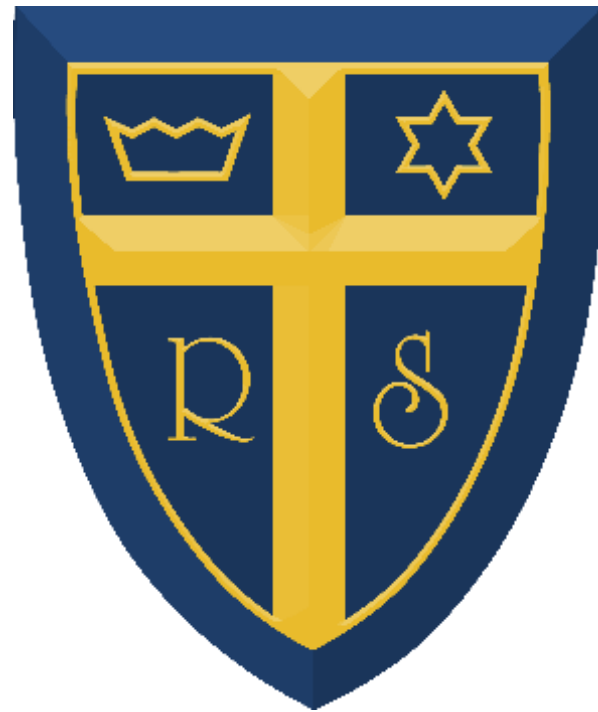




Music

The Rosary Catholic Primary School
Progression of Knowledge and Skills in Music



Year	Knowledge			Skills
Reception Autumn	Focus: Exploring sound			<u>Listening:</u> - Exploring lyrics by suggesting appropriate actions. - Listening to and following a beat using body percussion and instruments. - Considering whether a piece of music has a fast, moderate or slow tempo. - Listening to sounds and matching them to the object or instrument. - Listening to sounds and identifying high and low pitch. - Listening to and repeating a simple rhythm. - Listening to and repeating simple lyrics. - Understanding that different instruments make different sounds and grouping them accordingly <u>Composing</u> - Selecting classroom objects to use as instruments. - Experimenting with body percussion and vocal sounds to respond to music. - Selecting appropriate instruments to represent action and mood. - Experimenting with playing instruments in different ways. <u>Performing</u> - Using their voices to join in with well-known songs from memory. - Moving to music with instruction to perform actions. - Participating in performances to a small audience. - Stopping and starting playing at the right time.
	Early Years Outcomes (Development Matters)			
	- ELG: Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - ELG: Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.			
	Contributing towards: Pulse and rhythm Theme: All about me (Year 1)			
	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	
	1. Vocal Sounds Exploring using voices to make a variety of sounds, with relevant symbols.	I can use my voice to make different sounds	Sound: created when something vibrates and sends waves of energy (vibration) into our ears	
	2. Body sounds Exploring using body parts to make a variety of sounds.	I can use body parts to make sounds.	Rhythm: the duration, or length, of musical sounds	
	3. Instrumental sounds Exploring using instruments to make a variety of sounds.	I can use instruments to make sounds	Tempo: the speed at which a piece is played	
	4. Environmental sounds Exploring sounds within the environment.	I can make sounds using things around me	Low: in pitch High: raised in pitch	
	5. Nature sounds Listening to sounds in nature and recreating them.	Nature sounds can be recreated using a variety of objects.	Pitch: how high or low the sound is	
Assessment Tasks	Assessing Sticky Knowledge: Verbal sounds quiz	Assessing Key Vocabulary and Definition: Children use appropriate words to describe their work.		



Year	Knowledge			Skills
Reception Spring	Focus: Music and movement			<u>Listening:</u> • Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. • Exploring lyrics by suggesting appropriate actions. • Listening to and following a beat using body percussion and instruments. • Understanding that different instruments make different sounds and grouping them accordingly <u>Composing</u> • Playing untuned percussion ‘in time’ with a piece of music. • Selecting classroom objects to use as instruments. • Experimenting with body percussion and vocal sounds to respond to music. • Selecting appropriate instruments to represent action and mood. • Experimenting with playing instruments in different ways. <u>Performing</u> • Using their voices to join in with well-known songs from memory. • Remembering and maintaining their role within a group performance. • Moving to music with instruction to perform actions. • Participating in performances to a small audience. • Stopping and starting playing at the right time.
	Early Years Outcomes (Development Matters)			
	• ELG: Being Imaginative and Expressive – Sing a range of well-known nursery rhymes and songs. • ELG: Being Imaginative and Expressive – Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.			
	Contributing towards: Pitch and tempo (Year 1)			
	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	
	1. Action songs Learning why songs can have actions and some simple Makaton signs to accompany a song.	Some songs have actions	Action: a thing done	
	2. Finding the beat Children explore the beat through body movement.	I can use my body to create a beat	Beat: the steady pulse that you feel in the tune, like a clock’s tick.	
	3. Exploring tempo Children learn to recognise and react to different tempos in music.	The tempo is the speed of the music	Composer: someone who writes (composes) music	
	4. Exploring tempo and pitch through dance Children learn to express different pitch and tempo in music through dance.	You can create dance to music	Music: a group of sounds that people have arranged in a pleasing or meaningful way.	
	5. Music and movement performance Children perform two movement and movement songs.	You can give performances using music and actions	Performance: a particular entertainment presented before an audience	
Assessment Tasks	Assessing Sticky Knowledge: Children to create a performance using the skills in the previous lessons.	Assessing Key Vocabulary and Definition: Children to use the correct vocab when talking about their performances.		



Year	Knowledge			Skills
Reception Summer	Focus: Transport			Listening: • Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. • Exploring lyrics by suggesting appropriate actions. • Exploring the story behind the lyrics or music. • Listening to and following a beat using body percussion and instruments. • *Considering whether a piece of music has a fast, moderate or slow tempo. • Listening to sounds and matching them to the object or instrument. • Listening to and repeating a simple rhythm. • Understanding that different instruments make different sounds and grouping them accordingly. Composing • Selecting classroom objects to use as instruments. • Experimenting with body percussion and vocal sounds to respond to music. • Selecting appropriate instruments to represent action and mood. • Experimenting with playing instruments in different ways. Performing • Remembering and maintaining their role within a group performance. • Moving to music with instruction to perform actions. • Participating in performances to a small audience. • Stopping and starting playing at the right time.
	Early Years Outcomes (Development Matters)			
	• ELG: Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • ELG: Listening, Attention and Understanding - Make comments about what they have heard and ask questions to clarify their understanding. • ELG: Being Imaginative and Expressive – Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.			
	Contributing towards: Musical Vocabulary (Year 1)			
	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	
	1. Exploring different types of transport Exploring the sounds of different types of vehicles.	You can use different things to make transportation sounds	Transport: a way of movement of human beings and goods from one place to another.	
	2. Trains Exploring and mimicking the sounds of a train.	You can use your body/instruments to make a train sound	Train: a row of wheeled cars that are linked together	
	3. Boats Exploring sounds heard on and around boats.	You can use your body/instruments to make a boat sound	Boat: a small watercraft used for fun or for carrying small loads	
	4. Cars Interpreting symbols to reflect a car’s journey.	I can use music to represent a car journey.	Symbols: something that stands for, represents, or suggests another thing	
	5. Transport journey Demonstrating simple rhythms on an instrument.	You can create simple rhythms using instruments.	Score: a written form of a musical composition	
Assessment Tasks	Assessing Sticky Knowledge: Children to create a piece of music about using transport on a journey	Assessing Key Vocabulary and Definition: Children to use vocabulary to describe how they created their journey using music.		



Year	Knowledge			Skills
Reception Summer	<u>Focus: Big band</u>			<u>Listening:</u> - Listening to and following a beat using body percussion and instruments. - Listening to and repeating a simple rhythm. - Understanding that different instruments make different sounds and grouping them accordingly. <u>Composing</u> - Playing untuned percussion ‘in time’ with a piece of music. - Selecting classroom objects to use as instruments. - Experimenting with body percussion and vocal sounds to respond to music. - Experimenting with playing instruments in different ways. <u>Performing</u> - Remembering and maintaining their role within a group performance. - Moving to music with instruction to perform actions. - Participating in performances to a small audience. - Stopping and starting playing at the right time.
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	<u>Contributing towards: Orchestral instruments (Y2)</u>			
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	
	To discuss what makes a musical instrument	You can use junk to make a musical instrument	Band: a group of musicians organized for ensemble playing	
	To learn what an orchestra is	An orchestra is a group of people who play instruments together	Orchestra: an assembly of musicians who play a wide range of instruments	
	To follow a beat using an untuned instrument	I can use untuned instruments	Musical Instrument: An object that can be used to produce music	
	To experiment with playing tuned and untuned instruments	You can use tuned and untuned instruments to make music	Percussion: musical instruments that generally are used to establish rhythm	
	To perform a practised song to a small audience.	You can use instruments to create a performance	Dynamic: full of energy and strength	
<u>Assessment Tasks</u>	Assessing Sticky Knowledge: Children to create a performance show casing a ranged of tuned and untuned instruments	Assessing Key Vocabulary and Definition: Observation of children using the vocabulary to describe their performances.		



Year	Knowledge	Skills																					
Year 1 Autumn	<i>Focus:</i> Pulse and Rhythm <i>Theme:</i> All About Me	<i>Listening:</i> • Recognising and understanding the difference between pulse and rhythm. • Describing the character, mood, or ‘story’ of music they listen to, both verbally and through movement. • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. <i>Composing</i> • Combining instrumental and vocal sounds within a given structure. <i>Performing</i> • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. • Copying back short rhythmic and melodic phrases on percussion instruments.																					
	<i>National Curriculum Knowledge:</i> • 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. • Play untuned instruments musically. • Experiment with, create, select and combine sounds using the inter-related dimension of music. <i>Prior Learning:</i> Exploring sound (Reception)																						
	<i>Contributing towards:</i> Musical vocabulary <i>Theme:</i> Under the sea (Year 1)																						
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Year	Knowledge			Skills
Year 1 Spring	<i>Focus:</i> Musical vocabulary <i>Theme:</i> Under the sea			<i>Listening:</i> • Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). • Describing the character, mood, or ‘story’ of music they listen to, both verbally and through movement. • Describing the differences between two pieces of music. • Expressing a basic opinion about music (like/dislike). • Listening and responding to other performers by playing as part of a group. <i>Composing</i> • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. <i>Performing</i> • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.
	<i>National Curriculum Knowledge:</i> • Experiment with, create, select and combine sounds using the inter-related dimension of music. • Play tuned and untuned instruments musically.			
	<i>Prior Learning:</i> Transport (Year Reception)			
	<i>Contributing towards:</i> African call and response song <i>Theme:</i> Animals (Year 2)			
	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	
	1. Pulse and tempo: Dive into danger! <i>To learn the musical vocabulary: pulse and tempo</i>	Tempo is the speed of music.	Tempo: The speed of the music (fast or slow)	
	2. Dynamics and timbre: Underwater world <i>To explain what dynamics and timbre are.</i>	Dynamics is how loud or softly music is played.	Dynamics: The volume of the music (loud or quiet)	
	3. Pitch and rhythm: Underwater World <i>To explain what pitch and rhythm are.</i>	Pitch is how high or low a sound is.	Pitch: How high or low a sound is.	
	4. Texture and structure: Coral reef <i>To explain what texture and structure are.</i>	Timbre is how many instruments are playing at the same time.	Timbre: The quality of sound e.g. smooth, scratchy, twinkly	
	5. Musical vocabulary <i>To understand key musical vocabulary.</i>	Musical vocabulary helps me to describe music.	Pulse: The regular beat of the music, like a heartbeat.	
Assessment Tasks	Assessing Sticky Knowledge:	Assessing Key Vocabulary and Definition:		
<i>See also:</i> Knowledge organiser.				



Year	Knowledge			Skills
Year 1 Summer	Focus: <i>Timbre and rhythmic patterns</i> Theme: <i>Fairy tales</i>			<u>Listening:</u> • Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). • Describing the character, mood, or ‘story’ of music they listen to, both verbally and through movement. • Describing the differences between two pieces of music. • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. <u>Composing</u> • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Choosing dynamics, tempo and timbre for a piece of music. <u>Performing</u> • Using their voices expressively to speak and chant. • Using their voices expressively to speak and chant. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.
	<u>National Curriculum Knowledge:</u> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • 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. <u>Prior Learning:</u> Musical Vocabulary (Year 1) <u>Contributing towards:</u> Myths and legends (Year 2)			
	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	
	1. Timbre and rhythmic patterns: Character voices To use voices expressively to speak and chant.	My voice can be changed to represent different characters.	Timbre: The quality of sound e.g. smooth, scratchy, twinkly.	
	2. Timbre and rhythmic pattern: Starting with instruments. To select suitable instrumental sounds to represent a character.	Instruments make different sounds.	Rhythms: Patterns that can change.	
	3. Timbre and rhythmic patterns: Rhythms To compose and play a rhythm.	Phrases can be used to help us remember rhythms.	Syllables: A beat of a sound in word.	
	4. Timbre and rhythmic patterns: Responding to music To recognise how timbre is used to represent characters in a piece of music.	Timbre can be used to represent different things in a piece of music e.g. characters.	Timpani: A large instrument with a drumhead that can be tuned.	
	5. Timbre and rhythmic patterns: Keeping the pulse To keep the pulse using untuned instruments.	The pulse ia steady beat that always stays the same.	Steady beat: The ongoing, repetitive pulse that occurs in songs, chants and rhymes.	
	Assessment Tasks	Assessing Sticky Knowledge:	Assessing Key Vocabulary and Definition:	
	See also: Knowledge organiser.			



Year	Knowledge	Skills																				
Year 1 Summer	<i>Focus: Pitch and tempo Theme: Superheroes</i>	<i>Listening:</i> • Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). • Describing the character, mood, or ‘story’ of music they listen to, both verbally and through movement. • Describing the differences between two pieces of music. • Expressing a basic opinion about music (like/dislike). • Listening and responding to other performers by playing as part of a group. <i>Composing</i> • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. <i>Performing</i> • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.																				
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	<i>Prior Learning:</i> Music and Movement (Year Reception)																					
	<i>Contributing towards:</i> African call and response song Theme: Animals (Year 2)																					
	Lesson		Sticky Knowledge	Key Vocabulary and Definitions	1. Pitch and tempo: High fliers To understand the concept of pitch.	Pitch is how high or low a note is.	High pitch: sounds include a whilst or squeak. Low pitch: sounds are deep, soft and quiet.	2. Pitch and tempo: Pitch patterns To create a pattern using two pitches.	Different pitches can be used to create a pattern.	Pitch: How high or low a sound is.	3. Pitch and tempo: Faster than a speeding bullet To understand the concept of tempo.	A fast tempo can help create exciting things e.g. superheroes moving quickly.	Tempo: The speed of the music (fast or slow)	4. Pitch and tempo: Superhero theme tune To create a superhero theme tune.	I can create a composition by selecting, combining and performing different sounds.	Composition: the act of writing/creating a piece of music.	5. Pitch and tempo: Final performance To perform confidently as part of a group.	Music can be shared through performances.	Performance: Doing something in front of other people.	Assessment Tasks	Assessing Sticky Knowledge:	Assessing Key Vocabulary and Definition:
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<i>See also: Knowledge organiser.</i>																						



Year	Knowledge	Skills																					
Year 2 Autumn	<i>Focus:</i> African call and response song Theme: Animals <i>National Curriculum Knowledge:</i> • Play tuned and untuned instruments musically. • 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. <i>Prior Learning:</i> Musical vocabulary Theme: Under the sea (Year 1) <i>Contributing towards:</i> Orchestral instruments Theme: Traditional Western stories (Year 2) <table><tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocabulary and Definitions</th></tr><tr><td>1. Going on Safari To create short sequences of sound.</td><td>Timbre is the different sounds of an instrument.</td><td>Timbre: The quality of sound, e.g. smooth, scratchy, twinkly.</td></tr><tr><td>2. Rhythmic Safari To copy a short rhythm.</td><td>Tempo is the speed at which a piece of music should be played.</td><td>Marimba: A percussion instrument.</td></tr><tr><td>3. Call and response To learn a traditional song from Ghana.</td><td>Call and response is a type of music where something is said/sung and then a response is answered.</td><td>Call and response: One person sings or plays something and others sing or play something back, in reply.</td></tr><tr><td>4. Rhythmic response To create rhythms based on call and response.</td><td>Call and response is a type of music where something is said/sung and then a response is answered.</td><td>Rhythm: A pattern of long and short sounds.</td></tr><tr><td>5. The safari event To add dynamics (volume) to structure of rhythms.</td><td>Dynamics can be added to a structure of rhythms.</td><td>Structure: How the music is organised into different sections.</td></tr><tr><td>Assessment Tasks</td><td>Assessing Sticky Knowledge: Kapow Unit Quiz Children to plan a composition using a simple rhythm on an untuned percussion instrument and perform a call and response rhythm.</td><td>Assessing Key Vocabulary and Definition: Word and definition bingo</td></tr></table> <i>See also:</i> Knowledge organiser.	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	1. Going on Safari To create short sequences of sound.	Timbre is the different sounds of an instrument.	Timbre: The quality of sound, e.g. smooth, scratchy, twinkly.	2. Rhythmic Safari To copy a short rhythm.	Tempo is the speed at which a piece of music should be played.	Marimba: A percussion instrument.	3. Call and response To learn a traditional song from Ghana.	Call and response is a type of music where something is said/sung and then a response is answered.	Call and response: One person sings or plays something and others sing or play something back, in reply.	4. Rhythmic response To create rhythms based on call and response.	Call and response is a type of music where something is said/sung and then a response is answered.	Rhythm: A pattern of long and short sounds.	5. The safari event To add dynamics (volume) to structure of rhythms.	Dynamics can be added to a structure of rhythms.	Structure: How the music is organised into different sections.	Assessment Tasks	Assessing Sticky Knowledge: Kapow Unit Quiz Children to plan a composition using a simple rhythm on an untuned percussion instrument and perform a call and response rhythm.	Assessing Key Vocabulary and Definition: Word and definition bingo	<i>Listening:</i> • Recognising timbre changes in music they listen to. • Recognising structural features in music they listen to. • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work. <i>Composing</i> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. <i>Performing</i> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate.
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Year	Knowledge			Skills
Year 2 Spring	<i>Focus:</i> Orchestral instruments <i>Theme:</i> Traditional Western stories			<i>Listening:</i> - Recognising timbre changes in music they listen to. - Listening to and recognising instrumentation. - Beginning to use musical vocabulary to describe music. - Suggesting improvements to their own and others’ work. <i>Composing</i> - Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. - Choosing appropriate dynamics, tempo and timbre for a piece of music. <i>Performing</i> - Performing expressively using dynamics and timbre to alter sounds as appropriate.
	<i>National Curriculum Knowledge:</i> - 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. - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <i>Prior Learning:</i> African call and response song <i>Theme:</i> Animals (Year 2)			
	<i>Contributing towards:</i> Musical me (Year 2)			
	<i>Lesson</i>	<i>Sticky Knowledge</i>	<i>Key Vocabulary and Definitions</i>	
	1. The Three Bears To listen to and analyse an orchestral version of a traditional story.	There are four sections or families of the orchestra: strings, woodwind, brass and percussion.	Orchestra: A group of musicians who play instruments together.	
	2. The Snow Queen To listen to and analyse a film musical version of a traditional story.	Music can be used to support story telling.	Instrument: An object that can be used to produce music.	
	3. Red Riding Hood To select appropriate sounds to match events, characters and feelings in a story.	Appropriate tempo changes can be used to represent actions.	Tempo: The speed of the music (fast or slow)	
	4. Jack and the Beanstalk To write a play script and select appropriate musical sounds to accompany it.	Appropriate dynamics can be used to represent actions.	Dynamics: The volume of the music (loud or quiet)	
	5. Super Storytellers To perform a story script with accompanying music.	Vocal sounds can be used to describe things happening in the music.	Vocals: sounds created by the voice.	
	<i>Assessment Tasks</i>	Assessing Sticky Knowledge: Kapow Unit Quiz Final performance	Assessing Key Vocabulary and Definition: Matching activity	
	<i>See also:</i> Knowledge organiser.			



Year	Knowledge	Skills																					
Year 2 Summer	<i>Focus:</i> Musical me <i>National Curriculum Knowledge:</i> • 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 interrelated dimensions of music. <i>Prior Learning:</i> Orchestral instruments Theme: Traditional Western stories (Year 2) <i>Contributing towards:</i> Pentatonic melodies and composition Theme: Chinese New Year (Year 3) <table><tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocabulary and Definitions</th></tr><tr><td>1. Once a man fell in a well To sing and play an instrument at the same time.</td><td>Instruments can be used to imitate sounds e.g. rain sticks and glockenspiels to make the sounds of rain.</td><td>Beat: A regular sound in a piece of music.</td></tr><tr><td>2. Dynamics and timbre To choose and play appropriate dynamics and timbres for a piece of music.</td><td>All instruments have their own timbre (unique sound).</td><td>Timbre: The quality of sound, e.g. smooth, scratchy, twinkly.</td></tr><tr><td>3. Melody To use musical notation to play melodies.</td><td>Melodies can be written down using letters.</td><td>Melody: a series of different tones, or sounds, in a piece of music.</td></tr><tr><td>4. My own melody To use notation to write my own melody.</td><td>Writing a melody is called letter notation.</td><td>Letter notation: Using letters to represent notes of a scale.</td></tr><tr><td>5. Group composition To use timbre and dynamics in musical composition.</td><td>A composition can be made more interesting by adding timbre and dynamics.</td><td>Composition: the act of writing/creating a piece of music.</td></tr><tr><td><i>Assessment Tasks</i></td><td>Assessing Sticky Knowledge: Direct Observation Kapow Unit Quiz</td><td>Assessing Key Vocabulary and Definition: Multiple choice quiz</td></tr></table> <i>See also:</i> Knowledge organiser.	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	1. Once a man fell in a well To sing and play an instrument at the same time.	Instruments can be used to imitate sounds e.g. rain sticks and glockenspiels to make the sounds of rain.	Beat: A regular sound in a piece of music.	2. Dynamics and timbre To choose and play appropriate dynamics and timbres for a piece of music.	All instruments have their own timbre (unique sound).	Timbre: The quality of sound, e.g. smooth, scratchy, twinkly.	3. Melody To use musical notation to play melodies.	Melodies can be written down using letters.	Melody: a series of different tones, or sounds, in a piece of music.	4. My own melody To use notation to write my own melody.	Writing a melody is called letter notation.	Letter notation: Using letters to represent notes of a scale.	5. Group composition To use timbre and dynamics in musical composition.	A composition can be made more interesting by adding timbre and dynamics.	Composition: the act of writing/creating a piece of music.	<i>Assessment Tasks</i>	Assessing Sticky Knowledge: Direct Observation Kapow Unit Quiz	Assessing Key Vocabulary and Definition: Multiple choice quiz	<i>Listening:</i> • Recognising timbre changes and structural features in music they listen to. • Beginning to use musical vocabulary to describe music. • Identifying melodies that move in steps. • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work. <i>Composing</i> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from five or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. <i>Performing</i> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.
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Year	Knowledge	Skills																					
Year 2 Summer	<i>Focus:</i> Myths and legends <i>National Curriculum Knowledge:</i> - 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. <i>Prior Learning:</i> Timbre and rhythmic patterns Theme: Fairy tales (Year 1) <i>Contributing towards:</i> Ballads (Year 3) <table><tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocabulary and Definitions</th></tr><tr><td>1. Rhythm and structure To create rhythm.</td><td>Words can be used to help remember rhythms.</td><td>Texture: the effect of the different layers of sound in a piece of music, and the relationship between them.</td></tr><tr><td>2. Structured graphic score To show structure on a graphic score.</td><td>A graphic score can be used to show how a piece of music is structured.</td><td>Graphic Score: A way of notating music or sounds on a page.</td></tr><tr><td>3. Layered graphic score To write a graphic score to show texture.</td><td>A graphic score can show different musical layers.</td><td>Notation: Tells musicians the pitch and duration of each sound they are to play.</td></tr><tr><td>4. Compose with structure To compose a piece of music with a given structure.</td><td>A structure can be used to create and compose a piece of music.</td><td>Compose: To write a piece of music.</td></tr><tr><td>5. Rehearse and Perform To perform a group composition.</td><td>A composition is the act of writing/creating a piece of music.</td><td>Rehearse: To practise in order to prepare for a performance.</td></tr><tr><td><i>Assessment Tasks</i></td><td>Assessing Sticky Knowledge: Kapow Unit Quiz Workbook reflections</td><td>Assessing Key Vocabulary and Definition: Multiple choice quiz</td></tr></table> <i>See also:</i> Knowledge organiser.	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	1. Rhythm and structure To create rhythm.	Words can be used to help remember rhythms.	Texture: the effect of the different layers of sound in a piece of music, and the relationship between them.	2. Structured graphic score To show structure on a graphic score.	A graphic score can be used to show how a piece of music is structured.	Graphic Score: A way of notating music or sounds on a page.	3. Layered graphic score To write a graphic score to show texture.	A graphic score can show different musical layers.	Notation: Tells musicians the pitch and duration of each sound they are to play.	4. Compose with structure To compose a piece of music with a given structure.	A structure can be used to create and compose a piece of music.	Compose: To write a piece of music.	5. Rehearse and Perform To perform a group composition.	A composition is the act of writing/creating a piece of music.	Rehearse: To practise in order to prepare for a performance.	<i>Assessment Tasks</i>	Assessing Sticky Knowledge: Kapow Unit Quiz Workbook reflections	Assessing Key Vocabulary and Definition: Multiple choice quiz	<i>Listening:</i> - Recognising timbre changes in music they listen to. - Recognising structural features in music they listen to. - Listening to and recognising instrumentation. - Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. - Suggesting improvements to their own and others' work. <i>Composing</i> - Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. - Successfully combining and layering several instrumental and vocal patterns within a given structure. - Choosing appropriate dynamics, tempo and timbre for a piece of music. - Using letter name and graphic notation to represent the details of their composition. <i>Performing</i> - Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. - Performing expressively using dynamics and timbre to alter sounds as appropriate.
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Year	Knowledge	Skills																					
Year 3 Autumn	<i>Focus: Ballads</i> <i>National Curriculum Knowledge:</i> • 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. • Improvise and compose music for a range of purposes using the inter-related dimensions of music, • Develop an understanding of the history of music. <i>Prior Learning: Myths and Legends (Year 2)</i> <i>Contributing towards: Changes in pitch, tempo and dynamics Theme: Rivers (Year 4)</i> <table><tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocabulary and Definitions</th></tr><tr><td>1. What is a ballad? To use musical vocabulary to explain the stylistic features of a ballad.</td><td>A ballad is a song which tells a story. It is written in short phrases which are called stanzas.</td><td>Stanza: A story written in short phrases.</td></tr><tr><td>2. Performing a ballad To explore how actions can impacts performance.</td><td>Features of a ballad include telling a story, chorus and rhyming.</td><td>Chorus: Repeated sections of music with the same tune and lyrics.</td></tr><tr><td>3. The story behind the song To plan a musical structure inspired by a story.</td><td>A ballad will summarise the main points of a story.</td><td>Summarise a story: Shortened in your own words – identifying the main points.</td></tr><tr><td>4. Writing lyrics To create lyrics that match a melody.</td><td>A melody is a series of different tones, or sounds, in a piece of music.</td><td>Lyrics: The words to a song.</td></tr><tr><td>5. Singing my ballad To show awareness of style, structure and features to perform a ballad.</td><td>In ballads you can hear what are called nonsense words, which are used to fill in time.</td><td>Ensemble: A group of musicians who perform together.</td></tr><tr><td><i>Assessment Tasks</i></td><td>Assessing Sticky Knowledge: Unit Quiz</td><td>Assessing Key Vocabulary and Definition: Multiple Choice</td></tr></table> <i>See also: Knowledge organiser.</i>	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	1. What is a ballad? To use musical vocabulary to explain the stylistic features of a ballad.	A ballad is a song which tells a story. It is written in short phrases which are called stanzas.	Stanza: A story written in short phrases.	2. Performing a ballad To explore how actions can impacts performance.	Features of a ballad include telling a story, chorus and rhyming.	Chorus: Repeated sections of music with the same tune and lyrics.	3. The story behind the song To plan a musical structure inspired by a story.	A ballad will summarise the main points of a story.	Summarise a story: Shortened in your own words – identifying the main points.	4. Writing lyrics To create lyrics that match a melody.	A melody is a series of different tones, or sounds, in a piece of music.	Lyrics: The words to a song.	5. Singing my ballad To show awareness of style, structure and features to perform a ballad.	In ballads you can hear what are called nonsense words, which are used to fill in time.	Ensemble: A group of musicians who perform together.	<i>Assessment Tasks</i>	Assessing Sticky Knowledge: Unit Quiz	Assessing Key Vocabulary and Definition: Multiple Choice	<i>Listening:</i> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work. <i>Composing</i> • Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). <i>Performing</i> • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
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Year	Knowledge	Skills																				
Year 3 Spring	<i>Focus: Pentatonic melodies and composition Theme: Chinese New Year</i>	<i>Listening:</i> - Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). - Understanding that music from different parts of the world has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. - Beginning to show an awareness of metre. - Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work. <i>Composing</i> - Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). - Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. - Suggesting and implementing improvements to their own work, using musical vocabulary. <i>Performing</i> - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. - Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.																				
	<i>National Curriculum Knowledge:</i> - 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. - 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,																					
	<i>Prior Learning: Musical me (Year 2)</i>																					
	<i>Contributing towards: Developing singing technique Theme: the Vikings (Year 3)</i>																					
	Lesson		Sticky Knowledge	Key Vocabulary and Definitions	1. Dragon dance To learn about the music used to celebrate the Chinese New Year festival.	Music can be described by talking about dynamics, tempo and timbre.	Crescendo: Gradually getting louder	2. Pentatonic scale To play a pentatonic melody.	Traditional Chinese music is based on a five-note scale called a pentatonic scale.	Pentatonic scale: A five note musical scale made up of the notes CDEGA.	3. Letter notation To write and perform a pentatonic melody.	The notes in a pentatonic scale should be played in a particular order: CDEGA	Letter notation: Using letters to represent notes of a scale.	4. Enter the dragon To perform a group composition.	More than one sound can be played together to create layered Melodies.	Layered Melodies: More than one sound is played together to create more texture.	5. Final performance To perform a piece of music as a group.	A performance involve entertaining an audience by doing something such as singing.	Evaluate: To decide if something has been done in the best way and suggesting how it could be made better.	<i>Assessment Tasks</i>	Assessing Sticky Knowledge: Final Performance Kapow Unit Quiz	Assessing Key Vocabulary and Definition: Definition Bingo
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Year	Knowledge	Skills																				
Year 3 Summer	<i>Focus: Developing singing technique Theme: the Vikings</i>	<i>Listening:</i> - Understanding that music from different parts of the world has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Beginning to show an awareness of metre. - Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work. <i>Composing</i> - Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). - Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). - Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. <i>Performing</i> - Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. - Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.																				
	<i>National Curriculum Knowledge:</i> - 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. - Improvise and compose music for a range of purposes using the inter-related dimensions of music.																					
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	<i>Contributing towards:</i> Traditional instruments and improvisation Theme: India (Year 3)																					
	Lesson		Sticky Knowledge	Key Vocabulary and Definitions	1. Here come the Vikings! To sing in time with others.	To perform well, it is important to listen to the other members of your ensemble.	Ensemble: A group of musicians who perform together.	2. Sing like a Viking To sing in time with others.	A performance will be better if I sing and dance in time to the music.	Performance: To entertain an audience by doing something such as singing.	3. Viking notation To recognise simple rhythmic notations by ear and by sight.	There are different length notes e.g. crochet , quaver and minim .	Crochet: A note lasting one beat. Quaver: A note lasting half a beat that usually comes in a pair to make a whole beat. Minim: A note lasting two beats.	4. Viking battle song To use simple rhythmic notation to compose a Viking battle song.	A performance can be enhanced by using Rhythm layering and Instrumental effects .	Crochet: A note lasting one beat. Quaver: A note lasting half a beat that usually comes in a pair to make a whole beat. Minim: A note lasting two beats.	5. Perform like a Viking To perform music with confidence and discipline.	During a performance it is good to behave in a controlled way (disciplined) .	Coordinated: Effectively organised so that all the parts work well together.	<i>Assessment Tasks</i>	Assessing Sticky Knowledge: Final performance Kapow Unit	Assessing Key Vocabulary and Definition: Corners
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Year 3 Summer	<i>Focus:</i> Traditional instruments and improvisation Theme: India <i>National Curriculum Knowledge:</i> - 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. - Improvise and compose music for a range of purposes using the inter-related dimensions of music, - Use and understand stave and other musical notations. <i>Prior Learning:</i> Developing singing technique Theme: the Vikings (Year 3) <i>Contributing towards:</i> Body and tuned percussion Theme: Rainforests (Year 4)	<i>Listening:</i> - Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). - Understanding that music from different parts of the world has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. - Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work. <i>Composing</i> - Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). - Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. <i>Performing</i> - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. - Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.																					
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Year 4 Autumn	<i>Focus:</i> Changes in pitch, tempo and dynamics <i>Theme:</i> Rivers	<i>Listening:</i> - Recognising the use and development of motifs in music. - Identifying gradual dynamic and tempo changes within a piece of music. - Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). - Recognising, naming and explaining the effect of the interrelated dimensions of music. - Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. - Using musical vocabulary to discuss the purpose of a piece of music. - Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work. <i>Composing</i> - Composing a coherent piece of music in a given style with voices, bodies and instruments. - Beginning to improvise musically within a given style. - Developing melodies using rhythmic variation, transposition, inversion, and looping. - Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. <i>Performing</i> - Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. - Singing and playing in time with peers with accuracy and awareness of their part in the group performance.																				
	<i>National Curriculum Knowledge:</i> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. - Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, tempo, timbre, texture, structure and appropriate musical notations. - Use and understand stave and other musical notations.																					
	<i>Prior Learning:</i> Ballads (Year 3)																					
	<i>Contributing towards:</i> Whole Class Ensemble Tuition from Gloucestershire Music (Year 4)																					
	Lesson		Sticky Knowledge	Key Vocabulary and Definitions	1. The singing river To sing in two parts using expression and dynamics.	Dynamics can be used to match the lyrics of a song.	Round: Where one group starts first and the other group comes in a little while after.	2. The listening river To recognise key elements of music.	The key elements we might listen for in a piece of music are dynamics, instruments, tempo, texture and melody.	Melody: A series of different tones, or sounds, in a piece of music.	3. The repeating river To perform a vocal ostinato.	A vocal warm up is important to prepare your voice for singing.	Ostinato: A pattern of notes or rhythm which gets repeated over and over.	4. The percussive river To create and perform an ostinato.	When playing an ostinato, it is important to stay in time with each other.	Layers of sound: The different things which are happening at the same time in a piece of music.	5. The performing river To improve and perform a piece of music based around ostinatos.	Even though the ostinato stays the same, changes in tempo and dynamics can create layers within a piece of music.	Harmony: When people play or sing more than one tone at the same time.	Assessment Tasks	Assessing Sticky Knowledge: Final Performance Kapow Unit Quiz	Assessing Key Vocabulary and Definition: Vocabulary Bingo
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Year	Knowledge	Skills
Year 4 Spring	<i>Focus:</i> Whole Class Ensemble Tuition from Gloucestershire Music (10 sessions followed by 2 performances)	<i>Listening:</i> • Recognising the use and development of motifs in music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.
	<i>National Curriculum Knowledge:</i> • 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 stave and other musical notations. • Listen with attention to detail and recall sounds with increasing aural memory.	<i>Composing</i> • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. • Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. • Suggesting improvements to others' work, using musical vocabulary.
	<i>Prior Learning:</i> Changes in pitch, tempo and dynamics Theme: Rivers (Year 4)	<i>Performing</i> • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Playing syncopated rhythms with accuracy, control and fluency.
	<i>Contributing towards:</i> Composition notation Theme: Ancient Egypt (Year 5)	
	<i>Key Vocabulary:</i> Orchestra: An assembly of musicians that performs musical works written for a group. Clarinet: A woodwind instrument. Woodwind: A type of musical instrument that make their sound when a musician blows air into or across the mouthpiece. Breathing techniques: Musicians need to develop proper breathing techniques to support their sound production, sustain long phrases, and maintain control over dynamics. <i>Assessment:</i> Final performances (At Town Hall and Rosary Catholic Primary School)	



Year	Knowledge		Skills	
Year 4 Summer	<u>Focus:</u> Body and tuned percussion Theme: Rainforests		<u>Listening:</u> - Recognising the use and development of motifs in music. - Identifying gradual dynamic and tempo changes within a piece of music. - Recognising, naming and explaining the effect of the interrelated dimensions of music. - Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. - Using musical vocabulary to discuss the purpose of a piece of music. - Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work. <u>Composing</u> - Composing a coherent piece of music in a given style with voices, bodies and instruments. - Developing melodies using rhythmic variation, transposition, inversion, and looping. - Creating a piece of music with at least four different layers and a clear structure. - Suggesting improvements to others’ work, using musical vocabulary. <u>Performing</u> - Composing a coherent piece of music in a given style with voices, bodies and instruments. - Beginning to improvise musically within a given style.	
	<u>National Curriculum Knowledge:</u> - Improvise and compose music for a range of purposes using the inter-related dimensions of music. - 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. - 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 stave and other musical notations. - Listen with attention to detail and recall sounds with increasing aural memory.			
	<u>Prior Learning:</u> Traditional instruments and improvisation Theme: India (Year 3)			
	<u>Contributing towards:</u> Samba and carnival sounds and instruments (Year 4)			
	Lesson	Sticky Knowledge		Key Vocabulary and Definitions
	1. Pitter patter raindrops To identify structure and texture in music.	When listening to music I can comment on the texture (how many different layers of music there are playing at a time).		Body percussion: A style of music where you use your body to make sounds e.g. clicking and clapping.
	2. Rainforest body percussion To use body percussion.	It is useful to use our bodies to make sounds when we have no instruments; when we cannot play instruments; to communicate.		Boom: A deep and loud hollow sound. Clap: Making a short, loud noise by hitting your hands together. Snap: Producing a short noise as if breaking.
	3. The rhythm of the forest floor To create musical rhythms using body percussion.	It is important to consider the overall structure and texture of rhythms when they are put together.		Structure: How the music is organised into different sections.
	4. The loopy rainforest To create simple tunes.	A repeated melody or a loop is something that keeps repeating.		Loop: Something which keeps repeating.
	5. Sounds of the rainforest. To build and improve a composition.	When performing a composition, we must consider the best way to start and end, tempo, dynamics, texture and structure.		Inspiration: Something that gives you ideas for doing something.
	Assessment Tasks	Assessing Sticky Knowledge: Final Performance Kapow Unit Quiz		Assessing Key Vocabulary and Definition: Matching vocabulary and definition
<u>See also:</u> Knowledge organiser.				



Year	Knowledge	Skills																					
Year 4 Summer	<i>Focus: Samba and carnival sounds and instruments</i> <i>National Curriculum Knowledge:</i> - 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. Improvise and compose music for a range of purposes using the inter-related dimensions of music. - Improvise and compose music for a range of purposes using the inter-related dimensions of music. <i>Prior Learning: Body and tuned percussion Theme: Rainforests (Year 4)</i> <i>Contributing towards: Dynamics, pitch and tempo Theme: Fingal's Cave (Year 6)</i> <table><tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocabulary and Definitions</th></tr><tr><td>1. Introduction to Samba To recognise and identify the main features of samba music.</td><td>Samba is loud, lively and in spirit of the carnival.</td><td>Samba Batucada: Brazilian music genre.</td></tr><tr><td>2. Pulse and rhythm To understand and play syncopated rhythms.</td><td>Syncopation is the main feature of Samba.</td><td>Syncopated: Off-beat in a rhythm.</td></tr><tr><td>3. Samba rhythms To play syncopated rhythms as part of a group.</td><td>Samba music includes layering syncopated rhythms on multiple percussion instruments.</td><td>Beat: the steady, underlying pulse of the music.</td></tr><tr><td>4. Composing a break To compose a basic rhythmic break.</td><td>Instruments used in Samba Batucada include agogo, tamborim and surdo.</td><td>Break: an instrumental or percussion section during a song derived from or related to stop-time.</td></tr><tr><td>5. Samba performance To perform rhythmic breaks within the samba piece.</td><td>Samba is important to Brazilian culture because it forms a key part of Rio's famous carnival.</td><td>Time: Rhythm involves time (the duration, or length, of musical sounds).</td></tr><tr><td>Assessment Tasks</td><td>Assessing Sticky Knowledge: Kapow Unit Quiz</td><td>Assessing Key Vocabulary and Definition: Multiple Choice</td></tr></table> <i>See also: Knowledge organiser.</i>	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	1. Introduction to Samba To recognise and identify the main features of samba music.	Samba is loud, lively and in spirit of the carnival.	Samba Batucada: Brazilian music genre.	2. Pulse and rhythm To understand and play syncopated rhythms.	Syncopation is the main feature of Samba.	Syncopated: Off-beat in a rhythm.	3. Samba rhythms To play syncopated rhythms as part of a group.	Samba music includes layering syncopated rhythms on multiple percussion instruments.	Beat: the steady, underlying pulse of the music.	4. Composing a break To compose a basic rhythmic break.	Instruments used in Samba Batucada include agogo, tamborim and surdo.	Break: an instrumental or percussion section during a song derived from or related to stop-time.	5. Samba performance To perform rhythmic breaks within the samba piece.	Samba is important to Brazilian culture because it forms a key part of Rio's famous carnival.	Time: Rhythm involves time (the duration, or length, of musical sounds).	Assessment Tasks	Assessing Sticky Knowledge: Kapow Unit Quiz	Assessing Key Vocabulary and Definition: Multiple Choice	<i>Listening:</i> - Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). - Identifying common features between different genres, styles and traditions of music. - Recognising, naming and explaining the effect of the interrelated dimensions of music. - Using musical vocabulary to discuss the purpose of a piece of music. <i>Composing</i> - Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. - Creating a piece of music with at least four different layers and a clear structure. - Suggesting improvements to others' work, using musical vocabulary. <i>Performing</i> - Singing and playing in time with peers with accuracy and awareness of their part in the group performance. - Playing syncopated rhythms with accuracy, control and fluency.
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Year	Knowledge			Skills
Year 5 Autumn	<i>Focus:</i> Composition notation Theme: Ancient Egypt			<i>Listening:</i> • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. <i>Composing</i> • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others’ work. <i>Performing</i> • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Using staff notation to record rhythms and melodies.
	<i>National Curriculum Knowledge:</i> • 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. • Use and understand staff and other musical notations. • Improvise and compose music for a range of purposes using the interrelated dimensions of music. <i>Prior Learning:</i> Whole Class Ensemble Tuition from Gloucestershire Music (Year 4)			
	<i>Contributing towards:</i> Blues Africa (Year 5)			
	<i>Lesson</i>	<i>Sticky Knowledge</i>	<i>Key Vocabulary and Definitions</i>	
	1. Here come the Egyptians To sing with accuracy, fluency, control and expression.	When singing a song, you must sing with accuracy, fluency, control and expression.	Motif: A small group of notes used as a sound idea.	
	2. Hieroglyphic score To explore and use different forms of notation.	We can use non-standard ways of writing down music to create graphic scores.	Non-standard notation: Things in a score that direct the player to do things outside of the standard for that instrument.	
	3. Play like an Egyptian To understand note length.	Notes can have different lengths. For example a quaver, crochet and a minim.	Composition: An original piece of music.	
	4. Pitch pyramids To read simple pitch notation.	Notes can go either on or between the lines.	Pitch Notation: Musical tones are represented on paper by notes placed on a staff consisting of five horizontal lines and the four intervening spaces.	
	5. Egyptian farewell To use hieroglyphs and stave notation to write a piece of music.	Musical tones are represented on paper by notes placed on a staff consisting of five horizontal lines and the four intervening spaces.	Minor Key: Sounding more solemn, sad, mysterious or ominous than music that is in a major key.	
	<i>Assessment Tasks</i>	Assessing Sticky Knowledge: Final Performance Kapow Unit Quiz	Assessing Key Vocabulary and Definition: Multiple choice	
	<i>See also: Knowledge organiser.</i>			



Year	Knowledge			Skills																					
Year 5 Spring	Focus: Blues Africa National Curriculum Knowledge: - Develop an understanding of the history of music. - 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. - Listen with attention to detail and recall sounds with increasing aural memory. - Improvise and compose music for a range of purposes using the inter-related dimensions of music. Prior Learning: Composition notation Theme: Ancient Egypt (Year 5) Contributing towards: South and West Looping and remixing (Year 5) <table><thead><tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocabulary and Definitions</th></tr></thead><tbody><tr><td>1. History of the Blues To know the key features of Blues music.</td><td>Blues music originated from music sung by black Africans who were taken to be slaves in South America (Brazil), North America and the Caribbean islands.</td><td>Blues: A styles of music created by African American.</td></tr><tr><td>2. Playing a chord To play the first line of the 12-bar Blues.</td><td>Blues music tends to be about expressing feelings of sadness, worry, being tired and fed up, and overcoming bad luck and hardship.</td><td>Chord: Two or more notes played together.</td></tr><tr><td>3. The 12-bar Blues To be able to play the 12-bar Blues.</td><td>The 12-bar blues is twelve bars of three chords, played in a specific order each chord being played four times.</td><td>Bar: Each bar on a sheet of music represents one moment in time.</td></tr><tr><td>4. Blues scale To be able to play the Blues scale.</td><td>Chord G uses notes G and B. Chord F uses notes F and A. Chord of C uses notes C and E.</td><td>12-bar Blues: is twelve bars of three chords, played in a specific order each chord being played four times.</td></tr><tr><td>5. Improvisation and the Blues To be able to improvise with notes from the Blues scale.</td><td>Blues music gradually developed more structure and has influenced other music genres like Jazz and Rock.</td><td>Improvisation: Being able to create music on the spot.</td></tr><tr><td>Assessment Tasks</td><td>Assessing Sticky Knowledge: Final Performance Kapow Unit Quiz</td><td>Assessing Key Vocabulary and Definition: Bingo</td></tr></tbody></table> See also: Knowledge organiser.			Lesson	Sticky Knowledge	Key Vocabulary and Definitions	1. History of the Blues To know the key features of Blues music.	Blues music originated from music sung by black Africans who were taken to be slaves in South America (Brazil), North America and the Caribbean islands.	Blues: A styles of music created by African American.	2. Playing a chord To play the first line of the 12-bar Blues.	Blues music tends to be about expressing feelings of sadness, worry, being tired and fed up, and overcoming bad luck and hardship.	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Assessment Tasks	Assessing Sticky Knowledge: Final Performance Kapow Unit Quiz	Assessing Key Vocabulary and Definition: Bingo	Listening: - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). - Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. Composing - Improvising coherently within a given style. - Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others’ work. Performing - Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. - Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. - Using staff notation to record rhythms and melodies.
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Year 5 Summer	<i>Focus: South and West Looping and remixing</i>	<i>Listening:</i> ● Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). ● Comparing, discussing and evaluating music using detailed musical vocabulary. ● Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. <i>Composing</i> ● Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). ● Improvising coherently within a given style. ● Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. ● Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others’ work. <i>Performing</i> ● Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. ● Performing with accuracy and fluency from graphic and simple staff notation.																				
	<i>National Curriculum Knowledge:</i> ● Improvise and compose music for a range of purposes using the inter-related dimensions of music. ● Use and understand staff and other musical notations. ● Listen with attention to detail and recall sounds with increasing aural memory. ● Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. ● Appreciate and understand wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.																					
	<i>Prior Learning:</i> Blues Africa (Year 5)																					
	<i>Contributing towards:</i> Composition to represent the festival of colour Theme: Holi festival (Year 5)																					
	Lesson		Sticky Knowledge	Key Vocabulary and Definitions	1. Body percussions loops To be able to play a simple looped rhythm from notation.	Popular club or dance music is mainly created out of short pieces of music that are looped and then layered on top of one another to create a longer piece of music.	Looped Rhythm: A looped rhythm is a repeated section of rhythm like an ostinato in classical music or a riff in jazz.	2. Mixing loops To create a piece of music using pre-written loops.	Loops of music are helpful because they help to make the piece longer, easier to listen to, easier to play and easier to remember.	Remix: A piece of music that has been altered or changed.	3. Learning the original To be able to play a melody line accurately and fluently.	A remix is a new version of the music usually altered so it is suitable to be played for dancing.	Melody: A series of different tones, or sounds, in a piece of music.	4. Looping fragments To select a section of a tune and perform it as a loop.	A fragment of a tine can be used to create a loop.	Fragment: Short section of music.	5. Remix To combine loops to create a remix.	A remix can be ended in different ways including a sudden stop or fade out.	Backbeat: Rhythmic beat going along in the background to accompany the music.	<i>Assessment Tasks</i>	Assessing Sticky Knowledge: Final Performance Kapow Unit Quiz	Assessing Key Vocabulary and Definition: Matching vocabulary to definition
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Year 5 Summer	<i>Focus:</i> Composition to represent the festival of colour Theme: Holi festival	<i>Listening:</i>																				
	<i>National Curriculum Knowledge:</i>	Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.																				
	- Appreciate and understand 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 with increasing accuracy, fluency, control and expression. - Improvise and compose music for a range of purposes using the inter-related dimensions of music. - Listen with attention to detail and recall sounds with increasing aural memory.	Comparing, discussing and evaluating music using detailed musical vocabulary.																				
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	<table><tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocabulary and Definitions</th></tr><tr><td>1. Hearing colours To understand that music can be represented with colours.</td><td>Colours can be chosen to match music e.g. red might go with bright, loud, bold music.</td><td>Synesthesia: When you hear music, but you see shapes.</td></tr><tr><td>2. Picturing music To represent a piece of music as a graphic score.</td><td>Music can be represented visually on a graphic score.</td><td>Graphic Score: A way of notating music or sounds on a page.</td></tr><tr><td>3. Vocal composition To create a vocal composition based on a picture.</td><td>Colours and shapes can be used to represent vocal sounds.</td><td>Form: the arrangement and order of the parts or sections of the music.</td></tr><tr><td>4. Colour composition To create a piece of music inspired by a single colour.</td><td>A vocal composition refers to a wide variety of music composed for the voice.</td><td>Soundtrack: Recorded music that is synchronized to the images of a motion picture.</td></tr><tr><td>5. Performing in colour To work as a group to perform a piece of music.</td><td>When thinking about performing you must make sure dynamics are balanced (You hear all the different parts when everyone is playing at the same time).</td><td>Performance: When a musician or group of musicians play for other people.</td></tr><tr><td><i>Assessment Tasks</i></td><td>Assessing Sticky Knowledge: Final Performance Kapow Unit Quiz</td><td>Assessing Key Vocabulary and Definition: Multiple Choice</td></tr></table>	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	1. Hearing colours To understand that music can be represented with colours.	Colours can be chosen to match music e.g. red might go with bright, loud, bold music.	Synesthesia: When you hear music, but you see shapes.	2. Picturing music To represent a piece of music as a graphic score.	Music can be represented visually on a graphic score.	Graphic Score: A way of notating music or sounds on a page.	3. Vocal composition To create a vocal composition based on a picture.	Colours and shapes can be used to represent vocal sounds.	Form: the arrangement and order of the parts or sections of the music.	4. Colour composition To create a piece of music inspired by a single colour.	A vocal composition refers to a wide variety of music composed for the voice.	Soundtrack: Recorded music that is synchronized to the images of a motion picture.	5. Performing in colour To work as a group to perform a piece of music.	When thinking about performing you must make sure dynamics are balanced (You hear all the different parts when everyone is playing at the same time).	Performance: When a musician or group of musicians play for other people.	<i>Assessment Tasks</i>	Assessing Sticky Knowledge: Final Performance Kapow Unit Quiz	Assessing Key Vocabulary and Definition: Multiple Choice
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Year	Knowledge	Skills																				
Year 6 Autumn	<i>Focus: Dynamics, pitch and tempo Theme: Fingal’s Cave</i>	<i>Listening:</i> - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Use musical vocabulary correctly when describing and evaluating the features of a piece of music. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. <i>Composing</i> - Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. - Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Recording own composition using appropriate forms of notation and/or technology and incorporating. - Constructively critique their own and others’ work, using musical vocabulary <i>Performing</i> - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. - Performing a solo or taking a leadership role within a performance. - Performing with accuracy and fluency from graphic and staff notation and from their own notation. - Performing by following a conductor’s cues and directions.																				
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	<i>Prior Learning:</i> Samba and carnival sounds and instruments (Year 5)																					
	<i>Contributing towards:</i> Theme and variations Theme: Pop Art (Year 6)																					
	Lesson		Sticky Knowledge	Key Vocabulary and Definitions	1. Exploring Fingal’s Cave To appraise the work of a classical composer (Felix Mendelssohn).	Felix Mendelssohn is a German composer and pianist.	Depict: To represent something using music.	2. Making waves: Pitch and dynamics To improvise as a group, using dynamics and pitch.	A conductor is someone who directs the performance of musicians or a piece of music.	Conductor: A person who directs the performance of an orchestra or choir, using hand signals.	3. Making waves: Texture To improvise as a group, using texture.	Dynamics is how loud or quiet a sound is; texture is how thick or thin the layers of sound are; layers of sound may be the same as each other or different sounds.	Texture: the layering of sounds and these layers can be either different sounds or the same sounds.	4. Group compositions To use knowledge of dynamics, texture and pitch to create a group composition.	Changing dynamics can make the music feel more exciting when it is loud and calmer when it’s quiet.	Practising: Doing or playing something regularly or repeatedly in order to become skilled at it.	5. We are waves To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.	To achieve a good performance, you can concentrate on the cues given by the teacher and the conductor or each group.	Ensemble: A group of people who perform instrumental or vocal music.	<i>Assessment Tasks</i>	Assessing Sticky Knowledge: Final Performance Kapow Unit Quiz	Assessing Key Vocabulary and Definition: Bingo
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Year	Knowledge		Skills	
Year 6 Spring	<i>Focus:</i> Theme and variations Theme: Pop Art		<i>Listening:</i> - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Use musical vocabulary correctly when describing and evaluating the features of a piece of music. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. <i>Composing</i> - Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Constructively critique their own and others' work, using musical vocabulary <i>Performing</i> - Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. - Performing a solo or taking a leadership role within a performance. - Performing with accuracy and fluency from graphic and staff notation and from their own notation.	
	<i>National Curriculum Knowledge:</i> - Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. - Improvise and compose music for a range of purposes using the inter-related dimensions of music. - Appreciate and understand 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. - Listen with attention to detail and recall sounds with increasing aural memory. - Use and understand staff and other musical notations.			
	<i>Prior Learning:</i> Dynamics, pitch and tempo Theme: Fingal’s Cave (Year 6)			
	<i>Contributing towards:</i> Baroque (Year 6)			
	<i>Lesson</i>	<i>Sticky Knowledge</i>		<i>Key Vocabulary and Definitions</i>
	1. Pop Art and music To explore the musical concept of theme and variations.	An orchestra or band can play variations on a theme e.g. change in tempo, starting higher/lower and performing a rhythm backwards.		Theme and Variation: A form of music that begins with a main melody (the theme) that is then altered or changed in some way throughout the piece.
	2. The Young Person’s Guide to the Orchestra To compare and contrast different variations in the piece ‘The Young Person’s Guide to the Orchestra.	An orchestra sit in a semi-circle so that each musician can see the conductor, and they can all hear each other		Orchestra Sections: An orchestra consists of four main sections of musical instruments including the strings, woodwinds, brass and percussion
	3. Learning the theme To use complex rhythms to be able to perform a theme.	We can show changes in pitch using body percussion by using higher and lower parts of our body.		Diaphragm: Breathing muscle.
	4. Exploring rhythms To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in ¾ time	Three rhythms we have learnt are: TIKI-TIKI, TI-TIKI and TIKI_TI		Rhythmic Elements: What is represented by the different kinds of written notes e.g. minims, crotchets, quavers and other types of written notes.
	5. Picturing Pop Art To use music notation to create visual representations of TIKI-TIKI, TI-TIKI, and TIKI-TI rhythms.	One rhythm can be represented in a range of ways.		Variation: Basic music technique consisting of changing the music melodically, harmonically or contrapuntally.
	<i>Assessment Tasks</i>	Assessing Sticky Knowledge: Final Performance Kapow Unit Quiz		Assessing Key Vocabulary and Definition: Matching vocabulary and definition
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Year	Knowledge	Skills																					
Year 6 Summer	<u>Focus:</u> Baroque	<u>Listening:</u> - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Identifying the way that features of a song can complement one another to create a coherent overall effect. - Use musical vocabulary correctly when describing and evaluating the features of a piece of music. - Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.																					
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	<table><tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocabulary and Definitions</th></tr><tr><td>1. Monteverdi and the invention of opera To understand the importance of Monteverdi in the history of opera.</td><td>An opera is a dramatic performance in which all the words are sung.</td><td>Recitative: Part of an opera or oratorio where the sung melody imitates speech.</td></tr><tr><td>2. Johann Pachelbel and the canon To read and play a canon from staff notation.</td><td>A canon is a type of musical structure or form where an opening melody is imitated by one or more parts coming in one by one. A ‘part’ means an instrumental or vocal line.</td><td>Canon: Music in which very similar parts are introduced one by one to overlap.</td></tr><tr><td>3. Henry Purcell and the ground bass To demonstrate an understanding of Baroque music features when composing.</td><td>Baroque music was created in Europe between 1600 and 1750.</td><td>Ground bass: A repeating melody in the bass part, usually played by a cello.</td></tr><tr><td>4. J S Bach and the fugue To combine knowledge of staff notation and aural awareness to play a fugue.</td><td>Polyphonic is a musical texture in which different parts weave in and out of each other.</td><td>Fugue: Music in multiple parts where a main theme and secondary theme appear over and over in different parts and at different pitches.</td></tr><tr><td>5. George Frideric Handel and the oratorio To apply their understanding of fugue structure when performing with others.</td><td>A fugue is music in multiple parts where a main theme and secondary theme appear over and over in different parts and at different pitches. A counter subject is a secondary tune in a fugue.</td><td>Oratorio: A dramatic vocal work on a religious theme, like an opera, but sung without staging.</td></tr><tr><td>Assessment Tasks</td><td>Assessing Sticky Knowledge: Final Performance Kapow Unit Quiz</td><td>Assessing Key Vocabulary and Definition: Multiple Choice</td></tr></table>	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	1. Monteverdi and the invention of opera To understand the importance of Monteverdi in the history of opera.	An opera is a dramatic performance in which all the words are sung.	Recitative: Part of an opera or oratorio where the sung melody imitates speech.	2. Johann Pachelbel and the canon To read and play a canon from staff notation.	A canon is a type of musical structure or form where an opening melody is imitated by one or more parts coming in one by one. A ‘part’ means an instrumental or vocal line.	Canon: Music in which very similar parts are introduced one by one to overlap.	3. Henry Purcell and the ground bass To demonstrate an understanding of Baroque music features when composing.	Baroque music was created in Europe between 1600 and 1750.	Ground bass: A repeating melody in the bass part, usually played by a cello.	4. J S Bach and the fugue To combine knowledge of staff notation and aural awareness to play a fugue.	Polyphonic is a musical texture in which different parts weave in and out of each other.	Fugue: Music in multiple parts where a main theme and secondary theme appear over and over in different parts and at different pitches.	5. George Frideric Handel and the oratorio To apply their understanding of fugue structure when performing with others.	A fugue is music in multiple parts where a main theme and secondary theme appear over and over in different parts and at different pitches. A counter subject is a secondary tune in a fugue.	Oratorio: A dramatic vocal work on a religious theme, like an opera, but sung without staging.	Assessment Tasks	Assessing Sticky Knowledge: Final Performance Kapow Unit Quiz	Assessing Key Vocabulary and Definition: Multiple Choice	<u>Composing</u> - Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. - Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Recording own composition using appropriate forms of notation and/or technology and incorporating. - Constructively critique their own and others’ work, using musical vocabulary
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Year	Knowledge	Skills																					
Year 6 Summer	<i>Focus:</i> <u>Composing and performing a Leavers' song</u> <i>National Curriculum Knowledge:</i> • Appreciate and understand 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. • Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. <i>Prior Learning:</i> Composition to represent the festival of colour Theme: Holi festival (Year 5) <i>Contributing towards:</i> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. (KS3 National Curriculum)	<i>Listening:</i> • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. <i>Composing</i> • Improvising coherently and creatively within a given style, incorporating given features. • Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. • Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. • Recording own composition using appropriate forms of notation and/or technology and incorporating. • Constructively critique their own and others’ work, using musical vocabulary <i>Performing</i> • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. • Performing a solo or taking a leadership role within a performance. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor’s cues and directions.																					
	<table><tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocabulary and Definitions</th></tr><tr><td>1. A single year To listen to and describe music.</td><td>Suitable lyrics should reflect the feelings you might have when leaving school, whether happy or sad or both.</td><td>Arrangement: How the style and instrumentation reflects the mood of the lyrics.</td></tr><tr><td>2. Writing chorus lyrics To write lyrics for a song.</td><td>The chorus is usually a catchy section repeated throughout the song.</td><td>Allegro: fast, quickly and bright Largo: should be played slowly</td></tr><tr><td>3. Writing verse lyrics To organise lyrics into a song structure.</td><td>A verse is a section of a song that is used to tell a story.</td><td>Accelerando: music gets faster. Ritardando: Music get gradually slower.</td></tr><tr><td>4. Backing track To use vocal improvisation and known melodies against a backing track.</td><td>A chord is two or more notes played together. Usually, a chord will have a minimum of three notes being played together.</td><td>Chord progression: Aims for a definite goral of establishing a tonality founded on a key, root or tonic chord.</td></tr><tr><td>5. Creating a melody To compose a melody.</td><td>The melody should match the mood of the lyrics.</td><td>Arrangement: How the style and instrumentation reflects the mood of the lyrics.</td></tr><tr><td><i>Assessment Tasks</i></td><td>Assessing Sticky Knowledge: The final piece (Lesson 6)</td><td>Assessing Key Vocabulary and Definition: Multiple Choice</td></tr></table>	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	1. A single year To listen to and describe music.	Suitable lyrics should reflect the feelings you might have when leaving school, whether happy or sad or both.	Arrangement: How the style and instrumentation reflects the mood of the lyrics.	2. Writing chorus lyrics To write lyrics for a song.	The chorus is usually a catchy section repeated throughout the song.	Allegro: fast, quickly and bright Largo: should be played slowly	3. Writing verse lyrics To organise lyrics into a song structure.	A verse is a section of a song that is used to tell a story.	Accelerando: music gets faster. Ritardando: Music get gradually slower.	4. Backing track To use vocal improvisation and known melodies against a backing track.	A chord is two or more notes played together. Usually, a chord will have a minimum of three notes being played together.	Chord progression: Aims for a definite goral of establishing a tonality founded on a key, root or tonic chord.	5. Creating a melody To compose a melody.	The melody should match the mood of the lyrics.	Arrangement: How the style and instrumentation reflects the mood of the lyrics.	<i>Assessment Tasks</i>	Assessing Sticky Knowledge: The final piece (Lesson 6)	Assessing Key Vocabulary and Definition: Multiple Choice	
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<i>See also:</i> Knowledge organiser.																							