

Music



Know more, remember more



Know yourself, grow yourself



Use your learning, develop your skills



Curriculum overview

Year		Autumn	Spring	Summer
1	Strand	Listening		
	Termly Focus	Drumming (Beat and Rhythm)	Instruments of Orchestra (Pitch / timbre)	
2	Strand	Performing		
	Termly Focus	Class room percussion	Ocarina	Ocarina
3	Strand	Performing- Ukeles		
	Termly Focus			
4	Strand			
	Termly Focus			
5	Strand	Composition		
	Termly Focus	Familiarity with Technology	Explore different techniques	Compose a song
6	Strand	Listen and perform		
	Termly Focus	Singing	Listen and evaluate music	



Music (Year 1): Strand of learning – Listening

Crucial Knowledge- Term 1 (Drumming - beat and rhythm)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none">• Identify pulse.• Identify a rhythmical pattern.• Music can be live or recorded.• Music can tell a story or describe something (Programme Music – Carnival of the Animals, Peter and the Wolf, Hall of the Mountain King, BBC ten pieces).	<ul style="list-style-type: none">• Find the beat in a piece of music.• Use the correct terminology to identify the inter-related dimensions of music: Pitch, Rhythm (duration), Tempo, Timbre, Texture.	<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.
Crucial Knowledge- Term 2 (Instruments of Orchestra-pitch/timbre)	Expanded Knowledge	Apply/Prove
<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.	<ul style="list-style-type: none">• Begin to recognise some orchestral instruments in a piece of music.• Express their opinion about pieces of music using appropriate musical vocabulary.	<ul style="list-style-type: none">• Name the 4 instruments of the Orchestra.• Name some genres of music and describe what they sound like.• Name some instruments being played in a piece of music.• Sort some Orchestra instruments into the 4 types.

Music (Year 2): Strand of learning – Performing

Crucial Knowledge- Term 1 (Classroom percussion)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> Use their voices <i>expressively and creatively</i> by singing songs and speaking chants and rhymes. Sing with good diction. Begin to be able to sing in tune songs with a limited range. Sing in time to a steady beat. Play tuned and untuned instruments musically. Keep in time with a steady pulse. Know the names of some instruments. Perform simple rhythms in 4/4 time (4 beats per bar). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrate using their voices <i>expressively</i>. Show they can sing with good diction. Show they can begin to sing songs with different ranges (high and low notes). Play tuned and untuned instruments musically. Demonstrate they can keep in time with a pulse. Perform simple rhythms in 4/4 time (4 beats per bar).

Crucial Knowledge- Term 2 (Ocarina)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> Know the names of a variety of instruments. Play 5 notes on the ocarina – C,D E F G. Read simple rhythmic notation – semibreve, minim, crotchet and quavers). Change the tempo or dynamics while playing an instrument. Compose a simple tune using three or four notes. Create sound effects for a picture or story, thinking about how music can create a mood. Write down their compositions using symbols, pictures or patterns. Express their opinion about pieces of music. 	<ul style="list-style-type: none"> A melody is the tune. An accompaniment is the background. 	<ul style="list-style-type: none"> Name a variety of instruments. Demonstrate that they can play 5 notes on the ocarina. Show that they can read simple rhythmic notation. Demonstrate changing the tempo whilst playing an instrument. Create sound effects for a picture or story, thinking about how music can create a mood. Write down their compositions using symbols, pictures or patterns. Discuss/ demonstrate their opinion about pieces of music.



Music (Year 3/4): Strand of learning – Performing (Cycle B 2021-22)

Crucial Knowledge – Ukeles (Autumn)	Expanded Knowledge	Intent/Prove
<p><u>Strumming, plucking and chord shapes.</u></p> <p>Holding an ukulele correctly with reminders.</p> <p>Pluck and strum on strings rhythmically and on the beat.</p> <p>Produce a clean sound.</p> <p>Play the chords: C, F, G7 with support.</p> <p>Change between 2 chords with support.</p>	<p>Holding an ukulele correctly independently.</p> <p>Pluck and strum on strings in time with a song.</p> <p>Play the chords: C, F, G7 with reminders.</p> <p>Change between 2 chords with practise.</p> <p>Play and sing at the same time.</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>

Crucial Knowledge – (Spring)	Expanded Knowledge	Intent/Prove
<p><u>Reading notations and practicing pieces</u></p> <p>Hold an ukulele correctly independently.</p> <p>Self-correcting posture or fingers to produce a cleaner sound.</p> <p>Strum and change chords confidently in time with practise.</p> <p>Sing and play a familiar two chord song.</p>	<p>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>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>



<p>Recognise how notes have different rhythms depending on their notation.</p> <p>Recognise some familiar chords and notation.</p>		
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Crucial Knowledge – (Summer)	Expanded Knowledge	Intent/Prove
<p><u>Performing solos and ensembles</u></p> <p>Hold an ukulele correctly independently.</p> <p>Self-correcting posture or fingers to produce a cleaner sound.</p> <p>Strum and change chords confidently in time with practise and experiment with different rhythms and styles.</p> <p>Sing and play a familiar two or 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>Playing new songs using site-reading with only some support.</p>	<p>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>



Listen to the people in their group when playing to stay in time.		
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Music (Year 5/6): Strand of learning – Composition (Cycle B 2021-22)

Crucial Knowledge	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none">• The voice is an instrument• Music can be used for a range of purposes• Different forms of notation serve different purposes• How to combine groups of beats• How to use a variety of different musical devices in your composition (E.g. melodies, rhythms and chords)• You can create music without a physical instrument	<ul style="list-style-type: none">• A small change in tempo can change the effectiveness of a piece of music.• Evaluate, refine and improve my work	<ul style="list-style-type: none">• Singing for a purpose (e.g. Assemblies, Pantomime)• Record vocals onto Garage Band• Compose music for a purpose• Create a simple beat• Perform in solo and ensemble contexts,