (Still)</p>	<p>Topic: Travel/Water 1818 Classical Marche Militaire (Schubert) 1936 Peter's Theme from Peter and the Wolf (Prokofiev) 1941 Fantasia (Disney, various composers)</p>
	<p>Key knowledge: Know what a call and response song is a series of two parts usually played or sung by different musicians. Know that notation is when we record music by writing it down. Know that there can be four beats in a metre.</p>	<p>Key knowledge: Know that timbre means the texture of the sound. Know that an ostinato is a repeated rhythmic pattern. Know the importance of rehearsal in developing a performance. Know that evaluating means thinking about strengths and weaknesses of a piece of music.</p>	<p>Key knowledge: Know that notation tells you at what pitch to play – high or low. Know the difference between a beat and a rhythm.</p>	<p>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.</p>	<p>Key knowledge: Know that a chant is repeating rhythmic pattern. Know that a score is the printed form of music. Name 3/4 families of the orchestra – woodwind, string, brass, percussion Music is a sequence of notes. Know that humans can create music on information technology.</p>	<p>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.</p>
	<p>Key skills: Exploring sounds: Creating and responding to vocal sounds and body percussion Developing the use of vocal sounds to express feelings Exploring expression in a conversation without words Notating pitch shape and duration using simple line graphics Understanding how mood can be expressed using the voice Understanding the structure of call and response songs Beat: Keeping a steady beat at different speeds (tempi) Marking beats within a four-beat metre Developing a sense of steady beat through chant, actions, and instruments Performing a steady beat Changing tempo Responding to images</p>	<p>Key skills: Exploring sounds: Exploring timbre and texture to understand how sounds can be descriptive Matching descriptive sounds to images Identifying ways of producing sounds Listening to and evaluating composition Rehearsing and refining to develop a performance Beat: Recognising and responding to steady beats, including at different tempi Recognising and playing rhythmic patterns Recognising and responding to a rhythm ostinato pattern Playing steady beats at different tempi on body percussion and instruments Singing in two parts and combining steady beats Performing rhythmic movement patterns to a steady beat Performing rhythmic patterns on percussion</p>	<p>Key skills: Pitch: Listening to a steady beat and responding in movement Identifying and responding to changes in pitch, upwards and downwards Performing changes in pitch using whole body movement and voice Understanding and performing upwards and downwards pitch direction Reading pitch line notation Playing pitch lines on tuned percussion Combining pitch change with changes in other elements/dimensions Beat: Performing a steady beat and simple rhythms using movement, percussion, and body percussion Understanding and differentiating between beat and rhythm</p>	<p>Key skills: Exploring sounds: Combining sounds to create a musical effect. Understanding how music, dance, and drama can combine in storytelling Exploring voices to create descriptive musical effects Creating and matching descriptive sounds made with the voice Performing to an audience Pitch: Singing with expression, paying attention to the pitch shape of the melody Using sign language in a song Accompanying a song with vocal and instrumental ostinati Identifying rising and falling pitch Performing a rising pitch sequence in a song Listening and responding to pitch changes with movements</p>	<p>Key skills: Exploring sounds: Performing a rhythmic chant and playing an independent rhythm pattern to accompany it Listening in detail to a piece of orchestral music Performing an updated version of a traditional nursery rhyme with a rap section included Accompanying a song with three different repeated word patterns Composing music to illustrate a story Link to Teach Computing- Making music: Play simple rhythms on untuned instruments. Identify simple patterns in music. create music for a purpose</p>	<p>Key skills: Pitch: Understanding pitch through singing, movement, and note names Performing a melody Understanding melody through songs, movement, and performing pitch shapes on tuned instruments Exploring and developing an understanding of pitch Using musical scales, high notes and low notes in a composition Performing: Exploring patterns of physical movement in a game song Responding to a song with movement Using simple musical vocabulary to describe music Combining steady beat and rhythms to accompany a song Listening and responding to contemporary orchestral music Playing an instrument game to practise steady beat at changing tempi Preparing and improving a performance using movement, voice, and percussion Using instruments expressively Understanding notation</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>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 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.</p>	<p>Topic: Wider Opportunities – Recorder Led Zeppelin –Stairway to Heaven 1630 Miserere (Allegri) 1945 Four Sea Interludes from Peter Grimes (Britten)</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 Know that a rest sign means you don’t play.</p> <p>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.</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>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 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.</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>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 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.</p>	<p>Topic: Wider Opportunities – Recorder Rolling Stones- Ruby Tuesday 1741 Hallelujah from Messiah (Handel) 1988 Different Trains (Steve Reich)</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 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.</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 play the note D (and GABEDC) Know that D can be at the bottom of the scale or the top (octave)</p> <p>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.</p>
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 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)</p> <p>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.</p>	<p>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)</p> <p>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.</p>	<p>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)</p> <p>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.</p>	<p>Topic: Pop/rock Jerry Hue Lewis - Great balls of fire (1950s) The who - Baba O’Riley (1970s) Elton John – Philadelphia Freedom (1970s) Prince – Purple rain (1984) Taylor Swift – Love story (2000s) Ariana Grande – One last time (2010s)</p> <p>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.</p>	<p>Topic: Rap NWA – Express yourself (1980s) Dr Dre – Still Dre (1990s) Eminem – Real Slim Shady (clean 2000s) Kanye West – Stronger (2000s) Dizze Rascal – Bonkers (2000s) Mlsteeq – All I want (2000s)</p> <p>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.</p>	<p>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?</p> <p>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.</p>

	Name instruments of the orchestra: violin, viola, cello, double bass, flute.	Name instruments associated with blues music– drums, bass, guitar, harmonica and piano.		Know that rock music developed over the decades in the 90s.		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 bossa nova) Thr Girl From Ipanema – 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 Portuguese. Know that Samba music originated in Brazil in the 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.	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.	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.	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.	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.	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.

	Listen to an individual part in three and four part music. Compose music to evoke a mood.	Play simple tunes and add a drone accompaniment.	Improvise a rhythmic phrase. Compose music to evoke a mood.	Sing an ostinato accompaniment. Organise melodic phrases in a simple structure. Compose music to evoke a mood.	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.	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	<p>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)</p> <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 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>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)</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 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>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)</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 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>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)</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 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>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)</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 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>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?</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. 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						

