

Music

EYFS: *“A group of sounds that people have made.”*

KS1: *“A group of sounds that people have arranged in a pleasing or meaningful way.”*

KS2: *“The art of arranging sound to create some combination of harmony, melody or rhythm.”*



Know more, remember more



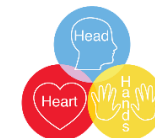
Know yourself, grow yourself



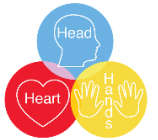
Use your learning, develop your skills



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Year		Autumn	Spring	Summer
EYFS		Tune/Pitch/Singing		
1	Strand	Listening		
	Termly Focus	Beat and Rhythm	Instruments of Orchestra	
2	Strand	Performing		
	Termly Focus	Singing	Music Composition	Ocarina
3	Strand	Composition		
	Termly Focus	Percussion	Pentatonic scales and notes	Composition
4	Strand	Performing		
	Termly Focus	How to Hold, Strum and pluck	Learning Notes/songs	Learning notes/songs /Playing for purpose
5	Strand	Composition		
	Termly Focus	Writing Music		Compose a Song
6	Strand	Listen and perform		
	Termly Focus	Singing		Listen and Evaluate Music



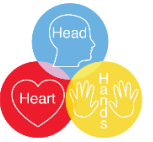
Curriculum overview

Music (EYFS): Strand of learning – Tune/Pitch/Singing

Strand of learning:			
Autumn	<p><u>Birth to Three</u></p> <p>Show attention to sounds and music.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound-makers and instruments and play them in different ways.</p> <p><u>Three and Four Year Olds</u></p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p><u>Skills Developed</u></p> <p>Matching the pitch of notes in songs.</p> <p>Learning words in songs.</p>	<p><u>Background Crucial Knowledge</u></p> <p>Music</p> <p>Pitch</p> <p>Melody</p> <p>Tune</p> <p>Nursery Rhyme</p> <p>Song</p> <p>High</p> <p>Low</p> <p>Loud</p> <p>Quiet</p>



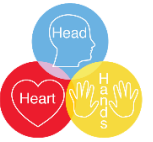
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	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p><u>Reception</u></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><u>ELG</u></p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try and move in time with the music.</p>		
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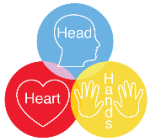
	<u>Crucial Knowledge for Individual Lessons</u>	<u>Extended Crucial Knowledge</u>	<u>Application of Skills</u>
	<ul style="list-style-type: none">• We sing in a group and try to match the pitch and follow the melody.• We explore music-making and engage in dance and perform to each other.• A tune is a melody• Pitch is the way a noise may sound high or low. <p>Lesson 1: Introduction of unit, sharing of Knowledge Organiser and discussion/recording of prior knowledge.</p> <p>Lesson 2: A tune is a melody.</p> <p>Lesson 3: A tune is a melody.</p> <p>Lesson 4: Pitch is the way a noise may sound high or low.</p> <p>Lesson 5: Pitch is the way a noise may sound high or low.</p> <p>Lesson 6: Discussion of what was learnt in this unit.</p>	<p>Identify beat.</p> <p>Identify a rhythmical pattern.</p> <p>Music can be live or recorded.</p> <p>Music can tell a story or describe something.</p>	<p>Singing songs</p>



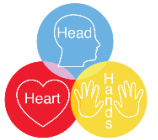
Music (Year 1): Strand of learning – Listening

Strand of learning: Beat and Rhythm			
Autumn	<p><u>National Curriculum Links KS1</u></p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the interrelated dimensions of music 	<p><u>Skills Developed</u></p> <p>Identification and demonstration of beat. Identification and demonstration of rhythm. Discerning between live and recorded music. Description of music.</p>	<p><u>Background Crucial Knowledge</u></p> <p>A tune is a melody.</p> <p>Pitch is the way a noise may sound high or low.</p>
	<p><u>Crucial Knowledge for Individual Lessons</u></p> <ul style="list-style-type: none"> Identify beat. Identify a rhythmical pattern. Music can be live or recorded. Music can tell a story or describe something. <p>Lesson 1: Introduction of unit, sharing of Knowledge Organiser and discussion/recording of prior knowledge. Lesson 2: The beat is the steady pulse you feel in a tune. Lesson 3: Rhythm is a repeated pattern of sounds. Lesson 4: Music can be live or recorded. Lesson 5: Music can tell a story. Lesson 6: Music can describe something. Lesson 7: Discussion of what was learnt in this unit.</p>	<p><u>Extended Crucial Knowledge</u></p> <ul style="list-style-type: none"> Use the correct terminology to identify the inter-related dimensions of music: Pitch, Rhythm (duration), Tempo, Timbre, Texture. 	<p><u>Application of Skills</u></p> <ul style="list-style-type: none"> Demonstrate finding the pulse. Discuss the rhythmical pattern in a piece of music. Explain that music can tell a story and give some examples.

Strand of learning: Instruments of Orchestra



<p>Spring</p>	<p><u>National Curriculum Links KS1</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music 	<p><u>Skills Developed</u></p> <p>To be able to give a detailed and accurate description of the composition of an orchestra.</p> <p>Identification and description of different types of genres of music.</p> <p>Identification of different instruments within a piece of music.</p> <p>The ability to provide a well-rounded opinion on a piece of music.</p>	<p><u>Background Crucial Knowledge</u></p> <p>Music can be live or recorded.</p> <p>Music can describe something.</p>
	<p><u>Crucial Knowledge for Individual Lessons</u></p> <ul style="list-style-type: none"> • An orchestra has 4 instrumental sections – Strings, woodwind, brass and percussion. • Begin to recognise different genres of music. • Begin to recognise instruments being played in a piece of music. • Express their opinion about pieces of music. <p>Lesson 1: Introduction of unit, sharing of Knowledge Organiser and discussion/recording of prior knowledge.</p> <p>Lesson 2: An orchestra has 4 instrumental sections – Strings, Woodwind, Brass and Percussion.</p> <p>Lesson 3: Music be put into different groups, which sound similar. This is called genre.</p> <p>Lesson 4: Music is made with different instruments all playing together.</p> <p>Lesson 5: We can tell what instrument is playing by the way it sounds.</p> <p>Lesson 6: Everybody likes and dislikes different genres of music.</p> <p>Lesson 7: Discussion of what was learnt in this unit.</p>	<p><u>Extended Crucial Knowledge</u></p> <ul style="list-style-type: none"> • Use the correct terminology to identify the inter-related dimensions of music: Pitch, Rhythm (duration), Tempo, Timbre, Texture. • Begin to recognise some orchestral instruments in a piece of music. • Express their opinion about pieces of music using appropriate musical vocabulary. • A conductor tells the orchestra how to play their instruments, 	<p><u>Application of Skills</u></p> <ul style="list-style-type: none"> • Name the 4 instrument types of the Orchestra. • Sort some Orchestra instruments into the 4 types. • Name some genres of music and describe what they sound like. • Name some instruments being played in a piece of music. • Express a well-rounded opinion of a piece of music.



Music (Year 2): Strand of learning – Performing

Strand of learning: Singing			
Autumn	<p><u>National Curriculum Links KS1</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music 	<p><u>Skills Developed</u></p> <p>Good diction when singing. Keeping in time when singing. Using their voices as an instrument, to show the versatility of the voice. Controlling the pitch of their voices.</p>	<p><u>Background Crucial Knowledge</u></p> <p>A tune is a melody.</p> <p>Pitch is the way a noise may sound high or low.</p> <p>The beat is the steady pulse you feel in a tune.</p>
	<p><u>Crucial Knowledge for Individual Lessons</u></p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • A melody is a tune. • Sing with good diction. • Sing in time to a steady beat. <p>Lesson 1: Introduction of unit, sharing of Knowledge Organiser and discussion/recording of prior knowledge. Lesson 2: A melody is a tune that can be sang. Lesson 3: Singing must also be in time with the beat. Lesson 4: Your voice is an instrument. Singing can be using your voice in different ways, not just singing words. Lesson 5: You can change the pitch of your voice, and use it to create chants and rhythms. Lesson 6: It is important to sing the words properly when singing a song.</p>	<p><u>Extended Crucial Knowledge</u></p> <ul style="list-style-type: none"> • Begin to be able to sing in tune songs with a limited range. • Sing with control (warming up and breath control). • Sing in 2-parts (rounds). • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Perform together in an ensemble. 	<p><u>Application of Skills</u></p> <ul style="list-style-type: none"> • Demonstrate using their voices expressively. • Show they can sing with good diction. • Show they can begin to sing songs with different ranges (high and low notes).

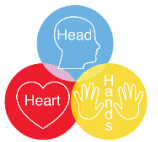


	Lesson 7: Discussion of what was learnt in this unit.		
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Strand of learning: Music Composition			
Spring	<p><u>National Curriculum Links KS1</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music 	<p><u>Skills Developed</u></p> <p>An increased development of their understanding and rhythm and how to keep in time, individually and as an ensemble.</p> <p>An understanding that music can be played fast and slow, and how this effects the sound/feel of the music.</p> <p>Knowledge of the difference between tuned and untuned instruments.</p> <p>How to compose simple pieces of music, and how to create a mood/emotion with music.</p>	<p><u>Background Crucial Knowledge</u></p> <p>A tune is a melody.</p> <p>Pitch is the way a noise may sound high or low.</p> <p>The beat is the steady pulse you feel in a tune.</p>
	<p><u>Crucial Knowledge for Individual Lessons</u></p> <ul style="list-style-type: none"> • Perform simple rhythms in 4/4 time (4 beats per bar). • Tempo • Compose a simple tune using three or four notes. • Create sound effects for a picture or story. • Create a piece of music which reflects an emotion/ mood. • Write down their compositions using symbols, pictures or patterns. <p>Lesson 1: Introduction of unit, sharing of Knowledge Organiser and discussion/recording of prior knowledge.</p> <p>Lesson 2: Time signature tells us how many counts are in each bar, and what type of notes are being played.</p> <p>Lesson 3: Tempo describes how fast or slow an instrument is played.</p>	<p><u>Extended Crucial Knowledge</u></p> <ul style="list-style-type: none"> • Create simple rhythms in 4/4 time (4 beats per bar). • Understand $\frac{3}{4}$ time in music • An accompaniment is the background. 	<p><u>Application of Skills</u></p> <ul style="list-style-type: none"> • Create sound effects for a picture or story, thinking about how music can create a mood. • Play simple 4/4 rhythm on an untuned instrument.



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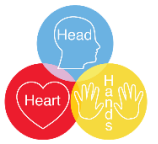


	<p>Lesson 4: Tuned instruments have notes which have a different sound. They are named A, B, C, D, E, F and G</p> <p>Lesson 5: A composition of music is a piece of music that you have created.</p> <p>Lesson 6: A composition can be written down as symbols, pictures or patterns.</p> <p>Lesson 7: A composition of music can create a mood or show a story.</p> <p>Lesson 8: Discussion of what was learnt in this unit.</p>		<ul style="list-style-type: none"> • Play an instrument faster or slower. • Play simple rhythms on a tuned instrument consisting of 1, 2 or 3 notes. • Compose a 4/4 piece of music consisting of simple rhythms with 3 or 4 notes. • Write down their compositions using symbols, pictures or patterns.
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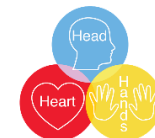
Strand of learning: Ocarina			
Summer	<p>National Curriculum Links KS1</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>Skills Developed</p> <p>Knowledge of the orchestra and of tuned instruments. Development of playing in time on a tuned instrument.</p>	<p>Background Crucial Knowledge</p> <p>An orchestra has 4 instrumental sections – Strings, Woodwind, Brass and Percussion.</p>



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	<ul style="list-style-type: none"> • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music 	<p>Development of how to add dynamics when playing an instrument. Reading simple notation as pictures and symbols.</p>	<p>Tempo describes how fast or slow an instrument is played.</p> <p>Tuned instruments have notes which have a different sound.</p> <p>Rhythm is a repeated pattern of sounds.</p> <p>The beat is the steady pulse you feel in a tune.</p>
	<p><u>Crucial Knowledge for Individual Lessons</u></p> <ul style="list-style-type: none"> • Recap the names of some instruments and which instrument family they belong to. • Play tuned instruments musically. • Play 5 notes on the ocarina – C, D, E, F, G. • Change the tempo or dynamics while playing an instrument. <p>Lesson 1: Introduction of unit, sharing of Knowledge Organiser and discussion/recording of prior knowledge. Lesson 2: An orchestra has 4 instrumental sections – Strings, Woodwind, Brass and Percussion. (Recap) Lesson 3: Tuned instruments can play a rhythm in time with a steady beat. Lesson 4: Tuned instruments can be played fast or slowly. This is called tempo. Lesson 5: You can play different notes on an ocarina. Lesson 6: Dynamics means that you change the way you play an instrument. Lesson 7: Discussion of what was learnt in this unit.</p>	<p><u>Extended Crucial Knowledge</u></p> <ul style="list-style-type: none"> • Read simple rhythmic notation – semibreve, minim, crotchet and quavers). • An accompaniment is the background. • Perform simple rhythms in 4/4 time (4 beats per bar). • Show that they can read simple rhythmic notation. • Piano means to play softly. • Forte means to play loudly. 	<p><u>Application of Skills</u></p> <ul style="list-style-type: none"> • Name a variety of instruments and which instrument family they belong to. • Demonstrate that they can play 5 notes on the ocarina. • Demonstrate changing the tempo whilst playing an instrument. • Write down their compositions using symbols, pictures or patterns. • Discuss/ demonstrate their opinion about pieces of music.



Music (Year 3): Strand of learning – Composition

Strand of learning: Percussion			
Autumn	<p><u>National Curriculum Links KS2</u></p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	<p><u>Skills Developed</u></p> <p>Refining playing a percussion instrument in time, individually and as an ensemble.</p> <p>Refining playing rhythms individually and as an ensemble.</p> <p>Refining ability to follow instructions to add dynamics to their playing, individually and as an ensemble.</p>	<p><u>Background Crucial Knowledge</u></p> <p>An orchestra has 4 instrumental sections – Strings, Woodwind, Brass and Percussion.</p> <p>Tempo describes how fast or slow an instrument is played.</p> <p>Tuned instruments have notes which have a different sound.</p> <p>Rhythm is a repeated pattern of sounds.</p> <p>The beat is the steady pulse you feel in a tune.</p>
	<p><u>Crucial Knowledge for Individual Lessons</u></p> <ul style="list-style-type: none"> - Rhythm is a repeated pattern of sound. - Beat is the underlying pulse of the music. 	<p><u>Extended Crucial Knowledge</u></p> <p>Echo is the repetition of a sound.</p>	<p><u>Application of Skills</u></p>



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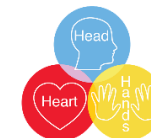


	<ul style="list-style-type: none"> - Tempo is how fast or slow the music is. - Unison is playing together at the same time/pace. - Children can list some percussion instruments. <p>Lesson 1: Introduction of unit, sharing of Knowledge Organiser and discussion/recording of prior knowledge.</p> <p>Lesson 2: Percussion is an instrument played by striking or shaking (including naming some percussion instruments).</p> <p>Lesson 3: Beat is the underlying pulse of the music.</p> <p>Lesson 4: Rhythm is a repeated pattern of sound.</p> <p>Lesson 5: Tempo is how fast or slow the music is.</p> <p>Lesson 6: Unison is playing together at the same time/pace.</p> <p>Lesson 7: Discussion of what was learnt in this unit.</p>	<p>A round is when a piece of music is performed with one group starting and each group plays slightly later.</p> <ul style="list-style-type: none"> - Forte = loud - Piano = quiet <p>An ensemble is a group of musicians playing together. Solo means to play an instrument on your own.</p>	<ul style="list-style-type: none"> • Playing and performing both solo and ensemble. • Listening with attention to detail and recall sounds or rhythmic patterns.
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Strand of learning: Pentatonic Scales and Notes			
Spring	<p><u>National Curriculum Links KS2</u></p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory 	<p><u>Skills Developed</u></p> <p>To play a scale of 5 notes and understand a scale gets progressively higher or lower in pitch. Beginning to understand and play traditional music notation.</p>	<p><u>Background Crucial Knowledge</u></p> <p>Pitch is the way a noise may sound high or low.</p> <p>Tuned instruments have notes which have a different sound. They are named A, B, C, D, E, F and G</p>



	<ul style="list-style-type: none"> • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music 		<p>A composition can be written down as symbols, pictures or patterns.</p> <p>Time signature tells us how many counts are in each bar, and what type of notes are being played.</p>
	<p><u>Crucial Knowledge for Individual Lessons</u></p> <ul style="list-style-type: none"> - Pitch is how high or low. - Pentatonic is 5 different tones. - Notes are the written form of a sound. - Crotchet – 1 beat - Quaver – 2 notations in one beat - Minim – 2 beats <p>Lesson 1: Introduction of unit, sharing of Knowledge Organiser and discussion/recording of prior knowledge.</p> <p>Lesson 2: Pitch is how low or high a sound is.</p> <p>Lesson 3: A scale is a set of notes in order of their pitch.</p> <p>Lesson 4: A pentatonic scale has 5 notes.</p> <p>Lesson 5: Music notation tells the player how to play a sound.</p> <p>Lesson 6: A crotchet is a musical note which lasts one beat and a minim is a musical note which lasts two beats.</p> <p>Lesson 7: A quaver is a musical note which lasts half a beat.</p> <p>Lesson 8: Discussion of what was learnt in this unit.</p>	<p><u>Extended Crucial Knowledge</u></p> <p>Tone is a sound. Pent = 5 Timbre is the quality of the tone. Semi-breve – 4 beats Rest – 1 beat of silence</p>	<p><u>Application of Skills</u></p> <p>Listening with attention to detail and recall sounds or rhythmic patterns.</p> <p>Playing and performing both solo and ensemble.</p> <p>Listen and pick out notation</p> <p>Begin to read basic notation of 5 notes.</p>



Strand of learning: Composition			
Summer	<p><u>National Curriculum Links KS2</u></p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	<p><u>Skills Developed</u></p> <p>Develop historical musical knowledge. Identification of musical characteristics for different musical eras. Knowledge of composers and the time they were composing. Knowledge that music has multifaceted purposes.</p>	<p><u>Background Crucial Knowledge</u></p> <p>Music be put into different groups, which sound similar. This is called genre.</p>
	<p><u>Crucial Knowledge for Individual Lessons</u></p> <ul style="list-style-type: none"> - Music is an ancient art form. - There have been different, famous composers throughout history. - Music is used for different purposes. 	<p><u>Extended Crucial Knowledge</u></p> <ul style="list-style-type: none"> - List some famous composers - Explain how music has developed over time <p>7 Eras of Classical Music</p> <ul style="list-style-type: none"> • Medieval (c. 1150-c. 1400) 	<p><u>Application of Skills</u></p> <p>Ability to identify music from different time periods based on characteristics.</p>



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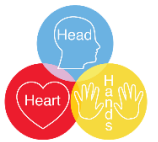
	<p><i>Lesson 1:</i> Introduction of unit, sharing of Knowledge Organiser</p> <p><i>Lesson 2:</i> Music has been part of everyday life since the beginning of civilization.</p> <p><i>Lesson 3:</i> There have been many famous composers throughout history.</p> <p><i>Lesson 4:</i> Music from different time periods share similar characteristics.</p> <p><i>Lesson 5:</i> Music is used for many different purposes in people's lives.</p> <p><i>Lesson 6:</i> Discussion of what was learnt in this unit.</p>	<ul style="list-style-type: none"> • Renaissance (c. 1400-c. 1600) • Baroque (c. 1600-c. 1750) • Classical (c. 1750-c. 1830) • Early Romantic (c.1830-1860) • Late Romantic (c.1860-c.1920) • 20th and 21st century (c. 1920-present) 	<p>Recall composers and pieces of music.</p> <p>Recall different purposes for music.</p> <p>Quizzes to show knowledge.</p> <p>Posters to show knowledge.</p>
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Music (Year 4): Strand of learning – Performing

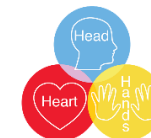
Strand of learning: How to hold, Strum and pluck			
Autumn	<p><u>National Curriculum Links KS2</u></p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory 	<p><u>Skills Developed</u></p> <p>Ability to play rhythmically by plucking or strumming.</p> <p>Listening to musical instructions and following them individually or as part of an ensemble.</p> <p>Developing music knowledge of notes and chords.</p>	<p><u>Background Crucial Knowledge</u></p> <p>An orchestra has 4 instrumental sections – Strings, Woodwind, Brass and Percussion.</p> <p>Tempo describes how fast or slow an instrument is played.</p> <p>Tuned instruments have notes which have a different sound.</p>



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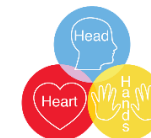
	<ul style="list-style-type: none"> • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music 		<p>Rhythm is a repeated pattern of sounds.</p> <p>The beat is the steady pulse you feel in a tune.</p> <p>Time signature tells us how many counts are in each bar, and what type of notes are being played.</p>
	<p><u>Crucial Knowledge for Individual Lessons</u> Holding an ukulele correctly with reminders. Pluck and strum on strings rhythmically and on the beat. Produce a clean sound. Change between 2 chords with support.</p> <p>Lesson 1: Introduction of unit, sharing of Knowledge Organiser and discussion/recording of prior knowledge. Lesson 2: A ukulele should be held properly with two hands. (Introduce the parts of a ukulele at this point too) Lesson 2: Plucking is using your playing hand to pluck the strings of your instrument. Lesson 3: Strumming is brushing your fingers over the strings. Lesson 4: A chord is the combination of 3 or more notes being played at the same time. Lesson 5: A chord change is a movement from one chord to another. Lesson 6: Discussion of what was learnt in this unit.</p>	<p><u>Extended Crucial Knowledge</u> Holding an ukulele correctly independently. Pluck and strum on strings in time with a song. Play the chords: C, F, G7 with reminders. Change between 2 chords with practise. Play and sing at the same time.</p>	<p><u>Application of Skills</u></p> <p>Playing songs.</p> <p>Playing chords or notes clearly, moving their fingers to produce a clearer sound.</p> <p>Play the correct chords when asked.</p>



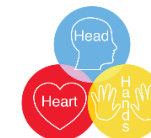
Strand of learning: Learning Notes/Songs			
Spring	<p><u>National Curriculum Links KS2</u></p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the interrelated dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music	<p><u>Skills Developed</u></p> <p>Ability to play rhythmically by plucking, or strumming independently.</p> <p>Listening to musical instructions and following them individually or as part of an ensemble.</p> <p>Developing music knowledge of notes and chords.</p>	<p><u>Background Crucial Knowledge</u></p> <p>Tempo describes how fast or slow an instrument is played.</p> <p>Tuned instruments have notes which have a different sound.</p> <p>Rhythm is a repeated pattern of sounds.</p> <p>The beat is the steady pulse you feel in a tune.</p> <p>Time signature tells us how many counts are in each bar, and what type of notes are being played.</p> <p>Music notation tells the player how to play a sound.</p> <p>A crochet is a musical note which lasts one beat and a minim is a musical note which lasts two beats.</p>



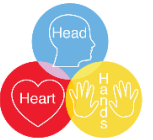
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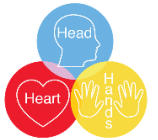
	<p><u>Crucial Knowledge for Individual Lessons</u> Hold an ukulele correctly independently. Self-correcting posture or fingers to produce a cleaner sound. Strum and change chords confidently in time with practise. Sing and play a familiar two chord song. Recognise how notes have different rhythms depending on their notation. Recognise some familiar chords and notation.</p> <p>Lesson 1: Introduction of unit, sharing of Knowledge Organiser and discussion/recording of prior knowledge. Lesson 2: A ukulele should be held properly, with two hands, with correct posture and with fingers placed in the correct manner. Lesson 2: A chord change is a movement from one chord to another, and should be in time. Lesson 3: Songs can be made of two chords. Lesson 4: Music notation tells us how rhythms should be played. (recap of crochet, minim and quaver) Lesson 5: Discussion of what was learnt in this unit.</p>	<p><u>Extended Crucial Knowledge</u> Sing and play a familiar three chord song.</p> <p>Explain how notes have different rhythms depending on their notation and use this to inform their playing.</p> <p>Recognise chords and notation and quickly changing between the chords or notes after reading them.</p>	<p>A quaver is a musical note which lasts half a beat.</p> <p><u>Application of Skills</u> Playing songs.</p> <p>Playing chords or notes clearly, moving their fingers to produce a clearer sound.</p> <p>Play the correct chords when asked.</p> <p>Play the correct notes or chords when they are written down.</p>
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Strand of learning: Learning Notes/Songs /Playing for Purpose			
Summer	<p><u>National Curriculum Links KS2</u></p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the interrelated dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music	<p><u>Skills Developed</u></p> <p>Ability to play rhythmically by plucking, or strumming independently.</p> <p>Listening to musical instructions and following them individually or as part of an ensemble.</p> <p>Developing music knowledge of notes and chords.</p>	<p><u>Background Crucial Knowledge</u></p> <p>Tempo describes how fast or slow an instrument is played.</p> <p>Tuned instruments have notes which have a different sound.</p> <p>Rhythm is a repeated pattern of sounds.</p> <p>The beat is the steady pulse you feel in a tune.</p> <p>Time signature tells us how many counts are in each bar, and what type of notes are being played.</p> <p>Music notation tells the player how to play a sound.</p> <p>A crochet is a musical note which lasts one beat and a minim is a musical note which lasts two beats.</p>

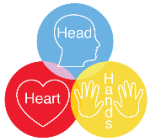


			<p>A quaver is a musical note which lasts half a beat.</p>
	<p><u>Crucial Knowledge for Individual Lessons</u> Hold an ukulele correctly independently. Self-correcting posture or fingers to produce a cleaner sound. Strum and change chords confidently in time with practise and experiment with different rhythms and styles. Sing and play a familiar two or three chord song. Explain how notes have different rhythms depending on their notation and use this to inform their playing. Recognise chords and notation and quickly changing between the chords or notes after reading them. Listen to the people in their group when playing to stay in time.</p> <p>Lesson 1: Introduction of unit, sharing of Knowledge Organiser and discussion/recording of prior knowledge. Lesson 2: Holding the strings correctly will result in a clean sound. Lesson 2: A chord change is a movement from one chord to another, and can be played as a rhythm. Lesson 3: Songs can be made of two chords, and have singing in them too. Lesson 4: Music notation tells us how rhythms should be played. (recap of crochet, minim and quaver). Lesson 5: Chords can also be written down alike notes. Lesson 6: Musical ensembles listen to each other to help them stay in time with the music. Lesson 5: Discussion of what was learnt in this unit.</p>	<p><u>Extended Crucial Knowledge</u> Playing new songs using site-reading with only some support.</p>	<p><u>Application of Skills</u> Playing songs alone or in a group.</p> <p>Playing chords or notes clearly, moving their fingers to produce a clearer sound.</p> <p>Play the correct chords when asked.</p> <p>Play the correct notes or chords when they are written down.</p>

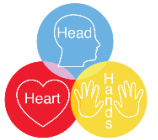


Music (Year 5): Strand of learning – Composition

Strand of learning: Writing Music			
Autumn	<p><u>National Curriculum Links KS2</u></p> <ul style="list-style-type: none">play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the interrelated dimensions of musiclisten with attention to detail and recall sounds with increasing aural memoryuse and understand staff and other musical notationsappreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music	<p><u>Skills Developed</u></p> <p>Increased ability to write traditional music notation.</p> <p>Increased ability to read traditional music notation.</p> <p>Increased understanding of the dynamics of written music.</p>	<p><u>Background Crucial Knowledge</u></p> <p>Tempo describes how fast or slow an instrument is played.</p> <p>Tuned instruments have notes which have a different sound.</p> <p>Rhythm is a repeated pattern of sounds.</p> <p>The beat is the steady pulse you feel in a tune.</p> <p>Time signature tells us how many counts are in each bar, and what type of notes are being played.</p> <p>Music notation tells the player how to play a sound.</p> <p>A crochet is a musical note which lasts one beat and a minim is a musical note which lasts two beats.</p>



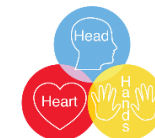
	<p><u>Crucial Knowledge for Individual Lessons</u></p> <p>Draw a treble clef. Read the musical notation for EGBDF / FACE in the treble clef. Use musical notation with increased fluency. Use a variety of notation when performing. Quickly read notes and rests with understanding of beats</p> <p>Lesson 1: Introduction of unit, sharing of Knowledge Organiser and discussion/recording of prior knowledge.</p> <p>Lesson 2: The treble clef is the most used clef in Western music notation. It primarily notates musical notes above middle C.</p> <p>Lesson 3: Music notation is written on a staff. A staff is 5 horizontal lines that show us the pitch of a musical note.</p> <p>Lesson 4: Recap of A crochet is a musical note which lasts one beat and a minim is a musical note which lasts two beats. A quaver is a musical note which lasts half a beat.</p> <p>Lesson 5: A semibreve is a musical note which lasts for four beats.</p> <p>Lesson 6: Musicians write their music down as musical notation.</p> <p>Lesson 7: Discussion of what was learnt in this unit.</p>	<p><u>Extended Crucial Knowledge</u></p> <p>Key signature, in musical notation, is the arrangement of sharp or flat signs on particular lines and spaces of a musical staff, to indicate that the corresponding notes, in every octave, are to be consistently raised (by sharps) or lowered (by flats) from their natural pitches.</p> <p>Pianissimo (pp) – very quiet Mezzo forte (mf) – moderately loud Fortissimo (ff) – very loud Sforzando (sfz) – a sudden, forced loud</p>	<p>A quaver is a musical note which lasts half a beat.</p> <p><u>Application of Skills</u> Drawing of treble clef and notation on a staff.</p> <p>Read and play musical notes with increasing speed.</p> <p>Compose small 4/4 composition using musical notation, as a solo or as part of an ensemble.</p>
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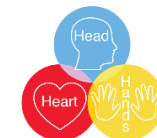
Strand of learning: Compose a Song (Garage Band)			
Spring	<p>National Curriculum Links KS2</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	<p>Skills Developed</p> <p>Create a rhythm for several instruments which fits into a 4/4 time signature.</p> <p>Creating a melody within a specific key signature.</p> <p>Creating a chord accompaniment which compliments the melody.</p> <p>Adding appropriate dynamics to enhance a song.</p>	<p>Background Crucial Knowledge</p> <p>A tune is a melody.</p> <p>Rhythm is a repeated pattern of sounds.</p> <p>Time signature tells us how many counts are in each bar, and what type of notes are being played.</p> <p>Tempo describes how fast or slow music is played.</p> <p>A chord is the combination of 3 or more notes being played at the same time.</p> <p>Piano means to play softly.</p> <p>Forte means to play loudly.</p>
	<p>Crucial Knowledge for Individual Lessons</p> <p>*Use a variety of different musical devices including melody, rhythm, chords.*Show thoughtfulness in selecting sounds / ideas.</p> <p>*Improvise freely using tuned percussion and melodic instruments.</p> <p>*Improvise with groove, beat and dynamics including p and f.</p>	<p>Extended Crucial Knowledge</p> <p>Key signature, in musical notation, is the arrangement of sharp or flat signs on particular lines and spaces of a musical staff, to indicate that the corresponding notes, in every octave, are to be consistently raised</p>	<p>Application of Skills</p> <p>The creation of song which includes a melody with balanced beat/ rhythm, accompanying, choral enhancement,</p>



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	<p><i>*Compose melodies with rhythmic or choral accompaniment</i></p> <p>Lesson 1: Introduction of unit, sharing of Knowledge Organiser and discussion/recording of prior knowledge.</p> <p>Lesson 2: Songs include rhythm to help the players of the music keep in time. These include the elements of underlying beat, time signature and tempo.</p> <p>Lesson 3: Songs need a good melody to capture and hold a listener's attention. Melodies that are good often start and end on the same note.</p> <p>Lesson 4: Songs need many instruments playing to add interest.</p> <p>Lesson 5: Chords enhance the melody of a song.</p> <p>Lesson 6: Dynamics add interest to the rhythm, melody and chordal accompaniment of a song.</p> <p>Lesson 7: Discussion of what was learnt in this unit.</p>	<p>(by sharps) or lowered (by flats) from their natural pitches.</p> <p>Pianissimo (pp) – very quiet Mezzo forte (mf) – moderately loud Fortissimo (ff) – very loud Sforzando (sfz) – a sudden, forced loud</p>	<p><i>with a consideration of the dynamics of the piece.</i></p>
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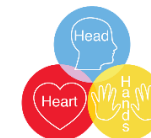


Music (Year 6): Strand of learning – Listening and Performance

Strand of learning: <i>Singing (Christmas concert or Leaver's assembly)</i>			
Autumn	<p><u>National Curriculum Links KS2</u></p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	<p><u>Skills Developed</u></p> <p>Development of singing as part of a group or as a soloist.</p> <p>Listening for musical cues to help with timing.</p>	<p><u>Background Crucial Knowledge</u></p> <p>A melody is a tune that can be sang.</p> <p>Singing must also be in time with the beat.</p> <p>Your voice is an instrument. Singing can be using your voice in different ways, not just singing words.</p> <p>You can change the pitch of your voice, and use it to create chants and rhythms.</p> <p>It is important to sing the words properly when singing a song.</p>
	<p><u>Crucial Knowledge for Individual Lessons</u></p> <ul style="list-style-type: none"> Singing is to perform songs or tunes using our voices including syncopated rhythms. Lyrics are the words of a song. 	<p><u>Extended Crucial Knowledge</u></p> <ul style="list-style-type: none"> Projection is the ability to be heard by the audience. 	<p><u>Application of Skills</u></p> <p>Singing in time as a soloist, or as part of an ensemble.</p>



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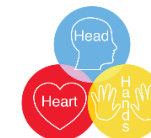


	<ul style="list-style-type: none"> • Solo is when someone sings or plays an instrument on their own. • An ensemble is when a group of people perform together. • Singing in rounds means 3 to 5 singers sing a melody in unison or starting at different times. <p>Lesson 1: Introduction of unit, sharing of Knowledge Organiser and discussion/recording of prior knowledge.</p> <p>Lesson 2: Singing is to perform songs or tunes using our voices including syncopated rhythms. This means the accent of the beat is placed somewhere unexpected.</p> <p>Lesson 3: The lyrics are the words in a song and they enhance the meaning of song.</p> <p>Lesson 4: A soloist is a when a singer performs the entire song or part of the song along.</p> <p>Lesson 5: An ensemble is when a group of singers perform together.</p> <p>Lesson 6: Singing in rounds is when 3-5 soloists, or 3-5 ensembles sing a melody in unison and/ or starting at different times.</p> <p>Lesson 7: Discussion of what was learnt in this unit.</p>	<ul style="list-style-type: none"> • The range refers to the notes that a given performer can sing comfortably. • A round is a tune where the melody is sung in two or more voices. After the first voice begins, the next voice starts singing after a couple of measures are played in the preceding voice. All parts repeat continuously. • Crescendo Gradually getting louder. • Diminuendo Gradually getting quieter. • Call and response 2 phrases, the second responding to the first. 	<p>Singing in time whilst in rounds.</p>
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Strand of learning: Listen and Evaluate (World Music)			
<p>Summer</p>	<p><u>National Curriculum Links KS2</u></p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music 	<p><u>Skills Developed</u></p> <p>Knowledge of world music and its' characteristics.</p> <p>Knowledge and identification of world instruments and their distinctive sounds.</p> <p>Conceptualising world music according to its place in history.</p> <p>A enhanced knowledge of the European Orchestra and of each component.</p>	<p><u>Background Crucial Knowledge</u></p> <p>Music be put into different groups, which sound similar. This is called genre.</p> <p>An orchestra has 4 instrumental sections – Strings, Woodwind, Brass and Percussion.</p>



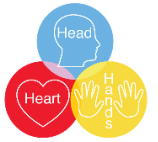
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	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 		<p>Music from different time periods share similar characteristics.</p>
	<p><u>Crucial Knowledge for Individual Lessons</u></p> <ul style="list-style-type: none"> Listening is thinking about the sounds you hear. Tuned instrument is an instrument that plays set notes e.g. piano. Un-tuned instrument is an instrument that does not play set notes e.g. drums. There are four main instrument families: strings, woodwind, brass and percussion. Brass instruments are made of brass or some other metal and make sound when air is blown inside. Percussion instruments make sounds when they are hit, such as a drum or a tambourine. String instruments create a unique sound when the strings of the instrument vibrate from being plucked, bowed, or struck. Discuss a range of musical genres and the purpose of different instruments (focus on World Music) <p>Lesson 1: Introduction of unit, sharing of Knowledge Organiser and discussion/recording of prior knowledge. Lesson 2: There are four main instrument families: strings, woodwind, brass and percussion.</p>	<p><u>Extended Crucial Knowledge</u></p> <ul style="list-style-type: none"> Brass instruments include trumpet, trombone, tuba, French horn, cornet, and bugle. Percussion instruments include drums, cymbals, triangle, chimes, tam-tam, glockenspiel, timpani, bells, and xylophone. Stringed instruments include the violin, viola, cello, bass, harp, and dulcimer. <p>Woodwind instruments include flute, piccolo, clarinet, recorder, bassoon, and oboe.</p> <p>World Music includes, Non-European classical music (e.g. Chinese guzheng music, Indian raga music, Tibetan chants),</p> <p>World Music instruments include instruments like sitar, tabla, harmonium, tanpura, shruti box, oud, djembes and various other African percussion, kalimba, dumbek, Native American-style flute, a</p>	<p><u>Application of Skills</u></p> <p>Research of a particular country's music as a PowerPoint.</p> <p>Research into a composer's life and works.</p> <p>Research into the history of a certain country's music.</p> <p>Identification of instruments within a piece of music.</p> <p>Identification of characteristics of music from certain places.</p>



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	<p>(Recap of the 4 types of instruments in an orchestra, but with the added detail of how they are played.)</p> <p>Lesson 3: Tuned instruments are instruments that play set notes and un-tuned instruments are instruments that do not play set notes.</p> <p>Lesson 4: Music has been played across the world for thousands of years.</p> <p>Lesson 5: Music from certain countries has a distinctive sound because of the use of certain instruments traditional to that country.</p> <p>Lesson 6: Different countries have famous composers.</p> <p>Lesson 7: Discussion of what was learnt in this unit.</p>	<p>wide range of traditional Celtic instruments such as harp, dulcimer, bouzouki, bagpipe & chanter, tin-whistle, bodhran</p>	<p>Quizzes to show knowledge.</p> <p>Posters to show knowledge.</p>
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