



Brown's C of E Primary School, Horbling

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Curriculum Intent for Music

The intention of the Music Curriculum at Brown's C of E Primary School is first and foremost to help children to feel that they are musical and to develop a lifelong love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Our music curriculum helps children develop transferable skills such as team working, leadership, creative thinking, problem solving, decision making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Using Kapow's Primary Music Scheme of Work enables our pupils to meet the end of key stage attainment targets outlined in the national curriculum and the aims of the scheme align with those in the national curriculum



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EYFS Music Curriculum

Autumn 1	Autumn 2	Spring 1
Exploring Sound	Celebration Music	Music and Movement
Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment	Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas	Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music
Spring 2	Summer 1	Summer 2
Musical Stories	Transport	Big Band
A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters	Children explore how they can use their voice and bodies to make sounds and experiment with tempo and dynamic when playing instrument	Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience

Key Stage 1 Music Curriculum Overview

Year 1/2		
	Cycle A	Cycle B
Autumn 1	Pulse and rhythm (Theme: All about me)	Musical vocabulary (Theme: Under the sea)
	Why this, why now? The children will be developing their knowledge and understanding of pulse and rhythm – they will be able to <ul style="list-style-type: none"> • Clap the rhythm of their name. • Clap in time to music. • Sing the overall shape of a melody. 	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to <ul style="list-style-type: none"> • Make movements that are appropriate to the pulse and tempo of a piece of music. • Choose instruments with appropriate timbre to represent sparkling fishes. • Respond to dynamic changes in a piece of music.



	<ul style="list-style-type: none">• Play in time to music.• Copy and create rhythms based on word patterns.• Play on the pulse.	<ul style="list-style-type: none">• Create pitches and rhythms.• Perform a layer of the music within an overall piece.• Define all the musical terms from this unit.
Autumn 2	Classical music, dynamics and tempo (Theme: Animals)	Timbre and rhythmic patterns (Theme: Fairytales)
	Why this, why now? The children will: <ul style="list-style-type: none">• Observe others and try to play appropriately.• Sing in time from memory, with some accuracy.• Play either a call and/or a response role in time with another pupil.• Keep a steady pulse.• Improvise, using their instrument, to a given stimulus	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to <ul style="list-style-type: none">• Chant the well-known phrase, "I'll huff..."• Make changes to their voices to represent a character.• Choose a suitable sound to represent a specific point in a story.• Play a rhythmic pattern along with their spoken words.• Identify and hold up the correct sign to correspond to some music.• Play/chant along with the elements of a story with prompting from the teacher
Spring 1	Pitch and tempo (Theme: Superheroes)	African call and response song (Theme: Animals)
	Why this, why now? The children will be able to: <ul style="list-style-type: none">• Explain what pitch means.• Identify whether a note is higher or lower.• Create a pattern using two pitches, then play or sing it.• Explain what tempo means.• Identify simple tempo changes in music.• Perform a pattern that gradually gets faster (accelerando).• Contribute to a group composition and performance by creating, selecting, combining and performing sounds.	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music <ul style="list-style-type: none">• Use tempo, dynamics and timbre in their piece.• Play in time with their group.• Use instruments appropriately.• Successfully sing back the melody line in time and at the correct pitch.• Play either a call and/or response role in time with another pupil.• Perform their composition.



	<ul style="list-style-type: none">Suggest improvements to their work	
Spring 2	<p>Musical me</p> <p>Why this, why now? Children will develop further their ability to</p> <ul style="list-style-type: none">Clap the rhythm of their name.Sing the melody accurately while playing their instrument in time.Show a range of emotions using their voices.Describe the dynamics and timbre of their pieces.Play a known melody from letter notation in the right order, if not with the right rhythms.Play a new melody from letter notation in the right order, if not in time.Invent a melody, write it down and play it back.Select instruments with different timbres.Compose and perform a piece using different dynamic levels	<p>Vocal and body sounds (Theme: By the sea)</p> <p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to:</p> <ul style="list-style-type: none">Create movements that match the music, explaining why they are moving in that way.Identify descriptive sounds within the music.Recreate and then adapt descriptive sounds heard using their voice or body.Make appropriate instrument choices to represent a descriptive sound.Control instruments and voices to make both quiet and loud sounds.Follow simple instructions during a group performance.Create their own graphic score and play from it.Make more than one sound on their instrument and with their voice
	<p>On this island: British songs and sounds</p> <p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to</p> <ul style="list-style-type: none">Sing, play and follow instructions to perform as a group.Describe music using simple musical vocabulary.Explore multiple ways of making the same sound.Represent the same sound in different ways.Describe how they have adapted a sound using musical vocabulary.Contribute musically to a final performance.Create a piece that clearly represents a particular environment.Extend a piece of music so that it represents three distinct environments.	<p>Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to</p> <ul style="list-style-type: none">Use their voice to create a variety of sounds.Use dynamics to create atmosphere.Correctly identify some instruments and changes in dynamics in a piece.Explain how the same instrument can have many different sounds.Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.Successfully create and play a motif.
Summer 1		



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		<ul style="list-style-type: none"> • Notate and write down their motif in some form.
Summer 2	Orchestral instruments (Theme: Traditional western stories)	Myths and legends
	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to <ul style="list-style-type: none"> • Make plausible descriptions of the music. • Identify a few instruments and the sounds of different sections of the orchestra. • Explain what is happening in the music using language relating to emotion. • Create a piece of music with some appropriate tempo, dynamic and timbre changes. • Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. • Perform confidently using appropriate instrumental sounds 	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to <ul style="list-style-type: none"> • Create rhythms and arrange them in a particular order or structure. • Identify the structure of a piece of music and write it down. • Describe whether a musical texture is thick or thin. • Explore ways of writing down different textural layers. • Follow a given structure for a composition. • Write a structure score accurately. • Compose music with several layers. • Perform their composition accurately, following the structure score.

Year 3/4 Music Curriculum Overview

Year 3/4		
	Cycle A	Cycle B
Autumn 1	Jazz Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in	Creating a composition in response to an animation (Theme: Mountains) Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in



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	<ul style="list-style-type: none">• Explaining what ragtime music is.• Playing on the 'off beat' and sing a syncopated rhythm.• Playing a call and then improvise a response.• Improvising or composing a scat singing performance with sounds and words.• Composing and playing a jazz motif fluently, using swung quavers.• Playing a swung rhythm using a tuned percussion instrument	<ul style="list-style-type: none">• Verbalising how the music makes them feel.• Creating actions or movements appropriate to each section of a piece of music.• Playing in time and with an awareness of other pupils' parts, giving some thought to dynamics.• Playing melodies and rhythms which represent the section of animation they are accompanying.
Autumn 2	<p><u>Developing singing technique (Theme: Vikings)</u></p> <p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in</p> <ul style="list-style-type: none">• Moving and singing as a team, following the lyrics on the screen.• Recognising minims, crotchets and quavers often by ear and reliably by sight.• Performing rhythms accurately from notation and layer them to create a composition.• Adding appropriate sound effects to their performances using untuned percussion.• Joining in with the performances confidently, and reasonably in time and tune.• Making suggestions for improving their performance	<p><u>Rock and Roll</u></p> <p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in</p> <ul style="list-style-type: none">• Performing the hand jive hand actions in sequence and in time with the music.• Singing in tune and perform their actions in time.• Playing the notes of the walking bass in the correct sequence.• Independently playing their part with some awareness of the other performers
Spring 1	<p><u>Adapting and transposing motifs (Theme: Romans)</u></p> <p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in</p> <ul style="list-style-type: none">• Learning a new song, singing in time and in tune while following the lyrics.• Identifying motifs aurally and play a repeated pattern on a tuned instrument.• Creating and performing a motif, notating it with reasonable accuracy.	<p><u>Ballads</u></p> <p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in</p> <ul style="list-style-type: none">• Identifying the key features of a ballad.• Performing a ballad using actions.• Singing in time and in tune with a song and incorporate actions.



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	<ul style="list-style-type: none"> • Transposing their motif, using sharp or flat notes where necessary and change the rhythm. • Combining different versions of a musical motif and perform as a group using musical notation. 	<ul style="list-style-type: none"> • Retelling a summary of an animation's story. • Writing a verse with rhyming words which tell part of a story. • Performing their lyrics fluently and with actions.
<p>Spring 2</p>	<p>Body and turned percussion (Theme: Rainforests)</p> <p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in</p> <ul style="list-style-type: none"> • Identifying the structure of a piece of music. • Having an idea as to when there is one layer in a piece of music and when there are two. • Playing a sequence in the correct order in time with their partner. • Having two contrasting rhythms being played together. • Having two different melodies being played together. • Having a complete piece of music with four different layers with an appropriate structure. 	<p>Haiku, music and performance (Theme: Hanami festival)</p> <p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in</p> <ul style="list-style-type: none"> • Suggesting suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. • Recognising, naming and describing the effect of the interrelated dimensions of music. • Selecting instruments and sounds which match their vocabulary. • Working as a group to create a piece of music. • Performing a piece of music as part of a group.
<p>Summer 1</p>	<p>Whole Class instrumental teaching – led by Lincolnshire Music Service</p>	<p>Whole Class instrumental teaching – led by Lincolnshire Music Service</p>
<p>Summer 2</p>	<p>Whole Class instrumental teaching – led by Lincolnshire Music Service</p>	<p>Whole Class instrumental teaching – led by Lincolnshire Music Service</p>

Year 5/6 Music Curriculum Overview



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Year 5/6		
	Cycle A	Cycle B
Autumn 1	<u>Film music</u> Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in <ul style="list-style-type: none">Identifying how different styles of music contribute to the feel of a film.Participating in discussions, sharing their views and justifying their answers.Using the terms 'major' and 'minor'.Identifying different instruments to describe how music evokes different emotions.Identifying pitch, tempo and dynamics, and use these to explain and justify their answers.Giving reasonable and thought-out suggestions for what different graphic scores represent.Using their body, voice and instruments to create sounds to represent a given theme.Creating a musical score to represent a composition.Interpreting their graphic score and performing their composition appropriately with their group.Creating sounds that relate to the scene of a film	<u>Looping and remixing</u> Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in <ul style="list-style-type: none">Performing a looped body percussion rhythm; keeping in time with their group.Using loops to create a whole piece of music, ensuring that the different aspects of music work together.Playing the first section of 'Somewhere Over the Rainbow' with accuracy.Choosing a suitable fragment of music and be able to play it along to the backbeat.Performing a piece with some structure and two different loops
	<u>Composition notation (Theme: Ancient Egypt)</u> Why this, why now?	<u>Blues</u> Why this, why now?



	<p>Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in</p> <ul style="list-style-type: none"> • Singing in time and in tune with other people and the backing track. • Remembering the lyrics to a song. • Identifying the structure of a piece of music and match this to non-standard notation. • Improvising their own piece of music. • Playing a melody with reasonable accuracy. • Performing with confidence and in time with others. • Composing and playing a melody using stave notation. • Contributing meaningfully to the group performance and composition. • Using hieroglyphic notation to show the structure of their piece. 	<p>Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in</p> <ul style="list-style-type: none"> • Naming three key features of Blues music. • Singing in tune, using vocal expression to convey meaning. • Explaining what a chord is and play the chord of C sixteen times. • Playing the twelve bar blues correctly. • Playing the notes of the Blues scale in the correct order, ascending and descending. • Playing a selection of Blues scale notes out of order in their own improvisation
<p>Spring 1</p>	<p><u>Musical theatre</u></p>	<p><u>Dynamics, pitch and texture</u> <u>(Theme: Coast - Fingal's Cave by Mendelssohn)</u></p>
	<p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in</p> <ul style="list-style-type: none"> • Explaining what musical theatre is and be able to recall at least three features of this kind of music. • Categorising songs as action songs or character songs. • Selecting appropriate existing music for their scene to tell the story of a journey. • Performing in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing 	<p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in</p> <ul style="list-style-type: none"> • Engaging in discussion about the sounds of an orchestral piece. • Having a selection of varied vocabulary in response to what they hear. • Changing dynamics and pitch, differentiating between the two. • Taking the role of conductor or follow a conductor. • Changing texture within their group improvisation and talk about its effect. • Creating a graphic score to represent sounds. • Following the conductor to show changes in pitch, dynamics and texture.
<p>Spring 2</p>	<p><u>Theme and variations (Theme: Pop Art)</u></p>	<p><u>Composition to represent the fDynamics, pitch andestival of colour (Theme: Holi festival)</u></p>
	<p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in</p>	<p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in</p>



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	<ul style="list-style-type: none"> • Performing rhythms confidently either on their own or in a group. • Identifying the sounds of different instruments and discuss what they sound like. • Making reasonable suggestions for which instruments can be matched to which pieces of art. • Recalling the names of several instruments according to their orchestra sections. • Keeping the pulse with the body percussion section and sing with control and confidence. • Naming the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. • Drawing the rhythms accurately and show a difference between each of their variations. • Showcasing creativity in the finished product. 	<ul style="list-style-type: none"> • Suggesting a colour to match a piece of music. • Creating a graphic score and describe how this matches the general structure of a piece of music. • Creating a vocal composition in response to a picture and justify their choices using musical terms. • Creating a vocal composition in response to a colour. • Recording their compositions in written form. • Working as a group to perform a piece of music.
<p>Summer 1</p>	<p>Songs of World War 2</p>	<p>South and West Africa</p>
	<p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in</p> <ul style="list-style-type: none"> • Using musical and comparative language in discussion. • Following the melody line. • Following the scores with a good sense of timing, showing that they understand which section of pitch they are singing. • Singing the correct words at the correct time. • Recalling the counter-melody line 	<p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in</p> <ul style="list-style-type: none"> • Singing using the correct pronunciation and with increasing confidence. • Playing a chord with two notes, remaining in time. • Maintaining their part in a performance with accuracy. • Playing the more complicated rhythms in time and with rests. • Creating an eight beat break and play this in the correct place
<p>Summer 2</p>	<p>Composing and performing a Leavers' song** (6 lessons)</p>	<p>Composing and performing a Leavers' song** (6 lessons)</p>
	<p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in</p>	<p>Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in</p>



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- Identifying and evaluating the musical features of a song.
- Contributing ideas to their group chorus, suggesting how lines three and four could rhyme.
- Contributing ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.
- Fitting an existing melody over a four-chord backing track.
- Creating a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.
- Recording melodies using letter notation.
- Performing the leavers' song with confidence

- Identifying and evaluating the musical features of a song.
- Contributing ideas to their group chorus, suggesting how lines three and four could rhyme.
- Contributing ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.
- Fitting an existing melody over a four-chord backing track.
- Creating a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.
- Recording melodies using letter notation.
- Performing the leavers' song with confidence

Essential Knowledge in the Year 1/2 Music Curriculum – Cycle A

Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key music
Autumn Term 1 Pulse and rhythm (Theme: All about me)	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Listen with concentration and 	<ul style="list-style-type: none"> • To know that <i>rhythm</i> means a pattern of long and short notes. • To know that <i>pulse</i> is the regular beat that goes through music. • To understand that the <i>pulse</i> of music can get faster or slower. 	What are my favourite things? Can I clap the rhythm of my name? Can I dance, dance, dance? Does music make me happy? What rhythms can I hear?	<ul style="list-style-type: none"> • Pulse The heartbeat of the music. Sometimes called the 'beat'. <ul style="list-style-type: none"> • rhythm 	'You've got a friend in me' by Randy Newman from Toy Story 'Can't stop the Feeling' by Justin Timberlake. 'Happy' by Pharrell Williams.



	<p>understanding to a range of high-quality live and recorded music.</p> <ul style="list-style-type: none"> • Play untuned instruments musically • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> • To know that a piece of music can have more than one section, e.g. a verse and a chorus 		A pattern of long and short sounds.	<p>'Duo' from An American Tail</p> <p>'Count on Me' by Bruno Mars.</p>
Assessment	<p>Assessment - Year 1: Pulse and rhythm - Kapow Primary</p> <p>There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.</p>				
Autumn 2 Classical music, dynamics and tempo (Theme: Animals)	<ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music • use their voices expressively and creatively by singing songs and speaking chants and rhyme • play tuned and untuned 	<ul style="list-style-type: none"> • To understand that sounds can be adapted to change their mood, e.g. through <i>dynamics</i> or <i>tempo</i>. • To know that sounds can help tell a story. • To know that <i>tempo</i> is the speed of the music. • To know that <i>dynamics</i> means how loud or soft a sound is 	<p>Can I make a sound that makes represents an animal?</p> <p>Can I be a singing animal?</p> <p>Can I add dynamics into my performance?</p> <p>Can I compose a piece of music that sounds like an animal?</p> <p>Can I use changes in dynamics and tempo in my composition – The story of the Lion?</p>	<ul style="list-style-type: none"> • fast • slow • quiet • dynamics • tempo • musical composition 	<p>Antonio Vivaldi's 'Storm (Winter)' from the Four Seasons</p> <p>Beethoven's Moonlight Sonata</p> <p>Venus, from Gustav Holst's the Planets</p> <p>Romeo and Juliet Op. 64 – Act I, Scene 2: 13. Dance of the Knights by Prokofiev</p>



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	instruments musically'				Saint Saens – Carnival of the Animals Rimsky Korsakov – Flight of the bumblebee
Assessment	Assessment - Year 1: Classical music, dynamics and tempo - Kapow Primary There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.				
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key music
Spring Term 1 Pitch and tempo (Theme: Superheroes)	<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 	<ul style="list-style-type: none"> To understand that <i>tempo</i> can be used to represent mood or help tell a story. To understand that 'tuned' instruments play more than one <i>pitch</i> of notes. To know that following a leader when we perform helps everyone play together accurately 	Am I a high flier? Higher or lower? Can I be faster than a speeding bullet? What makes a good Superhero theme tune? Can I perform a Superhero theme tune?	accelerando high pitched low pitch perform performance pitch pitch pattern tempo rallentando	Rossini – William Tell Overture Samuel Barber – Adagio for Strings Berlioz – Symphony Fantastique



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	using the inter-related dimensions of music'				
Assessment	Assessment - Year 1: Pitch and tempo - Kapow Primary There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.				
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key music
Spring Term 2 Musical me - Kapow Primary	<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 experiment with, create, select and combine sounds using the inter-related dimensions of music' use and understand staff and other musical notations 	<ul style="list-style-type: none"> To understand that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it. To understand that 'accompaniment' can mean playing instruments along with a song. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune 	Can I sing and play an instrument at the same time? Can I use the timbre of an instrument to help sing a song in different ways? Can I begin to use letter notation to compose a melody? X 2 lessons Can I create a group composition that uses dynamics and timbre to reflect an emotion?	rhythm pulse dynamics timbre beat melody notation	
Assessment	Assessment - Year 2: Musical me - Kapow Primary				



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There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.					
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key music
Summer term 1 On this island: British songs and sounds	<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 experiment with, create, select and combine sounds using the inter-related dimensions of music listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music. 	What can we hear at the Seaside? What can we hear in the countryside? What can we hear in the city? Where is my composition set? Can we journey through Britain?	composition duration dynamics inspiration pitch structure tempo texture timbre	Arnold Bax – Tintagel Vaughan Williams – The Lark Ascending Eric Coates – London Suite My Bonnie lies over the Ocean Lavender's Blue London Bridge is falling down.
Assessment	Assessment - Year 2: On this island: British songs and sounds - Kapow Primary There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.				



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Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key music
Summer Term 2 Orchestral instruments (Theme: Traditional western stories)	<ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> To know that musical instruments can be used to create 'real life' sound effects. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches I know an orchestra is a group of musicians who play together 	Can I identify the instruments that tell the story of The Three Bears? Can I hear the different moods of the Snow Queen? Can I select instruments where the timbre created with represent the characters in Red Riding Hood? Can I select and make appropriate musical accompaniments to the playscript of Jack and the Beanstalk? Can I perform our musical version of Jack and the Beanstalk?	orchestra instruments strings woodwind brass percussion vocals sound effect timbre dynamics tempo	Eric Coates – The Three Bears – A phantasy Do you want to build a snowman – from the film, Frozen?
Assessment	Assessment - Year 2: Orchestral instruments - Kapow Primary There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.				

Essential Knowledge in the Year 3/4 Music Curriculum – Cycle A

Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
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<p>Autumn Term 1</p> <p><u>Jazz</u></p>	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> To understand that 'syncopation' means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that 'scat singing' is using made-up words to create the sound of an instrument playing To know that a motif is short snippet of music that repeats. 	<p>What is Ragtime? What is Dixieland? Can I sing scat? Can I create a jazz motif? Can I create a jazz motif with a swung rhythm?</p>	<p>call and response dixieland jazz motif Ragtime rhythm scat singing straight quaver swung quaver syncopation</p>	<p>Scott Joplin – Maple Leaf Rag</p> <p>Scott Joplin – Weeping Willow Rag</p> <p>The Bare necessities – from The Jungle Book</p> <p>Oh When the Saints, go marching in</p> <p>Benny Goodman – Sing, sing sing</p>
<p>Assessment</p>	<p>Assessment - Year 3: Jazz - Kapow Primary</p> <p>There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.</p>				
<p>Term</p>	<p>National Curriculum Expectations</p>	<p>Declarative Knowledge</p>	<p>Learning Questions</p>	<p>Key Vocabulary</p>	<p>Key Music</p>
<p>Autumn Term 2</p> <p><u>Developing singing technique</u> (Theme: Vikings)</p>	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory play and perform in solo and ensemble contexts, using their voices and playing musical 	<ul style="list-style-type: none"> To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that different notes have different durations, and that 	<p>Who were the Vikings? Can I sing like a Viking? Can I use Viking terminology to read rhythmic notation? Can I write a Viking Battle Song? Can I perform a Viking Battle Song?</p>	<p>composition melody notation tempo minim crotchet quaver coordinated disciplined</p>	



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	<p>instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • use and understand staff and other musical notations' 	<p>crotchets are worth one whole beat.</p> <ul style="list-style-type: none"> • To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. • To know that written music tells you how long to play a note for. 			
Assessment	<p>Assessment - Year 3: Developing singing technique (Vikings) - Kapow Primary</p> <p>There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.</p>				
<p>Spring Term 1 Adapting and transposing motifs (Theme: Romans)</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices (and playing instruments) with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> • To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). • To know that 'transposing' a melody means changing its key, making it higher or lower pitched. • To know that a motif can be adapted by changing the notes, the rhythm or the order of notes 	<p>Can I perform a Roman Call and Response song? What is a motif? Can I use mosaic tiles to compose and notate a motif? Can I develop my motif? Can I perform my motif?</p>	<ul style="list-style-type: none"> • backing track • bass line • beat • call and response • compose • crotchet • dotted minim • flats • graphic notation • in-time • in-tune • key • key signature • loop • lyrics • minim • motif • notation 	<p>Beethoven – Fifth Symphony</p> <p>Monty Norman - James Bond Theme</p>



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	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music Understand and use staff and other musical notations 			<ul style="list-style-type: none"> ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps tempo transpose tuned instrument vocal warm-ups 	
Assessment	Assessment - Year 4: Adapting and transposing motifs - Kapow Primary There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.				
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
Spring term 2 Body and turned percussion (Theme: Rainforests)	<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 Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 	<ul style="list-style-type: none"> To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical 	<p>Can I identify and create texture in music?</p> <p>Can I personalise a rhythmical sequence? Boom, Snap, Clap, Stamp</p> <p>Can I create rhythms from the forest floor?</p> <p>Can I repeat and loop melodies to represent the rain forest?</p> <p>Can I compose a piece of music that has four layers? Sounds of the rainforest.</p>	<p>pitter</p> <p>patter</p> <p>raindrop</p> <p>clapping</p> <p>clicking</p> <p>body percussion</p> <p>tempo</p> <p>rhythm</p> <p>boom</p> <p>snap</p> <p>structure</p> <p>texture</p> <p>contrast</p> <p>higher</p> <p>lower</p>	Steve Reich – Clapping Music



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		phrase or motif can change the texture of a piece of music.		compose loop melody pitch inspiration keyboard	
Assessment	Assessment - Body and tuned percussion - Kapow Primary There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.				
Summer Term	Curriculum provided by Lincolnshire Music Service – Whole Class Instrumental Teaching				

Essential Knowledge in the Year 5/6 Music Curriculum – Cycle A

Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
Autumn Term 1 Film music	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that 'graphic notation' means writing 	What are the characteristics of film music? What composition techniques create action, tension and emotion in a film score? Can I use a graphic score to interpret emotions in Music? Can I use graphic score notation to create sounds to represent a given theme? Can I create a sound track to a clip of film?	<ul style="list-style-type: none"> accelerando body percussion brass characteristics chords chromatics clashing composition convey crescendo descending dynamics emotion imagery 	Lalo Schifrin – Mission Impossible Theme Monty Norman – James Bond Theme Elgar – Pomp and Circumstance



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	<ul style="list-style-type: none"> Use and understand staff and other musical notations Improvise and compose music for a range of purposes using the inter-related dimensions of music 	<p>music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p>		<ul style="list-style-type: none"> improvise interpret interval major melodic minor modulate orchestral pitch sequence solo soundtrack symbol timpani tension texture tremolo unison 	
Assessment	<p>Assessment - Year 6: Film music - Kapow Primary</p> <p>There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.</p>				
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
<p>Autumn Term 2</p> <p>Composition notation (Theme: Ancient Egypt)</p>	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices (and playing instruments) with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. 	<p>Can I sing with accuracy, fluency, control and expression?</p> <p>Can I explore and use different forms of notation?</p> <p>Can I read simple note lengths and pitches (D, E, G, A, B) and identify them in some familiar sheet music?</p> <p>Can I read simple notation of pitch?</p>	<p>features</p> <p>notation</p> <p>repeating</p> <p>unison</p> <p>composition</p> <p>structure</p> <p>repetition</p> <p>melody</p> <p>tempo</p>	<p>The Bangles – Walk like an Egyptian</p> <p>Henry Purcell – Funeral March for Queen Mary I</p>



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	<ul style="list-style-type: none"> Use and understand staff and other musical notations Improvise and compose music for a range of purposes using the interrelated dimensions of music 	<ul style="list-style-type: none"> To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. To know that a crochet is a single beat note To know that a minim is a two beat note To know that a semi breve is 4 beat note 	Can I use simple notation to write a piece of music?	compose ensemble minor key	
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Assessment

[Assessment - Year 5: Composition notation - Kapow Primary](#)

There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.

Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
Spring Term 1 Musical theatre	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move 	What is Musical Theatre? Is this a character or action song? Can I plan my own musical theatre scene that includes a song, dancing and acting? Can I rehearse my scene and identify what needs to improve? Can I perform our musical?	<ul style="list-style-type: none"> Action song Backdrop Book musical Character song Choreographer Composer Comic opera Costumes Designer Dialogue Director Duet Ensemble Hip-hop musical 	Matilda the Musical trailer Major General's Song from the Pirates of Penzance Luck be a lady from Guys and Dolls Mama Mia – Abba Hamilton – Official Trailer Where is love from Oliver



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		<p>between sections of the musical action.</p> <ul style="list-style-type: none"> • Libretto is spoken text 		<ul style="list-style-type: none"> • Jukebox musical • Librettist • Libretto • Lyricist • Musical director • Musical theatre • Opera • Operetta • Performers • Props • Rock musical • Scene • Solo • Tempo • Timbre • Transitions 	<p>Follow the Yellow Brick Road – The Wizard of Oz</p> <p>I think I'm gonna like it here from Annie</p> <p>The climb – Miley Cyrus</p> <p>Rocket Man – Taron Egerton</p> <p>I'm gonna be (500miles) – The proclaimers</p> <p>Amarillo – Tony Christie</p>
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Assessment

[Assessment - Year 5: Musical theatre - Kapow Primary](#)

There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.

Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
<p>Spring Term 2</p> <p>Theme and variations (Theme: Pop Art)</p>	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing 	<ul style="list-style-type: none"> • To know that a 'theme' is a main melody in a piece of music. • To know that 'variations' in music are when a main melody is changed in some way throughout the piece. • To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. 	<p>Can I identify a theme and variations and discover how rhythms can be translated into different instruments?</p> <p>Can I identify sounds of different instruments and discuss what they sound like?</p> <p>Can I perform a theme from the Young Person's Guide to the Orchestra?</p>	<p>3/4 time</p> <p>4/4 time</p> <p>accidentals</p> <p>body percussion</p> <p>diaphragm</p> <p>legato</p> <p>motif</p> <p>orchestra</p> <p>percussion</p> <p>phrases</p> <p>pitch</p>	<p>Benjamin Britten – The Young Person's Guide to the Orchestra'</p>



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	<p>accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. 	<p>Can I perform a complex rhythm in 3/4 time?</p> <p>Can I use music notation to create visual representations of the tiki-tiki and tiki-ti rhythms?</p>	<p>pizzicato pulse quaver rhythm rhythmic elements section semi-quaver staccato tempo theme TIKI-TIKI, TI-TIKI, TIKI-TI translate variations vocal line woodwind</p>	
Assessment	<p>Assessment - Year 6: Theme and variations (Theme: Pop Art) - Kapow Primary</p> <p>There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.</p>				
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
<p>Summer Term 1</p> <p>Songs of World War 2</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. A 'counter-subject' or 'counter-melody' provides contrast to the main melody. 	<p>Singing for Victory – Can I use musical vocabulary to describe features of the music of WW2?</p> <p>The White Cliffs of Dover – Can I sing with expression and dynamics being accurate with pitch and breath control?</p> <p>Pitch up - Can I identify pitch within an octave?</p> <p>Harmonise – Can I develop confidence when singing in parts, performing something that is different to what I am hearing?</p>	<p>music morale Britain troops frontline Vera Lynn contrast tempo higher and lower diaphragm melody phrase graphic score</p>	<p>Pack up your troubles in your old kit bag</p> <p>We'll Meet Again</p> <p>The White Cliffs of Dover</p> <p>Do Re Mi from the Sound of Music</p>



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	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations 	<ul style="list-style-type: none"> To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes 	Let's notate – Can I notate a melody using pitches up to an Octave?	pitch Do Re Mi Fa So La Ti counter-melody harmony Solfa	
Assessment	<p>Assessment - Year 6: Songs of World War 2 - Kapow Primary</p> <p>There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.</p>				
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
<p>Summer Term 2</p> <p>Composing and performing</p>	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals 	<p>A single year – what makes a good leavers song?</p> <p>Can I write a suitable chorus for our leavers song?</p> <p>Using my poetry writing skills, can I turn suitable words into lyrics and work in a group to sequence and structure lyrics into a verse?</p> <p>Can I create a backing track using a four chord progression?</p> <p>Can I compose a melody for the chorus using different kinds of notation?</p>	<p>allegro</p> <p>arrangement</p> <p>backing track</p> <p>chorus</p> <p>chord progression</p> <p>compose</p> <p>crescendo</p> <p>diminuendo</p> <p>dynamics</p> <p>evaluate</p> <p>forte</p> <p>largo</p> <p>lyrics</p>	<p>Take That – Never Forget</p> <p>The Beatles – With a little help from my friends</p> <p>S Club 7 - Reach</p>



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	<ul style="list-style-type: none"> • Improve and compose music for a range of purposes using the interrelated dimensions of music • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 		Can I create a final piece of music?	melody mood musical features notation piano poetic structure repetitive rhyme ritardando tempo sequence staff notation upbeat verse	
Assessment	Assessment - Year 6: Composing and performing a Leavers' song - Kapow Primary There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.				

Essential Knowledge in the Year 1/2 Music Curriculum – Cycle B

Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key music
Autumn Term 1 Musical vocabulary	<ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> • To understand that <i>pitch</i> means how high or low a note sounds. • To know that <i>timbre</i> means the quality of a sound; e.g. that different instruments 	What are pulse and tempo? How could you explain timbre and dynamics? How do pitch and rhythm create a melody? How do verses and a chorus work together?	pulse dynamics tempo timbre pitch rhythm structure texture graphic score verse chorus melody pattern notes instruments voice	Introducing the Celeste by Toronto Symphony Orchestra' Aquarium from Carnival of the Animals by Camille Sans Saens



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	<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> would sound different playing a note of the same pitch. To know that music has layers called <i>texture</i> That <i>dynamics</i> in music means how loud or soft a sound is That <i>pitch + rhythm = melody</i> That <i>rhythm</i> is a musical pattern of long and short notes That <i>tempo</i> is the speed/pace of music That <i>verses</i> in a song are sung parts that helps to move the song along. A <i>chorus</i> in a song is a sung part that can be repeated between verses That <i>texture</i> in music is created by different layers of <i>instruments, voices, tempo</i> etc. 			Wellerman by Nathan Evans
Assessment	Assessment - Year 1: Musical vocabulary - Kapow Primary There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.				
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key music
Autumn Term 2	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants 	<ul style="list-style-type: none"> To know that an instrument or rhythm pattern can represent a character in a story. 	What is Timbre? What instrument is best? Can I compose and play a rhythm? Can I identify different timbre in a piece of music?	timbre pulse rhythm syllables strings	Sergei Prokofiev – Peter and the Wolf



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Timbre and rhythmic patterns	<p>and rhymes'</p> <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music' • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music' 	<ul style="list-style-type: none"> • To know that my voice can create different timbres to help tell a story. • To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936. 	<p>Can I keep the pulse?</p>	<p>timpani oboe clarinet bassoon french horn flute</p>	
<p>Assessment</p>	<p>Assessment - Year 1: Timbre and rhythmic patterns - Kapow Primary</p> <p>There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.</p>				
<p>Term</p>	<p>National Curriculum Expectations</p>	<p>Declarative Knowledge</p>	<p>Learning Questions</p>	<p>Key Vocabulary</p>	<p>Key music</p>
<p>Spring Term 1 West African call and response song (Theme: Animals) -</p>	<ul style="list-style-type: none"> • play tuned and untuned instruments musically' • experiment with, create, select and combine sounds 	<ul style="list-style-type: none"> • To know that dynamics can change the effect a sound has on the audience. • To know that the long and short sounds of a spoken phrase can be represented by a rhythm. 	<p>Can I replicate the sounds that animals make on instruments? Can I imitate your rhythm in time with the music? Can I perform a Call and Response song, Che Che Kula? Can I compose a Call and Response rhythm?</p>	<p>timbre dynamics tempo call and response rhythm structure</p>	<p>Kevin Macleod – Accralate Che Che Kule</p>



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Kapow Primary	<p>using the inter-related dimensions of music'</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> • To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. • To understand that the tempo of a musical phrase can be changed to achieve a different effect. • To understand that an instrument can be matched to an animal noise based on its timbre. • To know a sound is a vibration that travels through the air 	<p>Can I improve and perform my Call and Response composition?</p>		
<p>Assessment</p>	<p>Assessment - Year 2: West African call and response song - Kapow Primary There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.</p>				
<p>Term</p>	<p>National Curriculum Expectations</p>	<p>Declarative Knowledge</p>	<p>Learning Questions</p>	<p>Key Vocabulary</p>	<p>Key music</p>
<p>Spring Term 2 Vocal and body sounds</p>	<ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music • use their voices expressively and creatively by singing songs and 	<ul style="list-style-type: none"> • To know that dynamics can change how someone listening feels about music. • To know that your voice can be used as a musical instrument. • To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. 	<p>Can I create the sounds of a stormy sea using my voice and my body? What musical features can I use to create a contrasting seascape? What instrument should I select? Can I follow a conductor and know when to play loudly or softly? Can I compose a seaside soundscape using a graphic score?</p>	<p>body percussion dynamics graphic score instruments pitch seaside sounds tempo timbre</p>	<p>Benjamin Britten – Storm interlude from Peter Grimes. Ronald Binge – Sailing By</p>



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	<p>speaking chants and rhymes'</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically 	<ul style="list-style-type: none"> To understand that music can be represented by pictures or symbols 			
Assessment	<p>Assessment - Year 1: Vocal and body sounds - Kapow Primary</p> <p>There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.</p>				
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key music
<p>Summer Term 1</p> <p>Dynamics, timbre, tempo and motifs</p>	<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> To know that a 'soundscape' is a landscape created using only sounds. To know that a composer is someone who creates music and writes it down. To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music 	<p>Can I use voice control and dynamics to represent space and create atmosphere?</p> <p>Can I respond to space music, identifying dynamics, instrumentation, and the mood of the music?</p> <p>Can I compare two pieces of music by the same composer?</p> <p>Can I compose and play a motif, writing down my composition?</p> <p>Can I perform a longer piece of music, using the space soundscape and the motif?</p>	<p>soundscape</p> <p>timbre</p> <p>dynamics</p> <p>tempo</p> <p>motif</p>	<p>Gustav Holst – Mars, the Bringer of War</p> <p>Gustav Holst – Venus, the Bringer of Peace</p> <p>Gustav Holst – Uranus, the Magician</p> <p>John Williams – The Star Wars Theme</p> <p>Beethoven's Fifth Symphony in C Minor, Op. 67</p> <p>Ray Parker Jr – Ghost Busters Theme</p>



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	<ul style="list-style-type: none"> play tuned and untuned instruments musically 				
Assessment	Assessment - Year 2: Dynamics, timbre, tempo and motifs - Kapow Primary There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.				
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key music
Summer Term 2 Myths and legends	<ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music' play tuned and untuned instruments musically 	<ul style="list-style-type: none"> I know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917. 	Can I create a series of rhythms, and put them into a structure to tell the story of St George and the Dragon? Can I identify the structure of a piece of music? Can I hear different layers in the music I am listening to and then represent these on a graphic score? Can I compose a piece of music with a given structure, and create a score for my piece? Can my group rehearse and perform our composition following our graphic score?	beat compose composition dynamics graphic score legend melody myth notation pitch rhythm stave notation structure tempo texture timbre	Arthur Bax – Tintagel Waterson Carthy – St George Good King Arthur – Nursery Rhyme Gluck – Orpheus and Euridice
Assessment	Assessment - Year 2: Myths and legends - Kapow Primary				



There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.

Essential Knowledge in the Year 3/4 Music Curriculum – Cycle B

Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
Autumn Term 1 Response to an animation	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians' play and perform in solo and ensemble contexts, using their 	<ul style="list-style-type: none"> To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble. 	Can I tell a musical story through movement and action? Can I create a Mountain Soundscape? Can I create sound effects for a soundless animation? Can I explore different rhythmic ideas to accompany sections of the animation? Can I add a melody to my composition to match the animation?	influence listen dynamics timbre pitch repeated rhythm pattern notation ensemble compose	Mussorgsky – Night on the bare Mountain Mozart – Horn Concerto No. 4 Rondo



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	<p>voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music' use and understand staff and other musical notations 				
Assessment	<p>Assessment - Year 2: Myths and legends - Kapow Primary</p> <p>There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.</p>				
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
<p>Autumn Term 2</p> <p>Rock and Roll</p>	<ul style="list-style-type: none"> Develop an understanding of the history of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that a bass line is the lowest pitch line of notes in a piece of music, 	<p>What is Rock and roll and can I do the Hand Jive?</p> <p>Can I sing Rock around the Clock in time and in tune, in an ensemble?</p> <p>Can I play a rock and roll walking bass line?</p> <p>Can I accurately perform the bass line?</p> <p>Can I sing and perform with instruments the song Rock around the Clock?</p>	<p>rock and roll hand jive</p> <p>1950's tempo</p> <p>dynamic notation style</p>	<p>Born to Hand Jive from Grease</p> <p>Bill Hayley – Rock around the Clock</p>



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	<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. Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 	<p>and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <ul style="list-style-type: none"> To know that playing in time means all performers playing together at the same speed. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. 			
Assessment	<p>Assessment - Year 4: Rock and roll - Kapow Primary</p> <p>There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.</p>				
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
Spring Term 1 Ballads	<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 listen with attention to detail and recall sounds 	<ul style="list-style-type: none"> To know that a ballad tells a story through song. To know that lyrics are the words of a song. To know that in a ballad, a 'stanza' is a verse 	<p>Can I identify the features of a ballad?</p> <p>Can I perform the ballad, Space Oddity by David Bowie?</p> <p>Can I identify the key parts of a story to write my own lyrics?</p> <p>Do my lyrics tell the story?</p> <p>Can I perform my ballad?</p>	<p>ballad</p> <p>ensemble</p> <p>compose</p>	<p>David Bowie – Space Oddity</p> <p>The Righteous Brothers – Unchained Melody</p> <p>Bryan Adams – Everything I do</p> <p>Samantha Barks – On my own from Les Misérables</p>



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	<p>with increasing aural memory</p> <ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • improvise and compose music for a range of purposes using the inter-related dimensions of music. 				Whitney Houston – I will always love you
Assessment	<p>Assessment - Year 3: Ballads - Kapow Primary</p> <p>There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.</p>				
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
<p>Spring Term 2</p> <p>Haiku, music and performance</p>	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Play and perform in solo and ensemble contexts, using their 	<ul style="list-style-type: none"> • To know that a glissando in music means a sliding effect played on instruments or made by your voice. • To know that expressive language (like a poem) can be used as inspiration for composing music. • To understand that both instruments and voices can 	<p>Can I describe blossom? Can I create sounds of blossom? Can I write a blossom Haiku? Can I compose a Haiku melody? Can I sing my Haiku to the melody I composed with the sound effects I created?</p>	<p>Hanami cherry blossom pitch sound glissando pizzicato composer composition col legno haiku syllables melody</p>	<p>When the Cherry Trees Blossom by May Kay Yau</p> <p>Loveliest of trees by George Butterworth</p>



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	<p>voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music 	<p>create audio effects that describe something you can see.</p> <ul style="list-style-type: none"> To know that grouping instruments according to their timbre can create contrasting 'textures' in music. 		<p>dynamics tempo dissonance</p>	
Assessment	<p>Assessment - Year 4: Haiku, music and performance - Kapow Primary</p> <p>There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.</p>				
Summer Term	<p>Curriculum provided by Lincolnshire Music Service – Whole Class Instrumental Teaching</p>				

Essential Knowledge in the Year 5/6 Music Curriculum – Cycle B

Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
<p>Autumn Term 1</p> <p>Looping and remixing</p>	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations 	<ul style="list-style-type: none"> To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. To know that a loop is a repeated rhythm or 	<p>Can I use my body to create a looped rhythm?</p> <p>Can I create my own music mix using different loops of music?</p> <p>Can I learn the original version of Somewhere over the Rainbow?</p> <p>Looping fragments – How can by body percussion loops be developed?</p>	<p>accuracy backbeat body percussion fragment layers loop looped rhythm melody melody line</p>	<p>Darude – Sand Storm</p> <p>Circle of Life – District 78 Remix</p> <p>Somewhere over the Rainbow performed by Judy Garland</p>



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	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<p>melody, and is another word for ostinato.</p> <ul style="list-style-type: none"> To know that remix is music that has been changed, usually so it is suitable for dancing to. 	<p>Can I create a remix of Somewhere over the rainbow?</p>	<p>notation ostinato remix rhythm riff structure</p>	<p>Somewhere over the Rainbow performed by Israel Kamakawiwo'ole</p> <p>Beethoven, Symphony No. 5 in C Minor</p> <p>Walter Murphy – a fifth of Beethoven</p>
Assessment	<p>Assessment - Year 5: Looping and remixing - Kapow Primary</p> <p>There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.</p>				
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
Autumn Term 2 Blues	<ul style="list-style-type: none"> Develop an understanding of the history of music 	<ul style="list-style-type: none"> To understand that a chord is the layering of several pitches played at the same time. 	<p>What are the origins and features of Blues Music?</p> <p>Can I play the chord of C for the first line of the 12 Bar Blues?</p>	<p>Blues chord 12-bar Blues bar scale</p>	<p>Hush Somebody's Calling My Name – Alex Foster and Michael LaRue</p>



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	<ul style="list-style-type: none">• Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression• Learn to sing and to use their voices, to create and compose music on their own and with others• Use and understand staff and other musical notations• Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations• Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency,	<ul style="list-style-type: none">• To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.• To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.• To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.	<p>Can I play the chord sequence for the 12 Bar Blues? Can I play the Blues Scale? Can I use the notes of the Blues Scale to improvise my own blues melody?</p>	<p>Blues scale bent notes ascending scale descending scale improvisation</p>	<p>Keeps on rainin' – Billie Holiday</p> <p>Rolling Stone – Muddy Waters, Ernest Crawford</p> <p>Time Our Blues, Chuck Brown and the Chuckleberries</p> <p>One shoe blues – BB King</p> <p>So many rivers – Marcia Ball</p> <p>Moanin' Lisa Blues – The Simpsons</p>
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	<p>control and expression</p> <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory 				
Assessment	<p>Assessment - Year 5: Blues - Kapow Primary</p> <p>There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.</p>				
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
<p>Spring Term 1</p> <p>Dynamics, pitch and</p>	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Play and perform in solo and ensemble contexts, using their voices and playing 	<ul style="list-style-type: none"> • To know that the conductor beats time to help the performers work well together. • To understand that improvisation means making up music 'on the spot'. • To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. • To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright. 	<p>What do I think to the work of the composer Mendelssohn?</p> <p>Can I improvise as a group using dynamics and pitch?</p> <p>Can I improvise as a group using texture and create a graphic score to represent sounds?</p> <p>Can we create a group composition with our knowledge of dynamics, pitch and texture?</p> <p>Can we improve our composition by changing the dynamics, pitches and textures used?</p>	<p>audio/video depicting texture pitch dynamics conductor improvisation notation graphic score composition practising group work ensemble</p>	<p>Mendelssohn – Fingal's Cave</p>



	musical instruments with increasing accuracy, fluency, control and expression				
Assessment	Assessment - Year 6: Dynamics, pitch and texture - Kapow Primary There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.				
Spring Term 2 The festival of colour	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Use and understand staff and other musical notations 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 	<ul style="list-style-type: none"> To know that a vocal composition is a piece of music created only using voices. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. 	Can I hear colours? Can I use colours to create a graphic score? Can I create my own visual composition? Can I focus on the dimensions of music to create a composition based on a single colour? Can we perform our colour compositions to represent the clash of colours during the Holi Festival?	synesthesia dynamics Holi graphic score vocal composition performance	Edvard Grieg – Morning from the Peer Gynt Suite Mendelssohn – Italian Symphony , Movement 4 Smetena- Ma vlast (My Fatherland) Candana Bhardwaj – Aaj Brij Main Holi Re Rasiya



	interrelated dimensions of music				
Assessment	Assessment - Year 5: Composition to represent the festival of colour - Kapow Primary There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.				
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
Summer Term 1 South and West Africa	<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 Listen with attention to detail and recall sounds with increasing aural memory 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 	<ul style="list-style-type: none"> To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once. 	Can I learn Shosholoza, singing unaccompanied, holding the tune of my part within the group performance? Can I learn the chords for Shosholoza, using tuned percussion instruments? Can I incorporate African dance steps to prepare for a performance on Shosholza? Can I use a metronome to keep a constant pulse, reciting rhythms with varying dynamics and tempo? Can I make my rhythms more complex and compose an eight beat break?	a cappella call and response dynamics performance chord improvisation ostinato break poly-rhythms master drummer syncopation metronome	Shosholoza Miriam Makeba – Click Song



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	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. 				
Assessment	Assessment - Year 5: South and West Africa - Kapow Primary There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.				
Term	National Curriculum Expectations	Declarative Knowledge	Learning Questions	Key Vocabulary	Key Music
Summer Term 2 Composing and performing	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Improvise and compose music for a range of purposes using the 	<ul style="list-style-type: none"> To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals 	<p>A single year – what makes a good leavers song?</p> <p>Can I write a suitable chorus for our leavers song?</p> <p>Using my poetry writing skills, can I turn suitable words into lyrics and work in a group to sequence and structure lyrics into a verse?</p> <p>Can I create a backing track using a four chord progression?</p> <p>Can I compose a melody for the chorus using different kinds of notation?</p> <p>Can I create a final piece of music?</p>	allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody mood musical features notation piano poetic structure	The Script – Hall of Fame The Greatest Showman – A Million Dreams Bruno Mars – Count on me.



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	<p>interrelated dimensions of music</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• Use and understand staff and other musical notations.			<p>repetitive rhyme ritardando tempo sequence stave notation upbeat verse</p>	
Assessment	<p>Assessment - Year 6: Composing and performing a Leavers' song - Kapow Primary</p> <p>There are a range of assessments that can be used here. Please use as a whole class, tables, pairs and as spaced retrieval 2/3 weeks after a lesson is taught. Please do not use as individual, summative post unit assessments but instead use as retrieval practice to determine whether children are retaining knowledge into long term memory.</p>				



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Links to Research

Publication	Selected Recommendations	How are we applying these to our Curriculum?
<p>Research review series: music - GOV.UK (www.gov.uk)</p>	<p>Published at a time when there is a focus on 'knowledge rich' curricula, this Ofsted research review looks at how tacit (experiential), procedural (skills) and declarative (facts) knowledge can help pupils 'become more musical'. It is really helpful to see types of knowledge broken down in this way, as the 'knowledge rich' approach can often result in reducing the curriculum down to the gathering of facts for regurgitation. This also reflects existing theories of musical knowledge (Swanwick et al.), which acknowledge that in music there is:</p> <ul style="list-style-type: none"> • knowledge 'how' (skills/procedural) • knowledge 'about' (facts/declarative) and • knowledge of (links to, but broader than, experiential/tacit). 	<p>The Kapow Primary Music scheme of work is based on these three types of musical knowledge and, therefore, also covers the types of knowledge listed in this Ofsted research review. While we do offer supporting documentation for a declarative (facts-based) approach, such as knowledge organisers, catchers, and quizzes, our curriculum embraces the broader definition of knowledge as outlined in this research review, and is predominantly procedural (skills-based), delivered through tacit (experiential) and instructional learning.</p>
<p>The power of music to change lives: a national plan for music education - GOV.UK (www.gov.uk)</p>	<p>The plan identifies 'key common features of excellent provision' that the DfE would like to see offered in every school, and planned for within the school music development plan:</p> <ul style="list-style-type: none"> • timetabled curriculum music of at least one hour each week of the school year for key stages 1–3 • access to lessons across a range of instruments, and voice • a school choir and/or vocal ensemble • a school ensemble/band/group • space for rehearsals and individual practice • a termly school performance • opportunity to enjoy live performances at least once a year 	<ul style="list-style-type: none"> • Use of Lincolnshire Music Service to deliver individual and small group instrumental lessons • Use of Specialist teaching from Lincolnshire Music Service to deliver and Infant Music Programme to our Key Stage 1 class to ensure they have acquired the necessary knowledge and skills prior to transition into Key Stage 2 • Use of Specialist teaching from Lincolnshire Music Service to deliver a 12 week Whole Class instrumental programme to KS2 • Established School Choir • Termly performance opportunities • Visits planned to ensure children enjoy live music. • 1 hour timetabled music lesson each week



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How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in Music builds.

Child-led learning plays a large part in the Early Years curriculum, and rightly so. Supporting children in following and exploring their own interests allows for a greater depth of learning and understanding and much higher levels of well-being and involvement.

We support children in their use of music as part of child-led play, whether singing songs, listening to music, dancing or playing instruments. Thus allowing them to express their creativity and emotions, as well as reaching a deeper level of musical understanding.

Rather than creating an artificial learning opportunity, instead we wait until we observe that a child or group of children have shown a particular interest in a topic. We offer to help them enhance their chosen area of play by providing additional resources, demonstrating how to use existing resources or even using the computer. This could mean:

- Demonstrating how to play certain instruments
- Encouraging children to perform together as a group
- Starting to sing a familiar song and play an instrument, encouraging others to join in
- Clapping or tapping out a beat
- Providing lyrics to a song
- Using familiar, everyday objects to create new instruments and sounds
- Demonstrating how to use your body and voice as instruments
- Searching for and watching videos showing traditional dances
- Learning and practising traditional dances together
- Using a safe search engine to find out more information or facts about particular dances or music types
- Searching for and listening to music together
- Finding out about different music relating to customs and festivals that are important to the children

Children will display their musical knowledge through their play on a regular basis. We use the following list as a guide to know what to look out for, although it is obviously not an exhaustive list.



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- Singing familiar songs to themselves or others
- Humming a tune
- Tapping or clapping beats or rhythms
- Using their bodies to make sounds (stamping, clapping, clicking fingers etc.)
- Using their voices to make or imitate sounds
- Creating or copying dances
- Creating or recreating songs either with or without instruments
- Experimenting with the sounds instruments make
- Creating instruments using junk modelling
- Singing and performing action songs
- Asking to listen to music
- Naming or talking about instruments
- Creating a band or performing a concert.