



Lawford Curriculum Overview - Music

Year Group	Autumn		Spring		Summer	
	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV
EYFS	<p>Me! - Charanga</p> <p>Key Knowledge: To know nursery rhymes off by heart To know the stories of some of the nursery rhymes. To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups ELG 17 - Sing a range of well-known nursery rhymes and songs ELG 17 - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music <p>Vocab: pulse, rhythm, pitch</p>	Identity	<p>Our World – Charanga</p> <p>Key knowledge: To know nursery rhymes off by heart To know the stories of some of the nursery rhymes. To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. Understand the difference between high and low.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups Explore the natural world around them. ELG 17 - Sing a range of well-known nursery rhymes and songs ELG 17 - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music 	Care	<p>Big Bear Funk – Charanga</p> <p>Key knowledge: Understand the difference between creating a rhythm pattern and a pitch pattern To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures To know the difference between improvising and composing</p> <p>Key skills:</p> <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups Combine different movements with ease and fluency. ELG 17 - Sing a range of well-known nursery rhymes and songs ELG 17 - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music <p>Vocab: pulse, rhythm, pitch, improvise, compose, riff</p>	
EYFS	<p>Everyone! - Charanga</p> <p>Key knowledge: To know nursery rhymes off by heart To know the stories of some of the nursery rhymes. To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.</p> <p>Key skills:</p>	Identity Mutual Respect	<p>Vocab: pulse, rhythm, pitch, improvise, compose</p> <p>Cross Curricular links – Farming. Where does chocolate come from?</p>		<p>Graduation Songs</p> <p>Key knowledge: Demonstrate a good singing posture Understand the difference between creating a rhythm pattern and a pitch pattern To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures</p> <p>Key skills:</p>	Change

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	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups Recognise some similarities and differences between life in this country and life in other countries. ELG 14 - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps ELG 17 - Sing a range of well-known nursery rhymes and songs ELG 17 - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music <p>Vocab: pulse, rhythm, pitch</p> <p>Nativity takes place in this ½ term with year 2.</p>				<ul style="list-style-type: none"> Use new vocabulary in different contexts. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups Combine different movements with ease and fluency. ELG 17 - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music <p>Vocab: pulse, rhythm, pitch</p>	
Year 1	<p>Hey You! - Charanga</p> <p>Key knowledge: Recognise orchestral and band instruments Explore ways of representing high and low sounds and long and short sounds To know and recognise the sound and names of some of the instruments they use. To know that music has a steady pulse, like a heartbeat.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Use body percussion, instruments and voices Find and keep a steady beat together Copy back simple rhythmic patterns using long and short Describe tempo as fast and slow Sing in unison Rehearse and learn to play a simple instrumental part by ear or from simple notation 	Identity Care	<p>Rhythm in the way we walk and banana rap – Charanga</p> <p>Key knowledge: Recognise orchestral and band instruments Demonstrate good singing posture Explore ways of representing high and low sounds and long and short sounds, using symbols and any appropriate means of notation Communicate the meaning of the song To know that we can create rhythms from words. Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Key skills</p> <ul style="list-style-type: none"> Talk about feelings created by the music Copy back simple melodic and rhythmic patterns Sing, rap, rhyme, chant and use spoken word Choose a song to perform to an audience Prepare a song to perform Enjoy and have fun performing 		<p>Jack and the Beanstalk – BBC Teach</p> <p>Key knowledge: Demonstrate good singing posture Recognise how graphic notation can represent created sounds. To know how to use simple music technology software to record ideas (Creative tools on Charanga)</p> <p>Key skills</p> <ul style="list-style-type: none"> Describe dynamics as loud and quiet Create musical sound effects and short sequences of sounds in response to music and video stimulus Create a story, choosing and playing classroom instruments and/or sound makers Use music technology, to capture, change and combine sounds Begin to use standard notation, using crotchets, quavers and minims <p>Vocab: dynamics, crotchets, quavers, minims, call and response, round, rhythm, pulse, repetition</p>	

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	<ul style="list-style-type: none"> Play some simple instrumental parts <p>Vocabulary: pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, tempo, unison</p>		<p>Vocab: pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform</p>			
Year 1	<p>Dance, Sing and Play – MMC How does music tell stories about the past?</p> <p>Key knowledge: Recognise how graphic notation can represent created sounds. Explore ways of representing high and low sounds and long and short sounds, using symbols and any appropriate means of notation To know and recognise the sound and names of some of the instruments they use.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Use body percussion, instruments and voices Find and keep a steady beat together Copy back simple rhythmic patterns using long and short Describe tempo as fast and slow Sing in unison Copy back intervals of a fifth and an octave Rehearse and learn to play a simple melodic part by ear or from simple notation. Explore and create graphic scores Add actions to the song Play some simple instrumental parts 		<p>Exploring Sounds – MMC How does music make the world a better place?</p> <p>Key knowledge: Understand the difference between creating a rhythm pattern and a pitch pattern. Recognise orchestral and band instrument Demonstrate good singing posture Explore ways of representing high and low sounds and long and short sounds. Communicate the meaning of the song To understand how actions help us to learn a song and enhance the performance</p> <p>Key skills:</p> <ul style="list-style-type: none"> Use body percussion, instruments and voices Copy back simple melodic patterns using high and low (copy back intervals of a fifth and an octave) Talk about feelings created by the music Add actions to the song Prepare a song to perform Play some simple instrumental parts <p>Vocab: percussion, pitch, posture, actions, rehearse, perform</p>	Care Fairness	<p>Having fun with improvisation – MMC What songs can we sing to help us through the day?</p> <p>Key knowledge: Understand the difference between creating a rhythm pattern and a pitch pattern. Explore ways of representing high and low sounds and long and short sounds. To know that improvisation is when you make up music. To know that improvisation can be a melody or a rhythm</p> <p>Key skills:</p> <ul style="list-style-type: none"> Describe dynamics as loud and quiet Explore improvisation (within a major and minor scale within an octave) Copy back simple rhythmic patterns using long and short Copy back simple melodic patterns using high and low (copy back intervals of a fifth and an octave) Enjoy and have fun performing <p>Vocab: rhythm, pitch, dynamics, improvise, perform</p>	Care

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	Vocab: pulse, rhythm, chants, improvise, perform, tempo, graphic score, actions, body percussion					
Year 2	<p>Hands, feet and heart – Charanga</p> <p>Key knowledge: Understand what a pulse is in music Talk about what the song means and why it was chosen to share. To know the names of the untuned percussion used in class</p> <p>Key skills:</p> <ul style="list-style-type: none"> ● Find and keep a steady beat ● Use body percussion, instruments and voices ● Move and dance with the music confidently ● Talk about how the music make you feel ● Describe tempo as fast or slow. ● Rehearse and learn to play a simple melodic instrumental part by ear or from notation ● Decide on any actions, instrumental parts/improvisatory ideas/composed 		<p>African Drumming – Drums for schools</p> <p>Key knowledge: Understand what a pulse is in music Understand the difference between a 2/4 and 3 beat piece of music Understand and follow the leader/conductor Identify hand signals as notation</p> <p>Key skills</p> <ul style="list-style-type: none"> ● Find and keep a steady beat ● Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation ● Walk in time to the beat of the music ● Mark the beat of a listening piece by clapping or tapping ● Describe tempo as fast or slow 	Tolerance	<p>Exploring Improvisation - MMC How does music make us happy?</p> <p>Key knowledge: Talk about what the song/piece means and why it was chosen to share. Understand the difference between rehearsing a song/piece and performing it. To know what improvisation is To know that improvised music is not written down</p> <p>Key skills</p> <ul style="list-style-type: none"> ● Talk about how the music makes you feel ● Move and dance with the music confidently ● Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. 	Care

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	<p>passages to be practised and included in the performance.</p> <p>Vocab: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo</p>		<p>Vocab: Djembe, bass sound, open tone, slap, call and response, low sound, high sound, open, tone, syncopation</p> <p>Cross curricular links – Kenya topic</p>		<ul style="list-style-type: none"> • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. • Mark the beat of a listening piece by clapping or tapping • Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation. • Sing to communicate the meaning of the words <p>Vocab: improvise, perform, pulse, tempo, accompaniment, rhythm, pitch, dynamics</p>	
Year 2	<p>Great Fire of London – BBC Teach</p> <p>Key knowledge: To know that unison is everyone singing at the same time Demonstrate good singing posture Understand and follow the leader or conductor Talk about what the song means and why it was chosen to share. Understand the difference between rehearsing a song and performing it. To know the names of the percussion instruments.</p> <p>Key skills</p> <ul style="list-style-type: none"> • Sing short phrases independently • Sing songs from memory or notation • Sing to communicate the meaning of the words • Sing in unison and sometimes in parts, and with more pitching accuracy • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence <p>Vocab: names of percussion instruments, chorus, verse</p> <p>Cross curricular link – Great Fire of London Nativity takes place in this half term with reception.</p>		<p>Inventing a musical story – MMC How does music make the world a better place?</p> <p>Key knowledge: Recognise how graphic notation can represent created sounds To know how to use simple music technology software to record ideas (Creative tools on Charanga)</p> <p>Key skills</p> <ul style="list-style-type: none"> • Move and dance with the music confidently • Use body percussion, instruments and voices • Explore and create graphic scores • Create musical sound effects and short sequences of sounds in response to music and video stimulus. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Create a story, choosing and playing classroom instruments. • Use music technology, to capture, change and combine sounds. <p>Vocab: graphic score, composition, names of percussion instruments, dynamics, tempo</p>	Care Fairness	<p>Friendship Song – Charanga/Recorders</p> <p>Key knowledge: Demonstrate good singing posture Identify hand signals as notation, and recognise music notation on a staff of five lines Know the names of untuned percussion instruments played in class. Understand the difference between rehearsing a song and performing it.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Create and perform rhythm patterns with stick notation, including crotchets, quavers and minims. • Begin to use standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of all of these. • Rehearse and learn to play a simple melodic instrumental part by ear or from notation • Sing songs from memory or notation • Sing in unison or sometimes in parts, and with more pitching accuracy • Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. <p>Vocab: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose,</p>	Mutual Respect Identity Care

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					perform, audience, melody, dynamics, tempo, stave, crotchet, quavers, minims	
Year 3	<p>Writing Music Down - MMC</p> <p>Key knowledge: Have listening knowledge of different styles of music: classical, folk, pop, jazz Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment. Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Sing a widening range of unison songs, of varying styles and structures.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Find and keep a steady beat. Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests using notation. Invent different actions to move in time with the music. Identify if it's a male or female voice singing the song Perform actions confidently and in time to a range of action songs. Copy back simple melodic phrases using the voice. Sing in unison Rehearse and learn to play a simple melodic instrumental part by ear or from notation Explore improvisation within a major and minor scale using the notes: Compose over a simple groove. Compose over a drone. Create music and/or sound effects in response to music and video stimulus. Use music technology, to capture, change and combine sounds. Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. 		<p>Toots – Music Hub</p> <p>Key knowledge: Understand the note length of a crotchet, minim and quaver with corresponding rests Understand what a time signature is – with a focus on 2/4, 4/4, 3/4 Understand and follow the leader or conductor. Identify: • Stave • Treble clef • Time signature • Lines and spaces on the stave Identify and understand the differences between crotchets and paired quavers. Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Use body percussion, instruments and voices. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests using notation. Sing with attention to clear diction Copy back simple melodic phrases using the voice. Apply spoken word to rhythms, understanding how to link each syllable to one musical note. Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: Rehearse and learn to play a simple melodic instrumental part by ear or from notation 		<p>Hansel and Gretel – Royal Ballet and Opera</p> <p>Key knowledge: To understand what different instruments look like in a classical and band setting Have listening knowledge of different styles of music: classical, folk, pop, jazz Demonstrate good singing posture. Understand and follow the leader or conductor. Sing a widening range of unison songs, of varying styles and structures.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Identify some instruments you can hear playing. Perform actions confidently and in time to a range of action songs. Sing in unison Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. <p>Vocab: opera, chorus, drama, music, lyrics, staging, scene, rehearse, reflect, unison, conductor</p>	

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	Vocab: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody		<ul style="list-style-type: none"> Develop facility in playing tuned percussion or a melodic instrument, such as recorder, toots (music hub lessons) Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group situations. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. 			
Year 3	<p>Tchaikovsky The Nutcracker – BBC Ten Pieces</p> <p>Key knowledge: To understand what different instruments look like in a classical and band setting Have listening knowledge of different styles of music: classical, folk, pop, jazz Understand and follow the leader or conductor. Understand what a time signature is – with a focus on 2/4, 4/4, ¾</p> <p>Key skills:</p> <ul style="list-style-type: none"> Find and keep a steady beat. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Talk about what the song or piece of music means. Identify some instruments you can hear playing. Create music and/or sound effects in response to music and video stimulus. Use music technology, to capture, change and combine sounds. <p>Vocab: unison, harmony, conductor, compose, tempo, pulse, beat, time signature</p>	Conflict	<p>Vocab: recorder/Toots, minims, semibreves, dotted crotchets, crotchets, quavers, semiquavers, melody, rhythm, rehearsal, performance, conductor, time signature, stave, treble clef</p>		<p>The Dragon song – Charanga</p> <p>Key knowledge: Demonstrate good singing posture. Have listening knowledge of different styles of music: classical, folk, pop, jazz Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment. Sing a widening range of unison songs, of varying styles and structures.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Use body percussion, instruments and voices. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C Identify if it's a male or female voice singing the song Sing with attention to clear diction Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: Rehearse and learn to play a simple melodic instrumental part by ear or from notation Explore improvisation within a major and minor scale using the notes: Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group situations. Compose over a simple chord progression. Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. 	

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					Vocab: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody, unison	
Year 4	<p>Glockenspiel 2 – Charanga</p> <p>Key knowledge: Understand the note length of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and corresponding rests. Recognise the style of music you are listening to To recognise a main theme and hear when it is repeated Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. Identify: • Stave • Treble clef • Time signature Identify and understand the differences between minims, crotchets, paired quavers and rests. Discuss and respond to any feedback; consider how future performances might be different.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Identify: A solo vocal or instrumental line and the rest of the ensemble Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. Rehearse and learn to play a simple melodic instrumental part by ear or from notation. Rehearse and learn to play a simple melodic instrumental part by ear or from notation. Improvise over an octave pitch, including musical features, smooth (legato) and detached (staccato) Create a melody using crotchets, minims, quavers and their rests. Rehearse and enjoy the opportunity to share what has been learned in the lessons. Perform, with confidence, a song from 		<p>Stop – Charanga</p> <p>Key knowledge: To recognise a main theme and hear when it is repeated Demonstrate good singing posture. Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world. Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Talk about the words of a song. Think about why the song or piece of music was written Identify: Call and response Identify: Articulation on certain words Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. Sing expressively, with attention to breathing and phrasing. <p>Vocab: Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p> <p>Agents of Change: Compose and perform a song or rap that champions your cause.</p>	Mutual Respect Conflict Power Fairness	<p>Whole class recorders/Toots</p> <p>Key knowledge: Understand the note length of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and corresponding rests. To recognise a main theme and hear when it is repeated Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. Identify: • Stave • Treble clef • Time signature Identify and understand the differences between minims, crotchets, paired quavers and rests. Discuss and respond to any feedback; consider how future performances might be different. Reflect on the performance and how well it suited the occasion.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Identify: Call and response Identify: A solo vocal or instrumental line and the rest of the ensemble Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. Rehearse and learn to play a simple melodic instrumental part by ear or from notation. Improvise over an octave pitch, including musical features, smooth (legato) and detached (staccato) Improvise over a simple chord progression. Improvise over a groove. Use simple dynamics. Create a melody using crotchets, minims, quavers and their rests. Rehearse and enjoy the opportunity to share what has been learned in the lessons. 	

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	<p>memory or using notation. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <ul style="list-style-type: none"> • Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. <p>Vocab: Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, stave, treble clef, time signature, rests, notation</p>				<p>Perform, with confidence, a song from memory or using notation. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <ul style="list-style-type: none"> • Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. <p>Vocab: staccato, legato, chords, improvise, call and response, semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, stave, treble clef, time signature, rests, notation</p>	
Year 4	<p>Musical Structures – MMC How does music bring us together?</p> <p>Key knowledge: Recognise the style of music you are listening to Discuss the structures of songs. E.g. ABA Demonstrate good singing posture. Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Use body percussion, instruments and voices. • Copy back melodic patterns • Talk about the words of a song. • Think about why the song or piece of music was written • Identify: Call and response • Identify: A change in texture • Identify: Articulation on certain words • Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. • Sing 'on pitch' and 'in time'. • Sing expressively, with attention to breathing and phrasing. • Sing expressively, with attention to staccato and legato. • Improvise over an octave pitch, including musical features, smooth (legato) and detached (staccato) 	Care Mutual respect	<p>Compose with your friends – MMC How does music improve our world?</p> <p>Key knowledge: Recognise the style of music you are listening to Discuss the structures of songs. E.g. ABA Demonstrate good singing posture. Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world. Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Know what a pentatonic scale is and begin to us in own compositions</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Use body percussion, instruments and voices. • Copy back melodic patterns • Talk about the words of a song. • Think about why the song or piece of music was written • Identify: A solo vocal or instrumental line and the rest of the ensemble • Identify: A change in texture • Identify: Articulation on certain words • Identify: Programme music 	Care Identity	<p>FX Sound Effects (YuStudio) - Creative Curriculum</p> <p>Key knowledge: Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different. Know what a pentatonic scale is and begin to us in own compositions</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Identify: Programme music • Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. • Combine known rhythmic notation with letter names, to create short, pentatonic phrases <p>Vocab: pentatonic, rhythm, layers, structure, composition, compose, programme music, balance, mix, samples, audio,</p>	

Year Group	Autumn		Spring		Summer	
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	<ul style="list-style-type: none"> Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. <p>Vocab: call and response, pitch, articulation, texture, phrasing, breathing, staccato, legato, improvise, compose, accompaniment, rehearsal, performance</p>		<ul style="list-style-type: none"> Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. Sing 'on pitch' and 'in time'. Sing expressively, with attention to staccato and legato. Improvise over a simple chord progression. Improvise over a groove. Combine known rhythmic notation with letter names, to create short, pentatonic phrases Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. <p>Vocab: programme music, pitch, staccato, legato, pentatonic, dynamics, accompaniment, articulation, texture, improvise, rhythm</p>			
Year 5	<p>Living on a Prayer – Charanga</p> <p>Key knowledge: Understand what a time signature is – with a focus on 2/4, 3/4, 4/4, 5/4 and 6/8 Understand the F# and Bb symbol and what this does to the sound of a note in a scale Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, Rapping, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals. To understand and be able to identify 2/4, 3/4, 6/8 and 5/4 metre To discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation sections, call and response, and AB form.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Find and keep a steady beat. Recall by ear memorable phrases heard in the music. 		<p>Composition – Incredibox</p> <p>Key knowledge: To discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation sections, call and response, and AB form. Explain the role of a main theme in musical structure Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation Use full scales in different keys. Understand how chord triads are formed Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Key skills:</p> <ul style="list-style-type: none"> Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud 		<p>Fresh Prince of Bel-Air - Charanga</p> <p>Key knowledge: Understand what a time signature is – with a focus on 2/4, 3/4, 4/4, 5/4 and 6/8 Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, Rapping, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals. To understand and be able to identify 2/4, 3/4, 6/8 and 5/4 metre Explain why the song was chosen, including its composer and the historical and cultural context of the song. To discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation sections, call and response, and AB form.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Find and keep a steady beat. 	

Year Group	Autumn		Spring		Summer	
	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV
	<ul style="list-style-type: none"> Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Sing in unison and parts, and as part of a smaller group. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Use a pentatonic and a full scale. Use major and minor tonality Discuss and talk musically about the strengths and weaknesses of a performance. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. Perform from memory or with notation, with confidence and accuracy. <p>Vocab: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose</p>		<ul style="list-style-type: none"> (mezzo forte) and moderately quiet (mezzo piano) Use music technology, to capture, change and combine sounds Perform simple, chordal accompaniments Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Collect feedback from the audience and reflect how future performances might be different Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. (whole class and small group opportunity) Use major and minor tonality <p>Vocab: structure, theme, dynamics, compose, chords, crotchet, quaver, minims, semibreves, rests, major, minor, balance, mix, samples, audio, pentatonic, graphic score, key</p>		<ul style="list-style-type: none"> Recall by ear memorable phrases heard in the music. Sing 'on pitch' and 'in time'. Sing in unison and parts, and as part of a smaller group. Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Rehearse and learn to play a simple melodic instrumental part by ear or from notation in major and minor keys (using sharps and flats) Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave. Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape Use a pentatonic and a full scale. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect how future performances might be different Perform from memory or with notation, with confidence and accuracy. <p>Vocab: Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	
Year 5	<p>Make you feel my love – Charanga</p> <p>Key Knowledge: Understand what a time signature is – with a focus on 2/4, 3/4, 4/4, 5/4 and 6/8 To understand and be able to identify 2/4, 3/4, 6/8 and 5/4 metre To discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation sections, call and response, and AB form. Explain the role of a main theme in musical structure</p>	Care	<p>Enjoying Musical Styles – MMC How does music teach us about our community?</p> <p>Key knowledge: Understand the F# and Bb symbol and what this does to the sound of a note in a scale Understand what a time signature is – with a focus on 2/4, 3/4, 4/4, 5/4 and 6/8 Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, Rapping, South</p>	Mutual Respect Care	<p>Freedom to Improvise – MMC How does music shape our way of life?</p> <p>Key knowledge: Understand the F# and Bb symbol and what this does to the sound of a note in a scale Talk about the different styles of singing used for different styles of song. Talk confidently about how connected you feel to the music and how it connects in the world. Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation</p>	Care Identity

Year Group	Autumn		Spring		Summer	
	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV
	<p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation Sing 'on pitch' and 'in time'. Sing in unison and parts, and as part of a smaller group. Self-correct if lost or out of time. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano) Perform simple, chordal accompaniments Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. (whole class and small group opportunity) <p>Vocab: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>		<p>African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals. To understand and be able to Identify 2/4, 3/4, 6/8 and 5/4 metre Talk about the different styles of singing used for different styles of song. Talk confidently about how connected you feel to the music and how it connects in the world. Identify: • Stave • Treble clef • Time signature Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign. Use full scales in different keys.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation Respond to a leader or conductor. Sing expressively, with attention to dynamics and articulation. Rehearse and learn to play a simple melodic instrumental part by ear or from notation in major and minor keys (using sharps and flats) Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave. Use major and minor tonality <p>Vocab: major, minor, time signature, stave, crotchet, quaver, minims, semibreves, pentatonic, style, genre, texture, treble clef</p>		<p>Identify: • Stave • Treble clef • Time signature Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation Respond to a leader or conductor. Self-correct if lost or out of time. Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Use major and minor tonality <p>Vocab: structure, theme, dynamics, compose, chords, crotchet, quaver, minims, semibreves, rests, improvise, major, minor, time signature, stave, treble clef</p>	
Year 6	Classroom Jazz 2 – Charanga		Hans Zimmer Earth Music – BBC Ten pieces		Year 6 class production Ensemble singing and performing	Identity Change

Year Group	Autumn		Spring		Summer	
	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV
	<p>Key knowledge: Understand what a time signature is – with a focus on 2/4, 3/4, 4/4, 5/4 and 6/8 Understand the F# and Bb symbol and what this does to the sound of a note in a scale To understand and be able to identify 2/4, 3/4, 6/8 and 5/4 metre</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Use body percussion, instruments and voices. • Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. • Copy back melodic patterns using the notes from major and minor keys • Identify 2/4, 4/4, 3/4, 6/8 and 5/4. • Sing syncopated melodic patterns • Rehearse and learn songs from memory and/or with notation. • Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. • Use simple dynamics. • Use rhythmic variety. <p>Vocab: Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo</p>		<p>Key knowledge: Recognise different musical styles Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation Use full scales in different keys Understand the importance of the performing space and how to use it.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Use body percussion, instruments and voices. • Talk about feelings created by the music. • Justify a personal opinion with reference to Musical Elements. • Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. • Identify instruments and voice type by ear and through a range of media: • Rehearse and learn to play a simple melodic instrumental part by ear or from notation in major and minor keys (using sharps and flats) • Play a melody following staff notation written on one staff and using notes within an octave range. Make decisions about the dynamics. • Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. • Use major and minor tonality • Use simple dynamics. • Create, rehearse and present a holistic performance for a specific event, for an unknown audience. • Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts. • Collect feedback from the audience and reflect how the audience believed in the performance. • Discuss how the performance might change if it was repeated in a larger/smaller performance space. 		<p>Key knowledge: Recognise different musical styles Talk about the different styles of singing used for the different styles of songs sung in this year. Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world. Understand the importance of the performing space and how to use it.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Talk about feelings created by the music. • Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. • Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. • Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. • Sing with and without an accompaniment. • Sing syncopated melodic patterns • Rehearse and learn songs from memory and/or with notation. • Rehearse and learn to play a simple melodic instrumental part by ear or from notation in major and minor keys (using sharps and flats) • Play a melody following staff notation written on one staff and using notes within an octave range. Make decisions about the dynamics. • Create, rehearse and present a holistic performance for a specific event, for an unknown audience. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. • Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts. • Perform from memory or with notation. • Collect feedback from the audience and reflect how the audience believed in the performance. 	<p>Power Community Individual liberty Mutual Respect</p>

Year Group	Autumn		Spring		Summer	
	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV
			Vocab: synthesizers, samplers, crescendo, duration, dynamics, motif, pianissimo, pitched percussion, unpitched percussion		<ul style="list-style-type: none"> Discuss how the performance might change if it was repeated in a larger/smaller performance space. 	
Year 6	<p>Discovering Grime Yustudio – Creative Scheme</p> <p>Key knowledge: Understand the F# and Bb symbol and what this does to the sound of a note in a scale Discuss the structure of the music with reference to main theme verse, chorus, bridge and an instrumental break. Explain a bridge passage and its position in a song. Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation Identify: • Stave • Treble clef • Time signature Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign. Use full scales in different keys</p> <p>Key skills:</p> <ul style="list-style-type: none"> Talk about feelings created by the music. Identify instruments and voice type by ear and through a range of media: Understand the differences between 2/4, 3/4 and 4/4 time signatures. Use music technology, to capture, change and combine sounds Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Create a simple chord progression. Use a pentatonic and a full scale. Use major and minor tonality Use rhythmic variety. <p>Vocab: Grime, beat, tempo, bar, loop, kick Drum, snare drum, hi-hat, drum kit/sounds,</p>	Tolerance Mutual Respect	<p>Creative Composition - MMC</p> <p>Key knowledge: Understand what a time signature is – with a focus on 2/4, 3/4, 4/4, 5/4 and 6/8 To understand and be able to Identify 2/4, 3/4, 6/8 and 5/4 metre Discuss the structure of the music with reference to main theme verse, chorus, bridge and an instrumental break. Explain a bridge passage and its position in a song. Talk about the different styles of singing used for the different styles of songs sung in this year. Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation Identify: • Stave • Treble clef • Time signature Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign. Use full scales in different keys</p> <p>Key skills:</p> <ul style="list-style-type: none"> Use body percussion, instruments and voices. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes form major and minor keys Justify a personal opinion with reference to Musical Elements. Identify 2/4, 4/4, 3/4, 6/8 and 5/4. 	Individual liberty	<p>Vocab: Rehearsal, conductor, performance, choir, pulse, rhythm, pitch, tempo, dynamics, timbre, structure, bridge, major/minor keys, pianissimo, mezzo piano, mezzo forte, fortissimo</p>	

Year Group	Autumn		Spring		Summer	
	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV
	synthesiser, DAW, rap, intro, sound effects, piano roll, musical key, preset, audio, A Cappella, riser, bass line, syncopation		<ul style="list-style-type: none"> • Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. • Sing with and without an accompaniment. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Rehearse and learn to play a simple melodic instrumental part by ear or from notation in major and minor keys (using sharps and flats) • Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). • Create a simple chord progression. • Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. • Perform from memory or with notation. <p>Vocab: Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, bridge, major/minor keys, A Cappella, syncopation, pianissimo, mezzo piano, mezzo forte, fortissimo, phrase, chords</p>			