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| **Music Knowledge and Skills Curriculum**  |
| **Early Years Foundation Stage**  | **Key Stage One Learning**  | **Key Stage Two Learning**  |
| **Expressive Arts and Design Exploring and using media and materials 40-60 months** • Begins to build a repertoire of songs • Explores the different sounds of instruments**ELG** Children sing songs, make music. **Being Imaginative ELG** They represent their own ideas, thoughts and feelings through music. | * Use voices expressively and creatively by singing songs and speaking chants and rhymes
* Play tuned and un-tuned instruments musically
* Listen with concentration and understanding to a range of high quality live and recorded music
* Experiment with, create, select and combine sounds using the interrelated dimensions of music.
 | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* Improvise and compose music for a range of purposes using the interrelated dimensions of music
* Listen with attention to detail and recall sounds with increasing aural memory
* 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
* Develop an understanding of the history of music
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| **EARLY YEARS FOUNDATION KNOWLEDGE ORGANISER** |
| **ELG** | **Pupils given opportunities to:** | **Pupil Outcomes** | **Charanga Units**  |
| **Being Imaginative** Children talk about their own ideas and processes which have led them to make music. They can talk about the features of their own and others work (compositions), recognising the differences between them and the strengths of others | * Develop ideas and interests
* Have specific foci for creative designs/purpose.
* Combine and change their creation purposefully reflecting and reviewing their work.
* Talk about the ideas and processes they have used in their own and others work
* Recognise the strengths of their own work and others
 | **Expected Standard**  | **Autumn** |
| * The children are provided with an environment which is set up in such a way that promotes these opportunities and focus on representing their own ideas.
* Pupils experiment with design - sometimes adult led but not making 'everyone the same'
 | * Me
* Christmas Song
* Your imagination
* Christmas songs
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| **Music Vocabulary coverage throughout Early Years**  | **Exceeding Standard** | **Spring** |
| * Pupils develop their ideas, make decisions, combine and change their ideas with a purpose to aligning their decision making processes and judging their own work and the work of others through reflection on ways to improve the work they have created
 | * My Stories
* Our World
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| ChantFastFollowHighInstrumentLowLoud | Quiet RepeatRhythm Sing SlowSong Sounds | **Summer** |
| * Everyone
* RRR
* Big Bear Funk
* RRR
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| **MILESTONE 1 KNOWLEDGE ORGANISER** |
| **Key Vocab**  | **Performing** | **Composing**  | **Appraising** | **Charanga Units** |
| BeaterBeatCymbalDrum High / Low soundListenLoudPerform QuietShakerSteady beatTambourine Tuned / Untuned percussionPitch | Tempo Triangle TuneVoice accompanyBody percussionChime barChordClavesCompose DurationOstinatoPhrasePulseVolume  | * To use their voices to speak/sing/chant
* To join in with singing
* To use instruments to perform
* To look at their audience when they are performing
* To clap short rhythmic patterns
* To copy sounds
* To sing and follow the melody (tune)
* To sing accurately at a given pitch
* To perform simple patterns and accompaniments keeping a steady pulse
* To perform with others
* To play simple rhythmic patterns on an instrument
* To sing/ clap a pulse increasing or decreasing in tempo
 | * To make different sounds with their voice
* To make different sounds with instruments
* To identify changes in sounds
* To change the sound
* To repeat (short rhythmic and melodic) patterns
* To make a sequence of sounds
* To show sounds by using pictures
* To order sounds to create a beginning, middle and end
* To create music in response to
* To choose sounds which create an effect
* To use symbols to represent sounds
* To make connections between notations and musical sound.
 | * To respond to different moods in music
* To say how a piece of music makes them feel
* To say whether they like or dislike a piece of music
* To choose sounds to represent different things
* To recognise repeated patterns
* To follow instructions about when to play or sing
* To improve their own work
* To listen out for particular things when listening to music
 | **Autumn 2 Year Programme** |
| **Cycle A** | **Cycle B** |
| My Musical Heartbeat Dance; Sing; Play | Pulse; Rhythm; PitchPlaying in an Orchestra |
| **Spring 2 Year Programme** |
| **Cycle A** | **Cycle B** |
| Exploring soundsLearning to Listen | Inventing a Musical StoryRecognising Different Sounds |
| **Summer 2 Year Programme** |
| **Cycle A** | **Cycle B** |
| Having fun with ImprovisationLet’s Perform Together | Exploring ImprovisationOur Big Concert |
| **Composers** |
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| **MILESTONE 2 KNOWLEDGE ORGANISER** |
| **Key Vocab**  | **Performing** | **Composing**  | **Appraising** | **Charanga Units** |
| Name of instrumentsAccompaniment Call and responseCastanets Composer ConductorDroneDuetDurationMovementStructureXylophoneHarmony Improvise | DynamicsGlockenspielLyricsMelodic PhraseMelody OrchestraOrchestrationOstinatiRoundScaleStepwiseThemeUnisonWoodblockLeapingPentatonic  | * To use different elements in their composition
* To create repeated patterns with different instruments
* To compose melodies and songs
* To create accompaniments for tunes
* To combine different sounds to create a specific mood or feeling
* To use notations to record and interpret sequences of pitches • To use standard notation • To use notations to record compositions in a small group or on their own
* To use their notation in a performance
 | * To improve their work explaining how it has improved
* To use musical words (the elements of music) to describe a piece of music and compositions
* To use musical words to describe what they like and dislike
* To recognise the work of at least one famous composer
* To explain the place of silence and say what effect it has
* To start to identify the character of a piece of music
* To describe and identify the different purposes of music
* To being to identify with the style of work of Beethoven, Mozart and Elgar
 | * To improve their work explaining how it has improved
* To use musical words (the elements of music) to describe a piece of music and compositions
* To use musical words to describe what they like and dislike
* To recognise the work of at least one famous composer
* To explain the place of silence and say what effect it has
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 | **Autumn 2 Year Programme** |
| **Cycle A** | **Cycle B** |
| Writing Music DownPlaying in a Band | Musical StructuresExploring Feelings when you play |
| **Spring 2 Year Programme** |
| **Cycle A** | **Cycle B** |
| Compose using your ImaginationMore Musical Styles | Compose with your FriendsFeelings through music |
| **Summer 2 Year Programme** |
| **Cycle A** | **Cycle B** |
| Enjoying ImprovisationOpening Night` | Expression and ImprovisationA Spooky Story |
| **Composers** |
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| **MILESTONE 3 (Year 5) KNOWLEDGE ORGANISER** |
| **Key Vocab**  | **Performing** | **Composing**  | **Appraising** | **Charanga Units** |
| Semi QuaverTied / Dotted notesAccentsQuaverCrotchetBow holdsPizzicatoDynamic rangeOne step rise/fall in melodyChromatic notes | MoodChordsStandard staff notationBow ArticulationTremoloMinimsEnsembleFermataStaccato bowing | * Assembling and looking after their instrument and holding it correctly
* Pizzicato with a clear control of pulse
* Recognise at least 3 strings
* Arco with some fingertip control a recognisable pulse.
* Playing with the correct posture.
* Showing an awareness of pitch, pulse/beat.
* Produce a note, controlling different lengths.
* Can play 3 string pitches.
* Adding Left Hand 1st Fingers (A,E,B) enabling one step (tone) melodies
* Bow tone quality and sustain enabling minims understanding ‘Down’ and ‘Up’
* Bow articulation enabling quaver rhythms
* Dynamic! Range make quiet / loud sound.
* Appropriate use of pizz, arco whole bow. Sustain, sound effects eg tremolo, glissandi, sul ponticello, sul, tasto
 | * Maintaining a steady pulse.
* Aural understanding of crotchet minim and quaver.
* Awareness of the conductor when to start keeping together and when to stop.
* Recognise, recall and repeat a rhythm (vocal/clapping).
* Pupils can recognise and play in both 3 and 4 beat metres
* Pupils can listen to a simple rhythmic call and response and reproduce
* Pupils can follow a musical timeline with notes.
* Ability to maintain a musical line within a multi\part arrangement.
* Development of ability to read and understand rhythm notation
* Understanding and performing music in triple time
* Developing sense of ensemble.
* Creating and improvising a 2 bar rhythm.
 | * To describe, compare and evaluate music using musical vocabulary
* To explain why they think their music is successful or unsuccessful
* To suggest improvements to their own or others' work
* To choose the most appropriate tempo for a piece of music
* To contrast the work of famous composers and show preferences
 | **Year 5 have a music for life tutor alongside the music’s leader all year to learn to play and perform violin / cello.**  |
| **Composers** |
| Famous string quartet composers Ludwig Van BeethovenWolfgang AmadeusFranz Schubert |
| **Additional Charanga Units** |
| GrimeDeveloping Ensemble SkillsThe Show Must Go On |
| **MILESTONE 3 (Year 6) KNOWLEDGE ORGANISER** |
| **Key Vocab**  | **Performing** | **Composing**  | **Appraising** | **Charanga Units** |
| Accent BassNotationSyncopation | TextureTimbre dictionInterval | * To sing a harmony part confidently and accurately
* To perform parts from memory
* To perform using notations
* To take the lead in a performance
* To take on a solo part
* To provide rhythmic support
 | * To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords)
* To recognise that different forms of notation serve different purposes
* To use different forms of notation
* To be able to combine groups of beats
 | * To be able to refine and improve their work
* To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created
* To be able to analyse features within different pieces of music
* To be able to compare and contrast the impact that different composers from different times will have had on the people of the time.
 | **Autumn Programme** |
| Music TechnologyCreative Composition |
| **Spring Programme** |
| Musical Styles Connect UsImprovising with Confidence |
| **Summer Programme** |
| Farewell TourHip Hop |
| **Composers** |
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