

Music Knowledge and Skills Map						
Culture Capital British Values						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Topic: Me, myself and I Nursery rhymes: Row row row your boat 5 fat sausages It's raining it's pouring Incy wincy spider Twinkl twinkle Wheels on the bus</p>	<p>Topic: Festivals and Celebrations Nursery rhymes: 12345 once I caught a fish alive 5 little men in a flying saucer 10 green bottles Humpty Dumpty If you're happy and you know it The grand old duke of York</p>	<p>Topic: Brr...it's cold Nursery rhymes: Hickory dickory dock Old Macdonald 5 little ducks Baa baa black sheep Mary had a little lamb Pat a cake</p>	<p>Topic: Growing and Changing Nursery rhymes: Three blind mice Two little dickie birds 5 little speckled frogs 5 currant buns 5 little monkeys Ten in a bed</p>	<p>Topic: Real life superheroes Nursery rhymes: This old man One finger one thumb Alice the camel Miss Polly had a dolly Little miss muffet Bingo</p>	<p>Topic: Sun, sea, sand...! Nursery rhymes: Head shoulder knees and toes Hey diddle diddle I'm a little teapot Wind the bobbin up Sleeping bunnies Jack and Jill</p>
	<p>Key knowledge: Know the name of 'drum, triangle, rattle, shaker'.</p>	<p>Key knowledge: Know that we use good listening skills when listening to music e.g. being quiet Know that we can listen to music in lots of different ways.</p>	<p>Key knowledge: Know what a drum is. Look at different drums incl bongo and djembe. know how to take care of drums and play them.</p>	<p>Key knowledge: Know that we can play music fast/slow. Know that we can play music loud/quiet. Know that an ipad can produce sound.</p>	<p>Key knowledge: Know that some instruments are hit: drums, xylophones, triangles. Know that some instruments are plucked: ukulele, guitar, harp. Know that some instruments are blown: recorders and trumpets. Know that some instruments have keys: pianos.</p>	<p>Key knowledge: Know that some instruments can be shaken. Know that we don't shout when singing.</p>
	<p>Key Skills: Explore sounds e.g. that wind chimes make, that drums make, rattles and rain makers. Accompany a song with some instruments and sounds e.g. Old MacDonald</p>	<p>Key Skills: Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Sing familiar songs for the Nativity performance.</p>	<p>Key Skills: Develop listening skills through active listening activities. Listen to the sound of a drum. Listen for it through different songs and try to tap what they hear. The who 'my generation'; Adam and the Ants: dog Eat dog. Chinese Drum music. Look at and compare different drums. Play sound-matching games. Use their hands and beaters.</p>	<p>Key Skills: Play drums with increasing control to express their feelings and ideas e.g. soft, quiet and slow, loud and fast drumming. Use a musical app to show drumming on a tablet and a key board. Listen to and comment on samba drums and African drums. Remember and sing entire songs. When teaching songs to children be aware of your own pitch. Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes.</p>	<p>Key Skills: Encourage children to experiment with different ways of playing instruments. Understand that different instruments make different sounds. Group instruments based on how sound is made. Think of sounds and songs linked to jobs e.g. sirens; I am the baker man. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Sing slowly, so that children clearly hear the words and the melody of the song.</p>	<p>Key Skills: Create their own songs, or improvise a song around one they know e.g. the Sun has got his hat on; wheel on the bus; twinkl twinkl, brush your teeth, its raining, its pouring. Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'. Clap or tap to the pulse of songs or music, and encourage children to shake things to make noises and sounds such as castanets, rain shakers etc. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout</p>
Vocabulary	Drum, rattle, triangle, shaker	Listen,	Drum, bongo, djembe.	Samba drum, African drum.	Hit, plucked, blown, keys	Shake, 'singing voice'
Trips/Visitors						
Reception	<p>Topic: Me, myself and I Nursery rhymes: Row row row your boat 5 fat sausages It's raining it's pouring Incy wincy spider Twinkl twinkle Wheels on the bus</p>	<p>Topic: Festivals and Celebrations Nursery rhymes: 12345 once I caught a fish alive 5 little men in a flying saucer 10 green bottles Humpty Dumpty If you're happy and you know it The grand old duke of York</p>	<p>Topic: Brr...it's cold Nursery rhymes: Hickory dickory dock Old Macdonald 5 little ducks Baa baa black sheep Mary had a little lamb Pat a cake</p>	<p>Topic: Growing and Changing Nursery rhymes: Three blind mice Two little dickie birds 5 little speckled frogs 5 currant buns 5 little monkeys Ten in a bed</p>	<p>Topic: Real life superheroes Nursery rhymes: This old man One finger one thumb Alice the camel Miss Polly had a dolly Little miss muffet Bingo</p>	<p>Topic: Sun, sea, sand...! Nursery rhymes: Head shoulder knees and toes Hey diddle diddle I'm a little teapot Wind the bobbin up Sleeping bunnies Jack and Jill</p>
	<p>Key knowledge: Know the songs – Dressing up. Being someone new. If I were a butterfly. How do you do?, Hands and Feet. I've got a Tambour, Anase, Puss and Ratta. (music Express) Know how to make patterns using different body part.</p>	<p>Key knowledge: Know the songs: Space Hopper, Rocket Ride, Jack-in-the-box, The three bears (music express) Know that in a call and response song you copy the adult. Know songs that help tell the Nativity story.</p>	<p>Key knowledge: Know songs linked to Chinese New Year – Noodle Song and Yummy Yummy Cha. Jammerquack jive. Know how to tap a steady beat.</p>	<p>Key knowledge: Know the songs: Sunflower Seeds, Growing up. Storm, Water, Look out for rainbows. Know that actions help people understand the song.</p>	<p>Key knowledge: Know the songs: Big Litter Muncher, Where Does it end? Know that music comes from other countries – Samba:Brazil</p>	<p>Key knowledge: Know the songs: 'He's got the world in his hand.' My Bonnie lies over the ocean. The Sea is Stuck in a Shell, Sea Creatures. Know that songs and music can help tell stories.</p>

	<p>Key Skills: Explore matching different sounds to different actions. Explore music from other countries, move to it and know how to keep a steady beat.</p>	<p>Key Skills: Can sing and perform in a group. Can explore pitch and identify higher and lower sounds. Can sing call and response songs and know how to copy phrases and respond to phrase sung by an adult.</p>	<p>Key Skills: Listen to recorded music eg Happy by Pharell Williams to choreograph own moves and move in time to a steady beat. Explore a Chinese dragon dance: learn some of the steps and move in time to the music. Can retell stories using sound effects. Can explore making their own music by making up their own words and sounds that accompany them.</p>	<p>Key Skills:Learn Caterpillar Caper with actions to help explain the life cycle of a caterpillar. Can identify louder and quieter parts of the music. Listen to music with louder and quieter parts to change movement to. Can create their own pieces of music that has louder and quieter point in.</p>	<p>Key Skills: Explore making their own music and sounds using recycled materials. Have musicians in to explore a variety of instruments and talk about their music. Can listen attentively to music. Can listen to and respond to music from countries that they have looked at – Brazil Samba.</p>	<p>Key Skills:Explore ways of making different sounds on instruments and playing them in different ways. Use Uncle Chain Maker to help explore the sounds that can be heard at the sea.</p>
Vocabulary	Song, singing, beat, steady	Copy, respond, high, low		Loud, quiet	Samba, Brazil	
Trips/Visitors						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Units: Menu song Focus: Active listening (movement), beat, echo singing, showing pitch moving. (Progression snapshot 1)</p>	<p>Units: Colonel Hathi's march Focus: Beat, march, timbre, film music Magical musical aquarium Focus: timbre, pitch, structure, graphic symbols, classical music</p>	<p>Units: Football Focus: Beat, ostinato, pitched, unpitched patterns, mi-re-do, (Progression Snapshot 2)</p>	<p>Units: 'Dawn' from Sea Interludes Focus: Beat, active listening, 20th century classical music. Musical conversations Focus: Question-and-answer, timbre, graphic score.</p>	<p>Units: Dancing and drawing to Nautilus Focus: Active listening, electronic music Cat and mouse Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation</p>	<p>Units: Come dance with me Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills. (Progression snapshot 3)</p>
	<p>Watch/Listen/Move: 'Be our guest' from Beauty and the Beast. 'Food, glorious food' from Oliver! The herring song (Traditional arr. Chris Haslam). Rain is falling down progression snapshot 1 videos (Sing Up)</p>	<p>Watch/Listen/Move: 'Colonel Hathi's march' from The Jungle Book (Sherman & Sherman). 'Colonel Hathi's march' from The Jungle Book (Sherman & Sherman arr. Laurent Pierre). Tuba demonstration (Minnesota Orchestra). Glockenspiel demonstration (Minnesota Orchestra). Royal Marines massed bands – beating retreat 2018. Follow my feet video from Sing Up's Developing musicianship toolkit. 'March of the toy soldiers' from The nutcracker (Pyotr Ilyich Tchaikovsky. Choreography by George Balanchine). 'March of the toy soldiers' from The nutcracker (Pyotr Ilyich Tchaikovsky. Performed by the Royal Ballet). Watch/Listen/Move: 'Aquarium' from The carnival of the animals (Camille Saint-Saëns). Hey, hey activity: Matching pitch – with voices and Have you brought your speaking voice?</p>	<p>Watch/Listen/Move: Don't clap this one back. Rain is falling down: matching pitch using body ladders Teacher reference video from Sing Up's Developing musicianship toolkit. Rain is falling down progression snapshot 2 videos (Sing Up).</p>	<p>Watch/Listen/Move: Pitch pencils video from Sing Up's Developing musicianship toolkit. 'Dawn' from Sea interludes (Benjamin Britten). Sailor, sailor on the sea . Watch/Listen/Move: Dueling banjos (Eric Dunbar & Stephen Baime).</p>	<p>Watch/Listen/Move: Nautilus animated video (Anna Meredith). Nautilus live video (Anna Meredith). Tremble (Scottish Ballet). Prada Spring/Summer 2014 Women's clothes advert. Watch/Listen/Move: Sing Up videos with Steve Grocott: Three little mice. Expression, pitch, and tempo using The old grey cat. Rhythm, pulse, beat, and pitch using What do you want to eat, little mouse? • Duetto buffo di due gatti (Cat duet) (Rossini/Pearsall). • The cat and the mouse (Aaron Copland).</p>	<p>Watch/Listen/Move: • Sing Up's Developing musicianship toolkit videos: Playing with pitch pencils. Copy my actions. Let's copy your actions! Walk and stop. • Rain is falling down progression snapshot 3 videos (Sing Up).</p>
	<p>Key knowledge: Know the importance of rehearsal in developing a performance. Know that a verse is one section of a song.</p>	<p>Key knowledge: Know that pitch means making high and low sounds. Know that dynamics mean loud and quiet.</p>	<p>Key knowledge: Understand that in music when we write symbols that tells us how to make sounds. Name 1 tuned and 1 untuned instrument.</p>	<p>Key knowledge: Know that we can emphasise different beats within the metre. Know that we can play instruments in different ways.</p>	<p>Key knowledge: Know that music can reflect feelings and ideas. Know that changes in dynamics and tempo are used to reflect the mood of the music.</p>	<p>Key knowledge: Know that rhythms can be performed with words as well as notes. Know that two rhythms played together can make the texture of a song.</p>

	<p>Know a call and response song is a series of two parts usually played or sung by different musicians.</p> <p>Know that the pulse of a song is its steady beat.</p> <p>Recognise that music changes speed-fast/slow.</p> <p>Recognise that music can be high/low.</p> <p>Key Skills: Improvise and compose Participate in creating a dramatic group performance using kitchen themed-props.</p> <p>Sing and Play Sing a cumulative song from memory, remembering the order of the verses. Play classroom instruments on the beat. Copy a leader in a call-and-response song, show the shape of the pitch moving with actions and sing using mi-re-do.</p> <p>Listen and appraise Listen and move in time to the song.</p>	<p>Know that duration means how long a beat lasts.</p> <p>Begin to understand to timbre is the texture of the music.</p> <p>Recognise that a sequence is when sounds are put together e.g. like words in a sentence.</p> <p>Key skills: Improvise and compose Compose music to march to using tuned and untuned percussion. Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols</p> <p>Sing and Play Sing a unison song rhythmically and In tune. Play percussion instruments expressively, representing the character of their composition</p> <p>Listen and appraise Respond to musical characteristics through movement. Describe the features of a march using music vocabulary. Listen to 'Aquarium' reflecting the character of the music through movement.</p>			<p>Understand that the texture of music, is made up of the pulse and a rhythm.</p> <p>Know that rhythm is a pattern of short and long sounds.</p> <p>Key skills: Improvise and compose Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record notations with stick and other notations.</p> <p>Sing and Play Perform actions to music, reinforcing a sense of beat. Sing and chant songs and rhymes expressively.</p> <p>Listen and appraise Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music.</p>	
Vocabulary:	Fast, slow, high, low, pulse,	Pitch, dynamics, duration, timbre, sequence	Symbols, tuned, untuned, glockenspiel, chime bar, tambourine, shaker, maraca, claves, bells, triangle, woodwind, percussion, brass, string	Metre, soundscape, pattern	Tempo, rhythm	Word rhythms,
Trips/visitors						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Units: Tony Chestnut Focus: beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion. (Progression snapshot 1)</p> <p>Watch/Listen/Move: I want you to be my baby (Louis Jordan & his Tympany Five). Pitch pencils video from Sing Up's Developing musicianship toolkit. Hi lo chicka lo progression snapshot 1 videos (Sing Up). Fanfarra (Cabua-le-le) (Sérgio Mendes).</p>	<p>Units: Carnival of the animals Focus: timbre, tempo, dynamics, pitch, classical music</p> <p>Composing music inspired by birdsong Focus: Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.</p> <p>Watch/Listen/Move: 'Aquarium', 'Characters with long ears', 'Fossils', 'The swan', 'Tortoises'. 'The elephant' and 'Aviary' from Carnival of the animals (Camille Saint-Saëns). Danse macabre (Camille Saint-Saëns). Watch/Listen/Move:</p>	<p>Units: Grandma Rap Focus: Duration (crotchet, quavers, crotchet rest, unison, round) (Progression snapshot 2)</p> <p>Watch/Listen/Move: Walk and stop, Copy my actions, and Stepping durations videos from Sing Up's Developing musicianship toolkit. Hi lo chicka lo progression snapshot 2 videos (Sing Up). Marble machine (Wintergatan). Supercalifragilisticexpialidocious lyric video (Sherman & Sherman)</p>	<p>Units: Orawa Focus: beat, rhythm, repetition, structure, 20th century classical music.</p> <p>Trains Focus: To create music inspired by train travel, volume/dynamics, speed/tempo</p> <p>Watch/Listen/Move: Orawa (Wojciech Kilar). Watch/Listen/Move: Short ride in a fast machine (John Adams). The little train of Caipira (Heitor Villa-Lobos). Main theme from 633 Squadron (Ron Goodwin)</p>	<p>Units: Swing-a-long with Shostakovich Focus: 2- and 3- time, beat, beat groupings, 20th century classical music</p> <p>Charlie Chaplin Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch, duration, dynamics.</p> <p>Watch/Listen/Move: Jazz suite No. 1 – 2. 'Polka' (Dmitri Shostakovich). Jazz suite No. 2 – 6. 'Waltz II' (Dmitri Shostakovich). Watch/Listen/Move: 'The lion's cage' – a scene from the 1928 film The circus (Charlie Chaplin).</p>	<p>Units: Tanczmy labada Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns. (Progression snapshot 3)</p> <p>Watch/Listen/Move: Demonstration of the Krakowiak dance. Follow my feet and Walk and freeze videos from Sing Up's Developing musicianship toolkit. Rondo à la Krakowiak in F major (Op.14) (Frédéric Chopin). Hi lo chicka lo progression snapshot 3 videos (Sing Up).</p>

		Skylark – singing and chirping birds in the spring sky (Wildlife World). The birds (P.154 – V. The cuckoo) (Ottorino Respighi). Oiseaux exotiques (Olivier Messiaen). The lark ascending (Ralph Vaughan Williams).		The wagon passes (Nursery suite V) (Edward Elgar).		Polish folk music, performed live (FisBanda). Polish traditional folk dance: Krakowiak (Lublin, Folk Dances Around the World).
	Key knowledge: Know that diction is when we announce words when singing. Know that notation is when we record music by writing it down. Know that there can be four beats in a metre.	Key knowledge: Know that timbre means the texture of the sound. Know that a conductor helps us to keep in time and to remember key parts of the music being performed. Know that an ostinato is a repeated rhythmic pattern. Know that evaluating means thinking about strengths and weaknesses of a piece of music.	Key knowledge: Know that notation tells you at what pitch to play – high or low. Know the difference between a beat and a rhythm.	Key knowledge: Know that we can combine sounds. Know that music is a form of storytelling. Know that accompaniment is a musical part that supports or partners an instrument/voice or group.	Key knowledge: Know that a chant is repeating rhythmic pattern. Know that a score is the printed form of music. Know that humans can create music on information technology.	Key knowledge: Know that a melody is used to demonstrate the main theme of the song. Know that a melody is ‘sweet sounding.’ Know that a scale is a graduated sequence of notes. Know that a scale has 8 notes.
	Key Skills: Improvise and compose Improvise rhythms along to a backing track using the note C or G. Compose call-and-response-music. Sing and Play. Play the melody on a tuned percussion instrument. Sing with good diction. Listen and appraise Recognise and play echoing phrases by ear.	Key Skills: Improvise and compose Select instruments and compose music to reflect an animal’s character. Invent simple patterns using voices, body percussion, and then instruments. Follow signals given by a conductor/leader. Structure compositional ideas into a bigger piece. Improvise solos using instruments Listen and appraise Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. Identify different qualities of sound (timbre) Recognise and respond to changes of speed (tempo), the length of notes, short/detached/smooth, and pitch using music vocabulary and/or movement.	Key Skills: Improvise and compose Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. Sing and Play Chant rhythmically and perform to an accompaniment children create. Chant and play rhythms using the durations of walk(crotchet) jogging (quavers) and shh (crotchet rest) from stick notation. Learn a clapping game that shows the rhythm. Listen and appraise Show the following durations with actions: ‘walk’ (crotchet) and ‘jogging’ (quavers)	Key Skills: Improvise and compose Improvise and compose, structuring short musical ideas to form a larger piece. Begin to understand duration and rhythm notation. Structure musical ideas into a whole-class composition. Sing and Play. Sing and play, performing composed pieces for an audience. Learn a simple rhythm pattern and perform it with tempo and volume changes. Learn about the musical terms <i>crescendo</i> , <i>diminuendo</i> , <i>accelerando</i> , <i>rituendo</i> . Follow signals from a conductor. Listen and appraise Listen and appraise with focus and attention to detail, recalling sounds and patterns. Listen to and analyse four pieces of music inspired by travel/vehicles.	Key skills: Improvise and compose Create action patterns in 2- and 3- time. Compose a soundtrack to a clip of a silent film. Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics. Listen and appraise Listen actively and mark the beat by tapping, clapping and swinging to the music. Listen and move, stepping a variety of rhythm patterns. Understand and explain how beats can be grouped into patterns and identify them in familiar songs. Move freely and creatively to music using a prop.	Key Skills: Sing and Play Demonstrate an internalised sense of pulse through singing games. Sing confidently in Polish and play a cumulative game with spoken call-and-response sections. Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. Listen and appraise Listen and match the beat of others and recorded music, adapting speed accordingly. Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.
Vocabulary:	call and response, notation,	Timbre, ostinato, rhythmic pattern, rehearsal	Notation, pitch lines	Expression, shape, accompany	Chant, woodwind, percussion, brass, string.	Melody, theme, scale
Trips/visitors						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Year 3	Topic: Wider Opportunities – Recorder David Bowie – Life on Mars 1605 Baroque Earl of Essex’s Galliard (Dowland) 1935 Dance of the Knights from Romeo and Juliet (Prokofiev)	Topic: Wider Opportunities – Recorder Led Zeppelin –Stairway to Heaven 1630 Miserere (Allegri) 1945 Four Sea Interludes from Peter Grimes (Britten)	Topic: Wider Opportunities – Recorder Henry VIII - Greensleeves 1680 Canon in D (Pachelbel) 1948 Circus Music Suite from The Red Pony (Copland)	Topic: Wider Opportunities – Recorder Celine Dion - My heart will go on Hornpipe from Water Music (Handel) 1964 I Got You (I Feel Good) (James Brown)	Topic: Wider Opportunities – Recorder Rolling Stones- Ruby Tuesday 1741 Hallelujah from Messiah (Handel) 1988 Different Trains (Steve Reich)	Topic: Wider Opportunities – Recorder Beatles – Fool on the hill 1796 Trumpet Concerto in E flat (Haydn) 1823 Overture from Semiramide (Rossini)
	Key knowledge:	Key knowledge:	Key knowledge:	Key knowledge: Know how to play the notes EDGAB.	Key knowledge:	Key knowledge:

	<p>Know how to hold a recorder – left hand near the top, right thumb holding back of recorder opposite fourth hole.</p> <p>Know how to blow into the recorder – saying tu.</p> <p>Know that making a sound into the recorder is called tonguing.</p> <p>Know how to play the notes B and A.</p> <p>Know how to alternate between the notes B and A.</p> <p>Know that a crotchet is 1 beat.</p> <p>Know that a quaver is ½ a beat.</p>	<p>Know how to play the note G, A, B and alternate playing them.</p> <p>Know that a minim is 2 beats.</p> <p>Know that a 2crotchet sign at the beginning of the stave means there are two beats in the bar.</p> <p>Know that a 4crotchet sign at the beginning of the stave means there are 4 beats in a bar.</p> <p>Know that a tick means you take a breath</p> <p>Know that a rest sign means you don't play.</p>	<p>Know how to play the notes E and D (plus GAB)</p> <p>Know that a dotted crotchet is worth 3 beats.</p> <p>Know that a 3crotchet sign at the beginning of the stave means there are 3 beats in the bar.</p> <p>Know that when there is a tie sign you do not play the second note (the same note) separately.</p>	<p>Know that a slurred line means you continue blowing but change the fingering.</p>	<p>Know how to play the notes C and EDGAB.</p> <p>Know that a staccato note has a dot underneath the note.</p> <p>Know that to play a staccato note you say tut instead of tu into the recorder.</p>	<p>Know how to play the note D (and GABEDC)</p> <p>Know that D can be at the bottom of the scale or the top (octave)</p>
	<p>Key skills:</p> <p>Begin to play some simple pitch notation.</p> <p>Begin to play some 4 beat rhythm notation.</p> <p>Copy a rhythmic phrase.</p> <p>Clap the rhythms of songs.</p>	<p>Key skills:</p> <p>Begin to play some simple pitch notation.</p> <p>Begin to play some 4 beat rhythm notation.</p> <p>Begin to improvise rhythmic phrases.</p> <p>Clap the rhythms of songs while others tap the pulse.</p>	<p>Key skills:</p> <p>Play an increasing range of pitch notation.</p> <p>Begin to play 8 beat rhythm notation.</p> <p>Begin to improvise rhythmic phrases.</p> <p>Tap the metre of songs.</p>	<p>Key skills:</p> <p>Play a wide range of pitch notation.</p> <p>Begin to play 8 beat rhythm notation.</p> <p>Begin to improvise rhythmic phrases on instruments.</p> <p>Tap the metre of songs.</p>	<p>Key skills:</p> <p>Play simple melodic phrases from notation.</p> <p>Play 4 and 8 beat rhythm notation.</p> <p>Improvise rhythmic phrases on instruments.</p> <p>Clap the rhythms of songs while others tap the metre.</p>	<p>Key skills:</p> <p>Play simple melodic phrases from notation.</p> <p>Play 4 and 8 beat rhythm notation with confidence.</p> <p>Improvise rhythmic phrases on instruments.</p> <p>Clap the rhythms of songs while others tap the metre.</p>
Vocabulary:	Recorder, tonguing, note, stave, crotchet, quaver, beat	Minim, bar, breath sign	Tie sign, dotted crotchet, metre	slurred	staccato	Scale
Trips/Visitors			Manchester Irish festival			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Year 4	<p>Topic: Classical</p> <p>Handel – Zadok the Priest (Baroque link to religion)</p> <p>Haydn – Trumpet concerto 3rd movement (classical)</p> <p>Brahms – Hungaridan dance no.5 (Romantic)</p> <p>Holst-Mars from The Planets (big orchestral piece)</p> <p>Copeland – Hoedown (different style of classical)</p> <p>John Williams – Star Wars (film music)</p>	<p>Topic: Blues</p> <p>Sonhouse – Death letter blues (black acoustic blues)</p> <p>Coco Taylor – I'm a woman (link to rock and roll)</p> <p>John Lee Hooker – Boom boom (electric blues)</p> <p>Albert King – Born under a bad side (electric blues)</p> <p>Eric Clapton – Crossroads (white)</p> <p>Count Basie – Swing in the blues (links to jazz next topic)</p>	<p>Topic: Jazz</p> <p>Louis Armstrong – HeeBie Jeebies (1920s)</p> <p>Duke Ellington – Take the A train (1940s)</p> <p>Ella Fitzgerald – Dream a little dream (1950s)</p> <p>Charlie Parker – Donna Lee (1950s)</p> <p>Art Blakey – Moanin' (1960s)</p> <p>Herbie Hancock – Chameleon (modern jazz with technology)</p>	<p>Topic: Pop/rock</p> <p>Jerry Hue Lewis - Great balls of fire (1950s)</p> <p>The who - Baba O'Riley (1970s)</p> <p>Elton John – Philiadelphia Freedom (1970s)</p> <p>Prince – Purple rain (1984)</p> <p>Taylor Swift – Love story (2000s)</p> <p>Ariana Grande – One last time (2010s)</p>	<p>Topic: Rap</p> <p>NWA – Express yourself (1980s)</p> <p>Dr Dre – Still Dre (1990s)</p> <p>Eminem – Real Slim Shady (clean 2000s)</p> <p>Kanye West – Stronger (2000s)</p> <p>Dizze Rascal – Bonkers (2000s)</p> <p>Mlsteeq – All I want (2000s)</p>	<p>Topic: Celtic</p> <p>Black Velvet Band – Traditional Irish Songs: introduces Irish instruments</p> <p>Dirty Old Town – The Pogues: lyrical themes</p> <p>Star of the County Down - Van Morrison: similarities/difference to English music</p> <p>Whiskey in the Jar – Thin Lizzy: similarities/differences – Irish rock and folk</p> <p>Galway Girl – Steve Earl + Sharon Shannon – link to other countries (American country etc)</p> <p>Galway Girl – Ed Sheeran – how has modern music embraced Irish music?</p>
	<p>Key knowledge:</p> <p>Know that classical music is from 1600s – 1900s.</p> <p>Name at least 3 classical composers from the 6 covered.</p> <p>Know the 4 families of the orchestra – string, brass, woodwind, percussion.</p> <p>Name instruments of the orchestra: violin, viola, cello, double bass, flute.</p>	<p>Key knowledge:</p> <p>Know that blues music is linked to slavery.</p> <p>Know that blues music is a mix of European and African music.</p> <p>Know that blues music has twelve bars.</p> <p>Name at least 3 of the 6 artists covered.</p> <p>Name instruments associated with blues music– drums, bass, guitar, harmonica and piano.</p>	<p>Key knowledge:</p> <p>Name at least 3 of the 6 jazz artists covered.</p> <p>Know the use of dotted rhythms in jazz music creates a swing feel.</p> <p>Know that musicians make up their own sections of music, called improvisation.</p>	<p>Key knowledge:</p> <p>Name at least 3 of the 6 artists covered.</p> <p>Know that rock developed from blues music.</p> <p>Know that pop music is aimed at teenagers.</p> <p>Know that rock started in the 1950s.</p> <p>Know that rock music developed over the decades in the 90s.</p>	<p>Key knowledge:</p> <p>Name at least 3 of the 6 artists covered.</p> <p>Know that soul music is derived from black culture.</p> <p>Know that rap music derives from soul music.</p>	<p>Key knowledge:</p> <p>Name at least 3 of the 6 artists covered.</p> <p>Know that traditional Irish music often contains: fiddle, banjo, tin whistle</p> <p>Know that contemporary Irish music contains: fiddle, banjo, tin whistle, electric guitar.</p> <p>Give one example of how Irish music tells a story.</p>
	<p>Key skills:</p> <p>Listen to a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music and talk about how it makes you feel.</p> <p>Begin to create a simple melodic phrase.</p> <p>Explore changes of tempo/dynamics.</p> <p>Begin to sing in two parts.</p>	<p>Key skills:</p> <p>Listen to a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music and talk about how it makes you feel</p> <p>Begin to create a simple melodic phrase.</p> <p>Explore changes of tempo/dynamics.</p> <p>Begin to sing in two parts.</p>	<p>Key skills:</p> <p>Listen to a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music and talk about how it makes you feel</p> <p>Create a melodic phrase.</p> <p>Describe with more confidence changes of tempo/dynamics they have heard in familiar music.</p>	<p>Key skills:</p> <p>Listen to a range of types of music from different traditions.</p> <p>Create a melodic phrase.</p> <p>Listen/respond to live/recorded music and talk about how it makes you feel</p> <p>Describe with more confidence changes of tempo/dynamics they have heard in familiar music.</p>	<p>Key skills:</p> <p>Listen to a range of types of music from different traditions.</p> <p>Create a melodic phrase using accurate notation.</p> <p>Listen/respond to live/recorded music and talk about how it makes you feel</p> <p>Use changes of dynamics/tempo in their own compositions.</p>	<p>Key skills:</p> <p>Listen to a range of types of music from different traditions.</p> <p>Create a melodic phrase using accurate notation.</p> <p>Use changes of dynamics/tempo in their own compositions.</p> <p>Listen/respond to live/recorded music and talk about how it makes you feel</p>

	Begin to create a rhythmic phrase.	Begin to create a rhythmic phrase. Create an ostinato to reflect the mood suggested by an external stimuli. Begin to identify phrases of a song.	Sing an increasing range of songs in 2 parts. Begin to create a rhythmic phrase in binary form (AB) Identify the phrases of a song.	Sing an increasing range of songs in 2 parts. Create a rhythmic phrase in binary form (AB) Begin to create tunes for word phrase. Analyse basic song structures – chorus/verse	Decide how to perform a song. Sing with confidence in 2 parts. Begin to create a rhythmic phrase in ternary form (ABA) Create a tune for word phrases.	Decide how to perform a song. Sing with confidence in 2 parts. Create a rhythmic phrase in ternary form (ABA)
Vocabulary:	Violin, viola, cell, double bass, flute, classical period	Drums, bass, guitar, harmonica, piano	Improvisation, melodic phrase, binary form, rhythmic phrase	Song structure, chorus, verse, intro, bridge	Soul, ternary form, harmony,	Fiddle, banjo, tin whistle, contemporary. Traditional.
Trips/Visitors						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Year 5	<p>Topic: Classical</p> <p>Vivaldi – Winter from four seasons (Introduction to Baroque music)</p> <p>Mozart – Horn Concerto no.4 (Progression from Baroque to Classical)</p> <p>Tchaikovsky – The Nutcracker (Progression to Romantic)</p> <p>Verdi – Dies Irae (Big Orchestral piece)</p> <p>Gershwin – Rhapsody in Blue (demonstrate different classical styles/instruments of the orchestra)</p> <p>Hans Zimmer – Pirates of the Caribbean (film music)</p>	<p>Topic: Blues</p> <p>Robert Johnson – Crossroads (black male acoustic blues 1930s)</p> <p>Sister Rosetta Tharpe – Didn't it rain (filmed in Chorlton)</p> <p>Muddy Waters - Got my mojo working (electric blues 1964)</p> <p>BB King – The thrill is gone (electric blues 1960s)</p> <p>Rolling Stones – Little Red Rooster (white band 1964)</p> <p>Billy Holiday – Fine and mellow (black female 1920s link into next jazz topic)</p>	<p>Topic: Jazz</p> <p>Louis Armstrong – West End Blues (1920s)</p> <p>Ella Fitzgerald - Summer time (1930s)</p> <p>Glenn Miller – In the mood (1940s big band)</p> <p>Miles Davis – So what (1950s)</p> <p>Herbie Hancock – Watermelon man (1960s link to modern jazz 80s version with technology)</p> <p>Chick Corea – Spain (fusion 1980s)</p>	<p>Topic: Pop/rock</p> <p>Elvis Presley – Jailhouse rock (1950s)</p> <p>The Beatles – Sergeant Pepper (1960s)</p> <p>Queen – Somebody to love (1970s)</p> <p>Michael Jackson – Billie Jean (1980s)</p> <p>Rihanna – Umbrella (2000s)</p> <p>Katy Perry - firework (2000s)</p>	<p>Topic: Rap</p> <p>Sugarhill gang – Rapper's delight (1980s)</p> <p>Naughty by Nature – Hip hop hooray (1990s)</p> <p>Will Smith – Fresh Prince of Bel Air (1990s)</p> <p>Eminem – Lose yourself (2000s)</p> <p>Estelle featuring Kanye West – American Boy (2000s)</p> <p>Stormzy – Blinded by your grace (2010s)</p> <p>Hamilton the Musical – My shot (2010s)</p>	<p>Topic: Samba</p> <p>Aquarela Do Brasil – BBC Proms – Introduction to Samba</p> <p>Chega de Saudade – Tom Jobim – Modern Samba (mixes bossa nova)</p> <p>Thr Girl From Ipanema – Astrud Gilberto – Mixes Western pop with Brazilian</p> <p>Paulinho Da Viola – Revival of Traditional Samba as a result of Bossa Nova being linked to Nationalism</p> <p>Fundo de Quintal – O Show Tem Que Continuar – Emergence of bands in 70s</p> <p>Carnival de Rio de Janeiro – Modern carnival music</p>
	<p>Key knowledge:</p> <p>Know the three periods within the classical period – Baroque, Classical, Romantic.</p> <p>Name at least 4 of the 6 classical composers covered.</p> <p>Name instruments of the orchestra: trumpet, trombone, clarinet, timpani.</p> <p>Know that baroque music often contains trills.</p> <p>Know that classical music has more instruments than baroque.</p> <p>Know that romantic music often features soloists.</p>	<p>Key knowledge:</p> <p>Name at least 4 artists of the 6 blues artists covered.</p> <p>Know what a chord is.</p> <p>Know that blues music is based around 3 chords.</p> <p>Know that acoustic blues is 1 solo instrument.</p> <p>Know that electric blues is a group of instruments.</p> <p>Know that blues music contains dissonant notes (notes that clash)</p>	<p>Key knowledge:</p> <p>Name at least 4 of the 6 jazz artists covered.</p> <p>Know that in jazz there is no fixed scale or pattern.</p> <p>Know that a small ensemble usually features 1 musician at a time.</p> <p>Know that a big band features sections of the band playing at once.</p>	<p>Key knowledge:</p> <p>Name at least 4 of the 6 artists covered.</p> <p>Know that 1960s pop/rock music uses a wider range of instruments.</p> <p>Know that 1980s pop/rock music contains more technological effects – synthesizers, mixing effects.</p>	<p>Key knowledge:</p> <p>Name at least 4 of the 6 artists covered.</p> <p>Know that rap has more focus on beats than melody.</p> <p>Know that rap lyrics reflect culture, politics and society.</p>	<p>Key knowledge:</p> <p>Name 2 of instruments often used in samba music: Snare drum, bass drum, surdo, tambourim, agogo bells.</p> <p>Know that samba lyrics are often in portugese.</p> <p>Know that Samba music originated in Brazil in th 1920s.</p>
	<p>Key skills:</p> <p>Listen to/make comparisons of a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music, talk about how it makes you feel.</p> <p>Choose appropriate tempo whilst singing.</p> <p>Listen to an individual part in three and four part music.</p> <p>Compose music to evoke a mood.</p>	<p>Key skills:</p> <p>Listen to/make comparisons of a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music, talk about how it makes you feel.</p> <p>Improvise a melodic phrase</p> <p>Choose appropriate tempo whilst singing.</p> <p>Play simple tunes and add a drone accompaniment.</p>	<p>Key skills:</p> <p>Listen to/make comparisons of a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music, talk about how it makes you feel.</p> <p>Create a tune with 2 different pitches.</p> <p>Choose appropriate dynamics whilst singing.</p> <p>Improvise a rhythmic phrase.</p> <p>Compose music to evoke a mood.</p>	<p>Key skills:</p> <p>Listen to/make comparisons of a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music, talk about how it makes you feel.</p> <p>Create a tune with 3 different pitches.</p> <p>Choose appropriate dynamics whilst singing.</p> <p>Sing an ostinato accompaniment.</p> <p>Organise melodic phrases in a simple structure.</p> <p>Compose music to evoke a mood.</p>	<p>Key skills:</p> <p>Listen to/make comparisons of a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music, talk about how it makes you feel.</p> <p>Using a simple device (ipad – garageband) record a loop and create a melody.</p> <p>Create a tune with 2 phrases.</p> <p>Recognise how sounds are used to create an effect.</p> <p>Choose appropriate tempo and dynamics whilst singing.</p> <p>Organise rhythmic phrases in a simple structure.</p>	<p>Key skills:</p> <p>Listen to/make comparisons of a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music, talk about how it makes you feel.</p> <p>Create a tune with 2 phrases.</p> <p>Choose appropriate tempo and dynamics whilst singing.</p> <p>Organise rhythmic phrases in a simple structure.</p>
Vocabulary:	Baroque, Classical, Romantic, concerto minimalism,	Melodic phrase, acoustic blues, electric blues, dissonant, chord	Big band, small ensemble	Synthesizers, mixing effects	looping, garageband	Snare drum, bass drum, surdo, tambourim, agogo bells, Samba, Brazil.
Trips/Visitors						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Year 6	<p>Topic: Classical</p>	<p>Topic: Blues</p>	<p>Topic: Jazz</p> <p>Louis Armstrong – Fireworks (1920s)</p>	<p>Topic: Pop/rock</p> <p>Chuck Berry – Johnny be good (1950s)</p>	<p>Topic: Rap</p> <p>Vanilla Ice - Ice ice baby (1990s)</p>	<p>Topic: Reggae</p>

	<p>Bach – Toccato and Fugue in D (Baroque music)</p> <p>Beethoven – Symphony no.5 (Progression from Baroque to Classical)</p> <p>Elgar – Enigma Variations (Classical to Romantic)</p> <p>Leonard Bernstein – America (Big Orchestral piece/film music)</p> <p>Reich –Music for 18 Musicians (minimalism – links to technology sampling and looping)</p> <p>Hans Zimmer –Earth (10 pieces link to film music)</p>	<p>Big Bill Broonsy – Hey Hey (black acoustic 1940s)</p> <p>Big Mama Thornton- Hound Dog (links to rock and roll 1950s)</p> <p>Howlin’ Wolf –Smokestack lightning (electric blues 1964)</p> <p>Freddie King – Hideaway (electric blues 1960s)</p> <p>Stevie Ray Vaughan – Pride and Joy (white 1970s)</p> <p>Duke Ellington – Mood Indigo (orchestral link to next Jazz topic)</p>	<p>Ella Fitzgerald – It don’t mean a thing (1930s)</p> <p>Count Bassie – One O’Clock Jump (1940s)</p> <p>John Coltrane –Blue train (1950s)</p> <p>Dave Brubeck – Take five (1950s)</p> <p>Chick Corea – Got a match (1980s)</p>	<p>Rolling stones – Paint it black (1960s)</p> <p>Queen – Bohemian Rhapsody (1970s)</p> <p>Michael Jackson – Man in the mirror (1980s)</p> <p>Spice Girls – Wannabe (1990s)</p> <p>Dua Lipa – Break my heart (2020s)</p>	<p>Aerosmith – Walk this way (1980s)</p> <p>Missy Elliott – Work it (clean) (2000s)</p> <p>Jay-Z –Empire State of Mind (2000s)</p> <p>Little Simz – Woman (2020s)</p> <p>Hamilton – The room where it happens (2010s)</p>	<p>I Can See Clearly – Johnny Nash – Introduction to Ska/Rocksteady</p> <p>Stir it Up – Bob Marley – Introduction to Bob Marley & Wailers</p> <p>I Shot the Sheriff – Eric Clapton – Western music embraces Reggae</p> <p>A Message to You – The Specials – Ska in Punk bands – linked to politics</p> <p>Now That we Found Love - Third World – How does it mix reggae and 80s music</p> <p>Welcome to Jamrock – Damian Marley – How does hip/hop use reggae?</p>
	<p>Key knowledge: Know that the baroque period is between 1600-1750.</p> <p>Know that Baroque music has dramatic changes in volume.</p> <p>Know that the classical period is between 1750-1820.</p> <p>Know that classical music is melodic and expressive.</p> <p>Know that the romantic period is between 1820 – 1900.</p> <p>Know that romantic music has more instruments – harp and piccolo.</p> <p>Name at least 5 of the 6 classical composers covered.</p> <p>Name instruments of the orchestra: French horn, bassoon, oboe, harp, big bass drum, snare drum, piccolo.</p>	<p>Key knowledge:</p> <p>Know the notes in the blues scale – C, Eb, F, F#, G, Bb, C.</p> <p>Know that the flats and sharps in the blues scale are the blues notes.</p> <p>Know the chord structure of the 12 bar blues. (C for 4 bars, F for 2, C for 2, G for 1 bar, F for 1 bar, C for 2 bars)</p> <p>Name at least 5 of the 6 artists covered.</p>	<p>Key knowledge:</p> <p>Know that syncopation is playing off the beat.</p> <p>Know that syncopation is a key feature of Jazz music.</p> <p>Name at least 5 of the 6 artists covered.</p>	<p>Key knowledge:</p> <p>Name at least 5 of the 6 artists covered.</p> <p>Know that use of keyboards and technology is a key feature of 1980s pop music.</p> <p>Know that the focus of modern pop/rock music has changed from melody to beat.</p>	<p>Key knowledge:</p> <p>Name at least 5 out of the 6 artists covered.</p> <p>Know that sampling is taking parts of music to use in your own.</p> <p>Know that looping is repeating the same section of music.</p> <p>Know that software can produce music e.g. garageband.</p>	<p>Key knowledge:</p> <p>Name at least 4 out of the 6 artists covered.</p> <p>Know that reggae music originated in Jamaica.</p> <p>Know that reggae originated from scar and rocksteady.</p> <p>Know that reggae music is often linked to politics.</p>
	<p>Key skills:</p> <p>Listen to/make comparisons of a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music, talk about how it makes you feel.</p> <p>Begin to use notation to record their compositions.</p> <p>Combine melody and ostinato accompaniment.</p>	<p>Key skills:</p> <p>Listen to/make comparisons of a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music, talk about how it makes you feel.</p> <p>Begin to create a tune with 3 phrases.</p> <p>Improvise a melodic scale with the blues scale.</p> <p>Begin to use notation to record their compositions.</p> <p>Play simple tunes and add an ostinato accompaniment.</p> <p>Compose music to evoke contrasting moods influence by an external stimuli.</p>	<p>Key skills:</p> <p>Listen to/make comparisons of a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music, talk about how it makes you feel.</p> <p>Begin to create a tune with 3 phrases.</p> <p>Record compositions with notation.</p> <p>Improvise a rhythmic phrase in 4/8 beats.</p> <p>Combine vocal ostinato phrases.</p>	<p>Key skills:</p> <p>Listen to/make comparisons of a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music, talk about how it makes you feel.</p> <p>Create a tune with 3 phrases.</p> <p>Record compositions with notation.</p> <p>Begin to sing in 3 parts.</p>	<p>Key skills:</p> <p>Listen to/make comparisons of a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music, talk about how it makes you feel.</p> <p>Using a simple device (ipad – garageband) record a loop, repeat and edit. Create a melody.</p> <p>Create a tune with 3 phrases.</p> <p>Record compositions with notation.</p> <p>Sing in 3 parts.</p> <p>Recognise how layers of sounds can achieve an intended effect.</p>	<p>Key skills:</p> <p>Listen to/make comparisons of a range of types of music from different traditions.</p> <p>Listen/respond to live/recorded music, talk about how it makes you feel.</p> <p>Create a tune with 3 phrases.</p> <p>Record compositions with notation.</p> <p>Sing confidently in 3 parts.</p> <p>Compose music to evoke contrasting moods influence by an external stimuli.</p>
Vocabulary:	harpichord, horn, flute, choir – soprano, alto,tenor, bass	Flats, sharps, 12 bar blues, blues scale,	syncopation,	Keyboard, technology,	Sampling, software	Reggae, Jamaica, scar, rock steady
Trips/visitors						