

## Music - Composite Knowledge

	EYFS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
Autumn One	<p>Can we sing a range of familiar nursery rhymes and songs?</p> <p>Can we make sounds with instruments – scrape, hit, shake?</p> <p>Can we start/stop/play softly/loudly?</p> <p>Can we try to move in time with music?</p>	<p>What is the pulse in a piece of music? What is rhythm?</p> <p><b>Key skills:</b> Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. <b>pulse, rhythm</b> Kapow Unit link: <a href="#">Pulse and rhythm</a> (Theme: All about me) Humanities Link: <b>Edmonton</b></p>	<p>What are dynamics in a piece of music?</p> <p>What is notation? Why do we write music down?</p> <p><b>Key skills:</b> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). <b>dynamics, notation</b> Kapow Unit link: <a href="#">Musical me</a> Humanities Link: <b>London</b></p>	<p>What does timbre mean? How can different timbres change the mood of a piece of music?</p> <p>What is an ensemble?</p> <p><b>Key skills:</b> Beginning to use music vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. <b>timbre, dynamics, ensemble</b> Kapow Unit Link: <a href="#">Creating compositions in response to an animation</a> (Theme: <a href="#">Mountains</a>) Humanities Link: <b>Mountains, Rivers and Coasts</b></p>	<p>What is a tala and a rag? Where in the world are they traditional?</p> <p>How are textures used in traditional Indian music?</p> <p><b>Key skills:</b> Discussing the stylistic features of different genres, styles and traditions of music</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary. <b>structure, texture, tempo, pulse</b> Kapow Unit link: <a href="#">Traditional instruments and improvisation</a> (Theme: <a href="#">India</a>)* Humanities Link: <b>Seven Wonders</b></p>	<p>What is samba music? Where does it originate?</p> <p>What are the features of samba music? What are syncopated rhythms?</p> <p><b>Key skills:</b> Playing syncopated rhythms with accuracy and fluency.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance. <b>rhythm, pulse, tempo, dynamics, syncopated</b> Kapow Unit link: <a href="#">Samba and carnival sounds and instruments</a> (Theme: <a href="#">South America</a>)* Humanities Link: <b>South America</b></p>	<p>How can we sing accurately in unison?</p> <p><b>Key skills:</b> Accurately copying pitch, rhythm and dynamics to learn and perform a range of songs from around the world.</p> <p>Recalling previously taught songs with increasing accuracy and aural memory.</p> <p><b>rhythm, pulse, tempo, dynamics</b></p>
Autumn Two		<p>What does timbre mean? Why might you choose instruments with different timbres?</p> <p><b>Key skills:</b></p>	<p>How are woodwind instruments played?</p> <p>How are brass instruments played?</p>	<p>What is Jazz? Where did it originate?</p> <p>What rhythms are associated with Jazz?</p>	<p>What is notation in music?</p> <p>What is a motif? How can you use a motif to create structure?</p>	<p>What is a vocal composition?</p> <p>What different effects can be created within a vocal composition?</p>	<p>How can we perform accurately in unison?</p> <p><b>Key skills:</b></p>

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		<p>Describing the differences between two pieces of music.</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p><b>timbre</b></p> <p>Kapow Unit link: <a href="#">Timbre and rhythmic patterns (Theme: Fairytales)</a></p> <p>Humanities Link: <b>Kings and Queens</b></p>	<p>What is the difference in timbre between woodwind and brass instruments?</p> <p><b>Key skills:</b> Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p><b>timbre, texture</b></p> <p>Kapow Unit link: <a href="#">Orchestral instruments (Theme: Traditional Western stories)</a></p>	<p><b>Key skills:</b> Learning about the history of a style or movement in music.</p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p><b>rhythm, structure</b></p> <p>Kapow Unit link: <a href="#">Jazz</a></p>	<p><b>Key skills:</b> Beginning to improvise musically within a given style.</p> <p>Using letter names, graphic notation and musical vocabulary to label and record their compositions.</p> <p><b>structure, notation, motif</b></p> <p>Kapow Unit Link: <a href="#">Adapting and transposing motifs (Theme: Romans)*</a></p> <p>Humanities Link: <b>The Roman Empire</b></p>	<p>What effect do pitch and dynamics have on a vocal composition?</p> <p><b>Key skills:</b> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments</p> <p>Performing with accuracy and fluency from graphic notation.</p> <p><b>pitch, dynamics, tempo</b></p> <p><a href="#">Composition to represent the festival of colour (Theme: Holi festival)</a></p>	<p>Accurately copying pitch, rhythm and dynamics to learn and perform a range of songs from around the world.</p> <p>Recalling previously taught songs with increasing accuracy and aural memory.</p> <p><b>rhythm, pulse, tempo, dynamics</b></p>
Spring One		<p>What does tempo mean?</p> <p>How can tempo change the mood of a piece of music?</p> <p><b>Key skills:</b> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p><b>tempo, dynamics</b></p> <p>Kapow Unit link:</p>	<p>What does pitch mean?</p> <p>How can music be passed down from person to person?</p> <p>Can you name a traditional song from Britain?</p> <p><b>Key skills:</b> Singing short songs from memory with melodic and rhythmic accuracy.</p> <p><b>pitch, rhythm</b></p> <p>Kapow Unit link:</p>	<p>What is texture in music?</p> <p>How can we use different instruments to create texture?</p> <p>How can we use rhythms?</p> <p><b>Key skills:</b> Creating a piece of music with at least four layers and a clear structure.</p>	<p>What is 'A Capella' singing?</p> <p>What is crescendo and decrescendo?</p> <p>What does harmony mean?</p> <p><b>Key skills:</b> Identifying gradual dynamic changes within a piece of music.</p> <p>Identifying scaled dynamics</p>	<p>What is 'blues' music?</p> <p>What are the themes of blues music?</p> <p>What is 12-bar-blues?</p> <p><b>Key skills:</b> Learning about the history of a style or movement in music.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p>	<p>To understand the Kodaly method which uses syllables to indicate rhythms.</p> <p>To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972.</p> <p><b>Key skills:</b></p>

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		<p><a href="#">Musical vocabulary (Under the sea)</a> Humanities Link: <b>The Continents and Oceans (Around the World)</b></p>	<p><a href="#">On this island: British songs and sounds</a> Humanities Link: <b>United Kingdom</b></p>	<p>Suggesting improvements to others work, using musical vocabulary. <b>texture, rhythm structure</b> Kapow Unit link: <a href="#">Body and tuned percussion (Theme: Rainforests)*</a> Humanities Link: <b>Explorers</b></p>	<p>(crescendo/decelando) within a piece of music. <b>pitch, dynamics, crescendo/decelando, harmony</b> Kapow Unit link: <a href="#">Changes in pitch, tempo and dynamics (Theme: Rivers)</a></p>	<p><b>structure, rhythm, pulse, pitch, 12-bar-blues</b> Kapow Unit link: <a href="#">Blues</a> Humanities Link: <b>North America</b></p>	<p>Performing with accuracy and fluency from graphic and staff notation,  Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss their own and others' work.  <b>rhythm, pulse, tempo, dynamics, notation</b> Kapow Unit link: <a href="#">Advanced rhythms</a></p>
<p>Spring Two</p>		<p>What does pitch mean? What else can change in a piece of music (what is tempo)?  <b>Key skills:</b> To recognise basic tempo, dynamic and pitch changes.  Describing the differences between two pieces of music. <b>tempo, pitch</b> Kapow Unit Link: <a href="#">Pitch and tempo (Theme: Superheroes)</a></p>	<p>What is structure? What is a call and response structure?  What is rhythm? Can you clap a rhythm or phrase you practised in music this term?  <b>Key skills:</b> Copying longer rhythms on untuned percussion instruments.  Keeping a steady pulse <b>rhythm, structure</b> Kapow Unit Link:</p>	<p>What is pitch? What is the pentatonic scale?  Where in the world is the pentatonic scale used for traditional music?  <b>Key skills:</b> Understanding that music from different parts of the world, and different times, has different features.  Discussing the stylistic features of different genres, styles and</p>	<p>What is Rock and Roll?  How is it similar to Blues? How is it different?  When and why was Rock and Roll created?  <b>Key skills:</b> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p>	<p>What unfamiliar sounds might you hear in songs from South and West Africa?  What are some of the features of West African music and drumming?  What are call and response rhythms?  <b>Key skills:</b> Recognising and confidently discussing the stylistic features of different genres, styles</p>	<p>What are some examples of songs popular in WWII?  What is harmony?  What is counter-melody? <b>Key skills:</b> Learning about the history of a style or movement in music.  Discussing musical eras in context, identifying how they have influenced each other, and</p>

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		<p>Humanities Link: <b>Toys</b></p>	<p><a href="#">African call and response song (Theme: Animals)</a></p>	<p>traditions of music using musical vocabulary.</p> <p>Writing and performing a pentatonic melody.</p> <p><b>pitch, scale, pentatonic</b></p> <p>Kapow Unit Link: <a href="#">Pentatonic melodies and composition (Theme: Chinese New Year)</a></p>	<p>Identifying common features between different genres, styles and traditions of music.</p> <p><b>tempo, structure, chords, blues, rock and roll</b></p> <p>Kapow Unit Link: <a href="#">Rock and Roll</a></p>	<p>and traditions of music using musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary, related to the inter-related dimensions of music.</p> <p><b>structure, texture, rhythm, pulse, pitch, timbre</b></p> <p>Kapow Unit Link: <a href="#">South and West Africa</a></p> <p>Humanities Link: <b>Migration to Britain</b></p>	<p>discussing the impact of different composers on the development of musical styles.</p> <p><b>pitch, texture, rhythm, timbre, harmony, counter-melody</b></p> <p>Kapow Unit link: <a href="#">Songs of World War 2</a></p> <p>Humanities Link: <b>WWII</b></p>
<p>Summer One</p>		<p>How can we write music down? How can we represent music with pictures?</p> <p><b>Key skills:</b> To create a simple graphic score <b>Notation, rhythm</b></p> <p>Kapow Unit Link: <a href="#">Vocal and body sounds (Theme: By the sea)</a></p> <p>Humanities Link: <b>Weather</b></p>	<p>What does texture mean in music?</p> <p>What does a composer do?</p> <p>What is a soundscape?</p> <p><b>Key skills:</b> Successfully combining and layering instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p><b>texture, structure</b></p> <p>Kapow Unit Link:</p>	<p>What is a ballad? What do ballads do?</p> <p>What is a stanza?</p> <p>What are lyrics?</p> <p><b>Key skills:</b> Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p><b>pulse, tempo, pitch, lyrics, stanza</b></p> <p>Kapow Unit link: <a href="#">Ballads</a></p> <p>Humanities Link: <b>Europe</b></p>	<p>How can poetry be used to compose music?</p> <p>What are layers in music?</p> <p>What is structure in music?</p> <p><b>Key skills:</b> Creating a piece of music with at least four different layers and a clear structure.</p> <p>Beginning to improvise musically within a given style.</p> <p><b>texture, layers, structure, rhythm, pitch</b></p> <p>Kapow Unit Link:</p>	<p>What is musical theatre?</p> <p>What are character songs?</p> <p>What are action songs?</p> <p>What is choreography?</p> <p><b>Key skills:</b> Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p><b>structure, texture, rhythm, pulse, pitch, dynamics</b></p> <p>Kapow Unit Link: <a href="#">Musical theatre</a></p>	<p>What are chords?</p> <p>What is a chord progression?</p> <p>How are chord progressions represented in music?</p> <p><b>Key skills:</b> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p><b>pulse, rhythm, pitch, tempo,</b></p>

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			<p><a href="#">Dynamics, timbre, tempo and motifs (Theme: Space)</a></p>		<p><a href="#">Haiku, music and performance (Theme: Hanami festival)</a></p>		<p><b>dynamics, timbre, texture, structure, notation, chord progression</b> Kapow Unit Link: <a href="#">Composing and performing a Leavers' song (1/2)</a></p>
<p>Summer Two</p>		<p>What are dynamics in music? What is tempo?</p> <p>How do we follow the tempo and dynamics of music when we sing?</p> <p><b>Key skills:</b> Singing short songs from memory, maintaining the overall shape of the melody and keeping in tune.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p><b>tempo, dynamics</b> Kapow Unit Link: <a href="#">Classical music, dynamics and tempo (Theme: Animals)</a></p>	<p>What is notation in music?</p> <p>What is a graphic score? How does it show the texture of the music?</p> <p><b>Key skills:</b> Using letter names and/or graphic notation to represent their composition.</p> <p><b>texture, pulse, tempo, notation</b> Kapow Unit Link: <a href="#">Myths and legends</a></p>	<p><b>Key skills:</b> Using graphic or staff notation to record rhythms and melodies.</p> <p><b>pulse, tempo, pitch, notation</b> Kapow Unit link: <a href="#">Composition notation (Theme: Ancient Egypt)*</a> Humanities Link: <b>Ancient Egypt</b></p>	<p>What does 'reading' music mean?</p> <p>What is the key in music? How can the key change the mood of a piece of music?</p> <p><b>Key skills:</b> Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p> <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</p> <p><b>pitch, rhythm, pulse, tempo, notation, key</b> Kapow Unit Link: <a href="#">Developing singing technique (Theme: the Vikings)*</a> Humanities Link: <b>Vikings</b></p>	<p>What is a loop? What is ostinato?</p> <p>What is a remix?</p> <p>How is remixed music made? What is it usually used for?</p> <p><b>Key skills:</b> Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p><b>rhythm, texture, structure, pulse, loop, ostinato</b> Kapow Unit Link: <a href="#">Looping and remixing</a></p>	<p>What is melody? How can a melody be changed or adapted?</p> <p>How can an original composition be recorded using notation?</p> <p>How can a composition be recorded using technology?</p> <p><b>Key skills:</b> Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Recording own composition</p>

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							<p>using appropriate forms of notation and/or technology.  <b>pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, melody</b>          Kapow Unit Link: <a href="#">Composing and performing a Leavers' song (2/2)</a></p>
<p><u>National Curriculum Statements</u></p>	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>	<p>The inter-related dimensions of music are <b>pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation</b></p>				

