

Progression Document

Highlighted knowledge and vocabulary has been taught in a previous key stages and is being recapped and embedded. Some elements of music are integrated into all units of music, i.e. singing. The progression for this can be found within the rhythm and pulse unit.

Rhythm and Pulse				
	EYFS	KS1	LKS2	UKS2
Declarative Knowledge - facts and information that children will learn	<p>To begin to understand that pulse is the steady beat of a piece of music.</p> <p>Begin to understand that sounds can be made in different ways e.g. body percussion</p> <p>Understand that you can play an instrument by tapping it, shaking it, scraping it or blowing into it.</p> <p>Begin to understand that sounds can be high or low.</p> <p>Begin to understand that sounds can be loud or quiet</p>	<p>Understand that pulse is the steady beat of a piece of music.</p> <p>Understand that sounds can be made in different ways e.g. body percussion</p> <p>Understand that rhythm is the pattern of long and short sounds</p> <p>To understand a crotchet is 1 beat and a quaver is half a beat - 2 quavers equal 1 crotchet beat.</p> <p>To know how crotchets, quavers and crotchet rests are represented as musical notation.</p> <p>To know that body percussion is using different parts of our bodies to make music.</p> <p>To understand a crotchet rest is 1 beat of silence.</p>	<p>Understand that pulse is the steady beat of a piece of music.</p> <p>Understand that rhythm is the pattern of long and short sounds.</p> <p>To understand a crotchet is 1 beat, a quaver is half a beat - 2 quavers equal 1 crotchet beat, a semi quaver is a quarter of a beat, a minim is 2 beats, a crotchet rest is 1 beat of silence and a semi-breve is 4 beats.</p> <p>To know how crotchets, quavers, semi-quavers, crotchet rests, minims and semi-breves are represented as musical notation.</p> <p>To know that body percussion is using different parts of our bodies to make music.</p>	<p>Understand that pulse is the steady beat of a piece of music.</p> <p>Understand that rhythm is the pattern of long and short sounds.</p> <p>To understand a crotchet is 1 beat, a quaver is half a beat - 2 quavers equal 1 crotchet beat, a semi quaver is a quarter of a beat, a minim is 2 beats, a semi-breve is 4 beats and their equivalent rests.</p> <p>To understand that dotted notes have a value of 1 ½ times the notation.</p> <p>To know how crotchets, quavers, semi-quavers, minims, semi-breves, dotted notes and all rests are represented as musical notation.</p>

				<p>To know that body percussion is using different parts of our bodies to make music.</p>
<p>Procedural Knowledge - knowing how to do (putting the declarative into action)</p>	<p>Begin to keep a pulse</p> <p>Sing familiar songs and nursery rhymes</p> <p>Perform songs and rhymes</p> <p>To be able to play an instrument by tapping it, shaking it or scraping it</p> <p>To be able to copy simple sounds vocally.</p>	<p>Keeping a pulse</p> <p>Follow a simple rhythm using crotchets and quavers using different parts of the body.</p> <p>To be able to create a simple rhythm of musical notation using crotchets and quavers.</p> <p>To compose and perform using simple non-standard notation</p> <p>To sing with a sense of awareness of pulse, rhythm and pitch</p>	<p>Keeping a pulse</p> <p>Follow a rhythm using crotchets, quavers, semi quavers, crotchet rests, minims and semi-breves using different parts of the body.</p> <p>To be able to create a rhythm of musical notation using crotchets, quavers, crotchet rests, minims and semi-breves.</p> <p>To use aural memory to copy and repeat/notate rhythms heard.</p> <p>To use body percussion to compose and perform a piece of music.</p> <p>To sing songs in tune and with greater awareness and control of dynamics, tempo and timbre</p>	<p>Keeping a pulse</p> <p>Follow a rhythm using crotchets, quavers, semi quavers, crotchet rests, minims and semi-breves using different parts of the body.</p> <p>To be able to create a rhythm of musical notation using crotchets, quavers, crotchet rests, minims and semi-breves.</p> <p>To use aural memory to copy and repeat/notate rhythms heard.</p> <p>To use body percussion to compose and perform a piece of music with increasing precision and begin to use rounds.</p> <p>To sing songs in tune and with an awareness of other parts and how they fit together</p>

Vocabulary	Beat Pulse Higher Lower Louder Quieter Interval Cuckoo call interval	Pulse Beat Rhythm Crotchet Quaver/s Musical notation Body percussion Crotchet rest Performance Evaluation compose	Pulse Beat Rhythm Crotchet Quaver/s Minim Semi-breve Semi quaver Musical notation Body percussion Crotchet rest Performance Evaluation compose	Pulse Beat Rhythm Crotchet Quaver/s Minim Semi-breve Semi quaver Musical notation Body percussion Crotchet rest Performance Evaluation Dotted notes compose
Songs and composers	Jelly on a plate Shake the sillies out	Don't worry be happy – body percussion piece. Saman body percussion piece (Indonesia)	Zoweto String quartet – Zebra Crossing Saman body percussion piece (Indonesia) Palmas in Flamenco (Southern Spain) Hambone in United States Can't stop the feeling – Justin Timberlake Edward Grieg – In the hall of the Mountain King Anna Meredith – Connect It!	Zoweto String quartet – Zebra Crossing Anna Meredith – Connect It!

Links to other areas of the curriculum				
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Handbells				
	EYFS (exploring pitch unit)	KS1	LKS2	UKS2
Declarative Knowledge - facts and information that children will learn	<p>To begin to understand that pulse is the steady beat of a piece of music.</p> <p>To begin to know that pitch is how high or low a sound is.</p> <p>To begin to know that ascending is when notes go from low to high .</p> <p>To begin to know that descending is when notes go from high to low</p>	<p>To know that: Each handbell is a different colour</p> <p>Each colour represents a different note on a scale. that notes can start from low to high in an ascending scale, or high to low in a descending scale</p> <p>The notes are named after letters in the alphabet.</p> <p>To know that a scale is an octave containing 8 notes.</p> <p>To know what a c major scale is.</p> <p>To know that pitch is how high or low a sound is.</p>	<p>Each handbell is a different colour</p> <p>Each colour represents a different note on a scale.</p> <p>The notes can start from low to high in an ascending scale.</p> <p>The notes are named after letters in the alphabet.</p> <p>To know that a scale is an octave containing 8 notes.</p> <p>To know what a c major scale is.</p> <p>To know that pitch is how high or low a sound is.</p> <p>To know that the keys on the keyboard represent notes in a scale.</p> <p>To know the white keys on a piano are natural notes and the black keys are sharps or flats.</p> <p>To begin to understand the concept of tones and semitones.</p> <p>To begin to understand the concept of chords.</p>	<p>Each colour represents a different note on a scale.</p> <p>The notes can start from low to high in an ascending scale.</p> <p>The notes are named after letters in the alphabet.</p> <p>To know that a scale is an octave containing 8 notes.</p> <p>To know what a c major scale is.</p> <p>To know that pitch is how high or low a sound is.</p> <p>To know the order of notes, including sharps and flats.</p> <p>To know that the keys on the keyboard represent notes in a scale.</p> <p>To know the white keys on a piano are natural notes and the black keys are sharps or flats.</p> <p>To begin to understand the concept of tones and semitones.</p> <p>To understand the concept of chords and begin to</p>

				<p>understand which notes belong in which chord.</p> <p>To know that classical music is 'non contemporary music, but also that within classical music, the classical period is a period of time in music composition, after the baroque period.</p>
<p>Procedural Knowledge - knowing how to do (putting the declarative into action)</p>	<p>To begin to recognise if music is ascending or descending</p> <p>To recognise if music is loud or quiet</p> <p>To recognise if music is fast or slow</p> <p>To begin to play notes (on a glockenspiel) ascending and descending</p>	<p>To use oral memory to order sounds in ascending order</p> <p>To perform a c major scale using handbells as a class.</p> <p>To perform a simple handbell piece in an ensemble</p>	<p>To use oral memory to order sounds in ascending and descending order</p> <p>To perform a handbell piece with increasing complexity – tempo, range of notes</p>	<p>To use oral memory to order sounds in ascending and descending order (including sharps and flats)</p> <p>To perform a handbell piece with increasing complexity – tempo, range of notes, including sharps and flats and chords.</p> <p>To perform a composition in parts</p>
<p>Vocabulary</p>	<p>Pitch</p> <p>Pulse</p> <p>Fast</p> <p>Slow</p> <p>Dynamics</p> <p>Loud</p> <p>quiet</p>	<p>Handbell</p> <p>Scale</p> <p>Ascending</p> <p>Octave</p> <p>C major</p> <p>Notes</p> <p>Ensemble</p> <p>Handel</p> <p>Composer</p> <p>Pitch</p>	<p>Handbell</p> <p>Scale</p> <p>Ascending</p> <p>Octave</p> <p>C major</p> <p>Notes</p> <p>Ensemble</p> <p>Handel</p> <p>Composer</p> <p>Pitch</p> <p>Semi-tone</p> <p>tone</p>	<p>Handbell</p> <p>Scale</p> <p>Ascending</p> <p>Descending</p> <p>Octave</p> <p>C major</p> <p>Notes</p> <p>Ensemble</p> <p>Handel</p> <p>Composer</p> <p>Pitch</p> <p>Semi-tone</p>

			<p>Conductor Chord Dynamics Fortissimo Piano Crescendo Ostinato</p>	<p>tone Conductor Chord Dynamics Fortissimo piano</p>
<p>Songs and composers</p>	<p>Flight of the bumble bee Lark ascending Roly poly up, roly poly down</p>	<p>Boom said the cat Make that sound Handel: Messiah, Arrival of Queen Sheba, Zadok the priest</p>	<p>hey, hey – traditional Si si si - traditional Handel: The Messiah, Arrival of Queen Sheba, Zadok the priest Johann Pachelbel: Pachelbel's canon We don't talk about Bruno – 4 part rhythms</p>	<p>Beethoven – Ode to Joy, Fur Elise, Moonlight sonata, and 5th Symphony Pieces played on handbells: Ode to Rock – arrangement of Beethoven's Ode to Joy How far I'll go – from Moana. Pirates of the Caribbean – Hans Zimmer and Klaus Badelt I'm a believer – The Monkees Africa – Toto The Name Rhythm Games – call and response warm up The Greatest Showman – body percussion We will rock you, Queen – body percussion</p>

Links to other areas of the curriculum				
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Instruments of the Orchestra				
	EYFS (instruments and sounds unit)	KS1	LKS2	UKS2
Declarative Knowledge - facts and information that children will learn	<p>To begin to know the names of a range of instruments, i.e. claves/rhythm sticks, triangle, wooden agogo, cabasa, sleigh bells</p> <p>To begin to understand that a composer is somebody who writes music</p> <p>Begin to understand that pulse is the steady beat of a piece of music.</p>	<p>Understand that pulse is the steady beat of a piece of music.</p> <p>Understand that rhythm is the pattern of long and short sounds. Understand that pitch is how high or low a sound is.</p> <p>Understand that rhythm is the pattern of long and short sounds.</p> <p>Know that an orchestra is a large ensemble made up of different instruments from different families: woodwind, brass, string and percussion.</p> <p>To know that a full-sized orchestra may be called a symphony orchestra or philharmonic orchestra.</p> <p>To begin to understand some of the similarities and differences between instruments in the string family, including size and effect on pitch.</p>	<p>Understand that pulse is the steady beat of a piece of music.</p> <p>Understand that rhythm is the pattern of long and short sounds.</p> <p>Understand that pitch is how high or low a sound is.</p> <p>Understand that rhythm is the pattern of long and short sounds.</p> <p>Know that an orchestra is a large ensemble made up of different instruments from different families: woodwind, brass, string and percussion.</p> <p>To know that a full-sized orchestra may be called a symphony orchestra or philharmonic orchestra.</p> <p>To understand a crotchet is 1 beat, a quaver is half a beat - 2 quavers equal 1 crotchet beat, a semi quaver is a quarter of a beat, a minim is 2 beats, a</p>	<p>Understand that pulse is the steady beat of a piece of music.</p> <p>Understand that rhythm is the pattern of long and short sounds.</p> <p>Understand that pitch is how high or low a sound is.</p> <p>To understand that sounds are made by vibrations, that create soundwaves. These cause vibrations to the ear drum.</p> <p>Know that an orchestra is a large ensemble made up of different instruments from different families: woodwind, brass, string and percussion.</p> <p>To know that a full-sized orchestra may be called a</p>

		<p>Begin to understand the names of the different parts of the string instruments, i.e. bow, bridge, strings.</p> <p>To begin to know the formation of the orchestra</p>	<p>crotchet rest is 1 beat of silence and a semi-breve is 4 beats.</p> <p>To know how crotchets, quavers, semi-quavers, crotchet rests, minims and semi-breves are represented as musical notation.</p> <p>To understand that the shorter the string, the higher the pitch and the thinner the string, the higher the pitch.</p> <p>To understand some of the similarities and differences between instruments in the woodwind family, including size and effect on pitch.</p> <p>To know the formation of an orchestra and where the families of instruments sit.</p>	<p>symphony orchestra or philharmonic orchestra.</p> <p>The string family is the largest family in the orchestra; strings are plucked or played with a bow.</p> <p>To understand some of the similarities and differences between instruments in the string family (violin, viola, cello, double bass, harp), including size and effect on pitch.</p> <p>To understand some of the similarities and differences between instruments in the woodwind family (contrabassoon, bassoon, clarinet, oboe, flute, piccolo), including size and effect on pitch.</p> <p>To understand some of the similarities and differences between instruments in the brass family (trumpet, trombone, horn, tuba, euphonium) including how sounds are made, size/length of tube and</p>

				<p>effect on pitch and that air vibrates inside the tubes</p> <p>To understand a crotchet is 1 beat, a quaver is half a beat - 2 quavers equal 1 crotchet beat, a semi quaver is a quarter of a beat, a minim is 2 beats, a crotchet rest is 1 beat of silence and a semi-breve is 4 beats.</p> <p>To name parts of a brass instrument, including mouthpiece, bell, valves</p> <p>To understand the instruments in the percussion group (Glockenspiel, timpani Snare drum, Steel pan)</p> <p>To know that Louis Armstrong was a famous American jazz musician, singer and trumpet player.</p> <p>Trombone Shorty is an American trombonist</p> <p>Mozart was a classical composer from Austria</p>
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				Benjamin Britten was an English composer
Procedural Knowledge - knowing how to do (putting the declarative into action)	<p>To begin to be able to identify the sounds of different instruments</p> <p>To begin to keep a pulse</p> <p>To begin to dance/move to music</p> <p>To begin to explore sounds/instruments to express feelings</p>	<p>Keeping a pulse</p> <p>Follow a simple rhythm using crotchets and quavers using different parts of the body.</p> <p>To be able to follow a simple rhythm of musical notation using minims, crotchets and quavers.</p>	<p>Keeping a pulse</p> <p>Follow a rhythm using crotchets, quavers, semi quavers, crotchet rests, minims and semi-breves using different parts of the body.</p> <p>To be able to create a rhythm of musical notation using crotchets, quavers, crotchet rests, minims and semi-breves.</p>	<p>Follow a rhythm using crotchets, quavers, semi quavers, crotchet rests, minims and semi-breves</p> <p>using body percussion and a range of percussion instruments</p> <p>To be able to create a rhythm of musical notation using crotchets, quavers, crotchet rests, minims and semi-breves.</p>
Vocabulary	<p>claves/rhythm sticks</p> <p>triangle</p> <p>wooden agogo</p> <p>cabasa</p> <p>sleigh bells</p> <p>Clarinet</p> <p>Cajon</p> <p>Ukulele</p> <p>Guitar</p> <p>Composer</p>	<p>Pulse</p> <p>Beat</p> <p>Rhythm</p> <p>Crotchet</p> <p>Quaver/s</p> <p>Performance</p> <p>Violin</p> <p>Viola</p> <p>Cello</p> <p>Double Bass</p> <p>Harp</p> <p>Bow</p> <p>String</p> <p>Bridge</p> <p>Fingerboard</p> <p>Scroll</p> <p>Pegbox</p> <p>Tailpiece</p> <p>Tuning pegs</p>	<p>Pulse</p> <p>Beat</p> <p>Rhythm</p> <p>Dotted notes</p> <p>Crotchet</p> <p>Quaver/s</p> <p>Minim</p> <p>Semi-breve</p> <p>Semi quaver</p> <p>Musical notation</p> <p>Body percussion</p> <p>Crotchet rest</p> <p>Performance</p> <p>Sound wave</p> <p>Vibration</p> <p>Vacuum</p> <p>Compose</p> <p>Ensemble</p> <p>Flute</p>	<p>Pulse</p> <p>Beat</p> <p>Rhythm</p> <p>Dotted notes</p> <p>Crotchet</p> <p>Quaver/s</p> <p>Minim</p> <p>Semi-breve</p> <p>Semi quaver</p> <p>Musical notation</p> <p>Crotchet rest</p> <p>Performance</p> <p>Sound wave</p> <p>Vibration</p> <p>Ensemble</p> <p>Flute</p> <p>Bassoon</p> <p>Piccolo</p> <p>Clarinet</p>

		Neck End pin Chin rest F Hole	Bassoon Piccolo Clarinet Oboe Cor Anglais Keys Reed Jazz	Oboe Euphonium French horn Tuba Jazz mouthpiece Bell Valve Percussion Xylophone Glockenspiel Timpani Snare drum Steel pan
Songs and composers	Lets be Friends Grumpy face Holst I can pull a face Greig John Williams Tchaikovsky – Nutcracker Suite Big Red, Combine Harvester Strauss	Cauliflowers fluffy and cabbages green Tchaikovsky Vivaldi – Four Seasons – Summer Schumann Beethoven symphony no. 5 Dvorak Tchaikovsky – the Nutcracker Suite Ballet	Tchaikovsky Errollyn Wallen Jethro Tull Power in Me Sky Full of Stars George Gershwin, Rhapsody in Blue Saint-Saen Vivaldi – Four Seasons – Spring	One moment, one people What a Wonderful World Louis Armstrong Trombone Shorty Mozart Benjamin Britten Young person’s guide to the Orchestra
Links to other areas of the curriculum	PSHE – emotions – how does music make you feel?	PSHE – emotions – how does music make you feel?	PSHE – emotions – how does music make you feel?	PSHE – emotions – how does music make you feel?

Compositions inspired by musicians

	EYFS – Movement inspired by musicians)	KS1 – Tchaikovsky, Saint-Saens, Vivaldi	LKS2 – Stravinsky, Zimmer and Copland	UKS2 –Gershwin and Price, Mozart,
Declarative Knowledge - facts and information that children will learn		<p>Understand that pulse is the steady beat of a piece of music.</p> <p>To know that a crotchet is one beat, a quaver is half a beat and a minim is two beats and to recognise a crotchet rest.</p> <p>To know that dynamics refers to how loud or soft (quiet) the music is and begin to recognise the musical terms of piano and forte.</p> <p>Understand that rhythm is the pattern of long and short sounds.</p> <p>Understand that pitch is how high or low a sound is.</p> <p>Know that the tempo is the speed of the music</p> <p>A composer is someone who writes music.</p> <p>Tchaikovsky was a composer from Russia.</p> <p>Tchaikovsky wrote classical music during the Romantic Period</p>	<p>Understand that pulse is the steady beat of a piece of music.</p> <p>To know that a crotchet is one beat, a quaver is half a beat, a semi quaver is a quarter of a beat, a minim is two beats, a dotted minim is 3 beats, a semi breve is 4 beats and to recognise a crotchet rest and quaver rest.</p> <p>Understand that rhythm is the pattern of long and short sounds.</p> <p>Understand that pitch is how high or low a sound is.</p> <p>A composer is someone who writes music.</p> <p>Stravinsky was a Russian composer and was one of the most influential composers of the 20th Century.</p> <p>Stravinsky wrote the Firebird, which is a ballet.</p> <p>Know that a fanfare is a short piece of music to introduce a person or event.</p>	<p>Understand that pulse is the steady beat of a piece of music.</p> <p>To know that a crotchet is one beat, a dotted crotchet is one and a half beats, a quaver is half a beat, a semi quaver is a quarter of a beat, a minim is two beats, a dotted minim is 3 beats, a semi breve is 4 beats and to recognise a crotchet rest and quaver rest.</p> <p>Understand that rhythm is the pattern of long and short sounds.</p> <p>Ostinato is a repeated musical rhythm.</p> <p>Understand that pitch is how high or low a sound is.</p> <p>To understand that dynamic is how loud the music is, with forte meaning loud and piano meaning quiet</p>

	<p>Tchaikovsky wrote 3 ballets: Swan Lake, The Nutcracker and Sleeping Beauty.</p> <p>To understand that Tchaikovsky was inspired by Ukrainian dancing.</p> <p>Kerry Andrews is a modern composer (still alive) from London.</p> <p>Tchaikovsky and Kerry Andrews both wrote music that tells a story.</p> <p>To know that a waltz is a dance.</p> <p>Saint Saen was a composer from France. He was also a pianist, organist and conductor</p> <p>Saint Saen was from the Romantic Period.</p> <p>Saint Saen wrote the Carnival of Animals and the music describes the different animals.</p> <p>A number of composers have written music about animals. Prokofiev wrote a piece of music called Peter and the Wolf. It introduces children to the instruments of the orchestra.</p> <p>Prokofiev was a composer from Russia.</p>	<p>To know that composers use dynamics and pitch to 'tell a story', including a fanfare.</p> <p>To know that there are five lines in music and that they are called the stave</p> <p>To know that Hans Zimmer is a self taught film composer from Germany from the 20th/21st century</p> <p>To know that Hans Zimmer used computers and synthesizers as well as orchestra instruments, and he composed the music for the BBC Planet Earth series</p> <p>To know that Aaron Copland was an American 20th Century composer. He wrote a Ballet called Rodeo.</p> <p>To know that a call and response melody is in two parts and the second is in answer to the first</p> <p>To know that ostinato is a rhythmic pattern that repeats</p>	<p>A composer is someone who writes music.</p> <p>George Gershwin was a 20th Century composer who wrote classical music for orchestras, which were inspired Jazz</p> <p>Gershwin wrote Rhapsody in Blue, inspired by the noise of the train.</p> <p>Florence Price is a composer who used West African rhythms and was inspired by dance from her own culture, including the Juba Dance.</p> <p>Price was the first black female composer to have her music played by a orchestra</p> <p>To know that composers use dynamics and pitch to 'tell a story'.</p> <p>To know that a musical motif is a short piece of music (a few notes) that is easily identified, i.e. as the noise of a siren</p>
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		<p>To know that composers use pitch, dynamics and different instruments to personify.</p> <p>Vivaldi was born in Italy and wrote classical music during the Baroque period.</p> <p>Vivaldi's father was a barber before becoming a professional violinist. He taught his son at a very young age.</p> <p>Vivaldi wrote Four Seasons, which is a series of 4 pieces of music, one for each of the 4 seasons.</p> <p>To know that a soundscape is when we use sound or music to create an atmosphere for a story.</p>		<p>To know that there are five lines in music and that they are called the staff</p> <p>Begin to understand that musical form is the structure of a piece of music. Binary form is A-B-A; ternary form is A-B-A. Rondo form adds other episodes, i.e. ABAACABA</p> <p>To know that Mozart was an Austrian classical composer and pianist</p> <p>To know that a movement is a section of music</p> <p>Rondo form is where one musical idea keeps returning</p> <p>To know that a cadenza is for a soloist to show off</p> <p>To know that a coda is a passage at the end of the music that brings it to an end</p>
<p>Procedural Knowledge -</p>		<p>Keeping a pulse</p>	<p>To respond to music through drawing.</p>	<p>To respond to music through drawing.</p>

<p>knowing how to do (putting the declarative into action)</p>		<p>Copy a simple rhythm using crotchets and quavers using different parts of the body.</p> <p>To be able to follow a simple rhythm of musical notation using crotchets, rests, minims and quavers, using both body percussion and a musical instrument (single note)</p> <p>To put movement to a musical rhythm.</p> <p>To begin to identify the tempo of music - fast and slow music</p> <p>To begin to identify the dynamics of music - loud and soft music.</p> <p>To begin to recognise the differences between different genres of music.</p> <p>To listen attentively and identify a range of familiar sounds.</p> <p>To respond to music through drawing.</p> <p>To begin to compose simple pieces of music, using pitch, dynamics, tempo and different instruments, to represent movement</p> <p>To practise, rehearse and perform own simple compositions</p>	<p>Keeping a pulse</p> <p>To identify the dynamics of music - loud and soft music.</p> <p>To recognise the differences between different genres of music.</p> <p>To be able to follow a simple rhythm of musical notation using crotchets, rests, minims, quavers, semi quavers, dotted minims and semi breves using both body percussion and musical instruments</p> <p>To be able to compose and perform a short piece of music, using 5 notes</p> <p>To begin to be able to use the staff to write notes correctly, identifying the names and length of the notes.</p> <p>To begin to use instruments to create different layers, textures and timbres of sounds, i.e. shimmering</p> <p>To compose a simple call and response piece of music</p> <p>To learn and play simple ostinato rhythmic patterns</p>	<p>Keeping a pulse</p> <p>To be able to follow a simple rhythm of musical notation using crotchets, dotted crotchets rests, minims, quavers, semi quavers, dotted minims and semi breves using both body percussion and musical instruments to include ostinatos.</p> <p>To begin to identify examples of ostinato</p> <p>To begin to identify examples of binary and ternary patterns in music</p> <p>To be able to use the staff to write notes correctly, identifying the names and length of the notes.</p> <p>To begin to compose a short piece of music using rondo form and a cadenza</p>
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<p>Vocabulary</p>		<p>Pulse Beat Rhythm Pitch High Low Tempo Dynamics Loud Soft Piano/Forte Classical music Composer Tchaikovsky Ballet Romantic period Kerry Andrews Waltz Vivaldi Baroque Rest Crotchet Quaver Minim Soundscape</p>	<p>Pulse Beat Rhythm Pitch High Low Classical music Composer Stravinsky Ballet Rest Crotchet Quaver Semi Quaver Minim Dotted minim Semi breve Pianissimo</p>	<p>Pulse Beat Rhythm Pitch High Low Classical music Composer Ballet Rest Crotchet Dotted crotchet Quaver Semi Quaver Minim Dotted minim Semi breve George Gershwin Jazz Blues Florence Price Juba Dance Musical structure Binary Ternary Soundscape Concerto Movement Rondo</p>

				Cadenza Coda Stave Clef Treble clef
Songs and composers		Football, Football Tchaikovsky The Nutcracker Kerry Andrews Saint Saen Prokofiev Boom Chicka Boom The Carnival of the Animals Akeelie Vivaldi Doctor Knickerbocker Four Seasons Great Day Kye Kye Kule	Firebird Old Town Road Stravinsky Zimmer and Copland Start the Day in a Brilliant Way Gospel Melody Aaron Copland	George Gershwin Rhapsody in Blue Smile – a round Florence Price Mozart – Horn concerto number 4, 3 rd movement
Links to other areas of the curriculum		Seasons in geography		

Folk				
	EYFS	KS1	LKS2	UKS2
Declarative Knowledge - facts and information that children will learn		Folk music is learned 'by ear', which means musicians do not follow written music – it is passed down. Folk music is played by ordinary people, often on the street.	Folk music is learned 'by ear', which means musicians do not follow written music – it is passed down. Folk music is played by ordinary people, often on the street.	Folk music is learned 'by ear', which means musicians do not follow written music – it is passed down.

		<p>Nursery Rhymes are considered folk songs</p> <p>Folk music can be instrumental, singing and can have dancing.</p> <p>Morris dancing is a form of English folk dance, accompanied by folk music. The dancers where bells on their legs.</p> <p>Step dancing is a form of folk dancing from Ireland which was made famous by Riverdance.</p> <p>To begin to identify differences between English and Irish Folk dance.</p> <p>Sea shanties were work songs for sailors in the olden days to help them work together.</p> <p>Bagpipes are traditional Scottish instruments</p> <p>That many Welsh folk songs are sung in the Welsh language</p> <p>Know that a soundscape uses sound and music to create the atmosphere in a story</p>	<p>Folk music can be instrumental, singing and can have dancing.</p> <p>Nursery Rhymes are considered folk songs</p> <p>To begin to know the countries that make up Europe</p> <p>Morris dancing is a form of English folk dance, accompanied by folk music. The dancers where bells on their legs.</p> <p>To begin to recognise differences between English Folk dancing/music and German folk music/dancing</p> <p>Yodelling began as a way of communicating across the mountains of parts of Europe and is also a form of traditional folk singing in Switzerland, Austria and Germany.</p> <p>The Netherlands is famous for wooden clogs, known as Klompen in Dutch.</p> <p>To recognise Netherland Folk music</p> <p>The Bouzouki is a stringed instrument, popular in Greece.</p> <p>Begin to recognise a traditional Greek dance – Zorba dance</p>	<p>Folk music is played by ordinary people, often on the street.</p> <p>Folk music can be instrumental, singing and can have dancing.</p> <p>Nursery Rhymes are considered folk songs</p> <p>To know that a crotchet is one beat, a quaver is half a beat, a semi quaver is a quarter of a beat, a minim is two beats, a dotted minim is three beats, a semi breve is 4 beats, and to know the associated rests</p> <p>Yodeling began as a way of communicating over long distances in mountainous regions. It's believed that people as early as the Stone Ages yodeled!</p> <p>To yodel you alternate the voice between low and high pitches. The low pitches come from the chest and the high pitches come from the head region.</p>
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			<p>To know that within Folk music, spoons are played across Europe</p> <p>To know that Flamenco music is Spanish folk and has Flamenco dancing to accompany it.</p> <p>To know that castanets are used in Spanish folk music</p>	<p>To know that gum boot dancing originated in South Africa, performed by miners as communication</p> <p>To know that Indian Raga is a type of folk music To know that Reggae is a genre of 'popular' music that originated from Jamaica in the 1960s.</p> <p>To know that an acciaccatura is a note played as quickly as possible before the note that follows</p>
Procedural Knowledge - knowing how to do (putting the declarative into action)		<p>To begin to learn simple Morris Dance moves.</p> <p>To begin to learn Irish folk dance.</p> <p>To compose a simple sea shanty</p> <p>To create a soundscape using a range of instruments</p> <p>To learn simple, repetitive Welsh folk songs and instrumental accompaniment</p>	<p>To begin to learn simple Netherland clog dance moves</p> <p>To begin to learn simple Flamenco dance moves</p>	<p>To compose and play simple Raga tunes</p> <p>To begin to play Reggie tunes on a glockenspiel. To begin to play a tune and sing the song, simultaneously.</p>
Vocabulary		<p>British Isles Great Britain United Kingdom England Ireland</p>	<p>Accordion Bouzouki Castanets The countries of Europe</p>	<p>Fiddle (violin) Guitar Whistles Bodhran Spoons</p>

		Scotland Wales Folk Music Nursery Rhymes Morris Dancing Irish Dancing Riverdance Sea Shanties Bagpipes Rhythm Handbells Soundscape		Accordion Piano Forte Pianissimo Pianississimo Fortississimo (fff) Fortissimo Mezzo forte Messo Piano Crescendo Decrescendo Sforzando Dynamics, loud, soft Tempo
Songs and composers		Shepherd's Hey Old King Cole Bobby Shafto The Rattlin' Bog There's a hole at the bottom of the Sea Sons of the Sea What Shall we do with the Grumpy Pirate Scotland the Brave Auld Lang Syne Robert Burns Yma O Hyd by Dafydd Iwan – Welsh Folk song	Tchaikovsky 1812 Overture Twinkle Twinkle Little Star Und Jetzt gang I ans – Peters Brunnele	John Williams She'll be Coming Round the Mountain Shiyahamba Bob Marley Three Little Birds
Links to other areas of the curriculum		Geography KS1 curriculum and the map of the British Isles, United Kingdom and Great Britain. Links to the remote Scottish Isles.	Geography curriculum and the continent of Europe	Geography curriculum and the continent Africa and America

Wind Instruments: Ocarina, recorder and Toot flute				
	EYFS	KS1	LKS2	UKS2
Declarative Knowledge - facts and information that children will learn				
Procedural Knowledge - knowing how to do (putting the declarative into action)				
Vocabulary				
Songs and composers				
Links to other areas of the curriculum				

Musical Genres					
	LKS2 – film and video game music	LKS2 – Musical styles through the 20th Century	LKS2 – Musicals	UKS2- Blues	UKS2 - Jazz

<p>Declarative Knowledge - facts and information that children will learn</p>	<p>To know that music in film is used to set the mood, enhance storytelling, create atmosphere and build tension.</p> <p>To know that tempo is how fast or slow a composition is, and that it is measured in beats per minute</p> <p>To know that film composers create iconic themes associated with a character, place or idea from the movie, and that these are called Leitmotifs. In music Leitmotifs refers to a musical phrase that represents a character, place or idea.</p> <p>To know that Alan Menken is an American composer best known for his work with Walt Disney</p>	<p>Understand that pulse is the steady beat of a piece of music and can be measured in number of beats per minute</p> <p>To understand that rhythm is the pattern of long and short sounds as you move through the song</p> <p>To know that musical styles refer to different types (genres) of music that are characterised by their unique features and that many genres might overlap or combine genres together to form new genres.</p> <p>To begin to identify genres of music from the 20th Century, including soul, hip hop, indie, pop, funk, reggae, contemporary R&B</p> <p>To know that rock and roll includes the genres of jazz, blues, gospel and country</p> <p>To know that a cover version is when a musician records a song that was</p>	<p>A musical is a play that uses music to tell a story and express emotion</p> <p>In London, the West End is a famous place made up of lots of theatres.</p> <p>In New York, Broadway is the theatre district</p> <p>To understand the purpose of the time signature: that the top number tells us the number of beats in a bar and the bottom number tells us the type of note.</p>		<p>To know that a crotchet is one beat, a dotted crotchet is one and a half beats, a quaver is half a beat, a semi quaver is a quarter of a beat, a minim is two beats, a dotted minim is 3 beats, a semi breve is 4 beats and to recognise a crotchet rest and quaver rest.</p> <p>To know that Blues is the foundation of Jazz music and that Jazz music started in America</p> <p>Jazz music combines African-American music with European music and became popular in 1910s</p> <p>Instruments played in Jazz are brass, piano, double bass and drums</p> <p>To know that improvisation is a big part of jazz and it means that it is made up as you go along. In a jazz song there are several solo opportunities to improvise</p>
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	<p>To know that John Williams is a very famous American composer that writes scores for films</p> <p>To know that a Beep Box is an online tool for creating music</p>	<p>originally performed by someone else</p> <p>To know that electric guitars were used in rock and roll music, alongside drums and saxophones</p> <p>That rock and roll music is lively, fast, loud and easy to dance to and has a driving rhythm and that songs are often about love and relationships</p> <p>To know that Soul is a kind of music that mixes rhythm and blues, gospel music and pop music. It uses call and response, hand clapping and body movement and uses saxophones and horns</p> <p>To know that a crotchet is one beat, a quaver is half a beat, a semi quaver is a quarter of a beat, a minim is two beats, a dotted minim is 3 beats, a semi breve is 4 beats and to recognise the associated rests</p>			<p>To know that jazz is rhythmic, uses a swing beat, improvisation, call and response</p> <p>Scat singing is when the singer improvises to make different sounds with their voice</p> <p>To know that Miles Davis is a famous Jazz musician</p> <p>To know that Ella Fitzgerald was a famous jazz singer from America</p> <p>To know that many people from the Caribbean came to Britain on the Windrush post WW2</p>
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		<p>Pop songs usually feature danceable rhythms, simple melodies and follow a traditional verse/chorus structure. The chorus, in particular, features a catchy tune and memorable lyrics and uses a synthesiser to create different sounds</p> <p>To know that the lyrics are the words of the song and that the harmony are notes that complement each other</p>			
<p>Procedural Knowledge -knowing how to do (putting the declarative into action)</p>	<p>To play music using the glockenspiel</p> <p>To identify the tempo of music</p> <p>To compose and perform a heroic character leitmotif</p> <p>To compose and perform a villain leitmotif</p> <p>To begin to compose using Beep Box</p>	<p>To begin to identify music as rock and roll, souls and pop music genres</p> <p>To use body percussion to keep to a rhythm</p> <p>To keep a rhythm (using cups)</p>	<p>To follow a simple rhythm using rhythm sticks</p> <p>To follow a syncopated rhythm</p> <p>To compose a piece of music</p> <p>To compose lyrics for a backing track</p>		<p>To follow a simple rhythm using body percussion</p> <p>To sing a simple scat verse</p> <p>To create a simple vocal improvisation</p> <p>To create instrumental improvisation using a range of instruments</p> <p>To begin to identify traits of jazz including swing beat, improvisation, call and response</p>

					To sing known songs but with syncopated rhythms
Vocabulary	Pitch Tempo Allegro Andante Adagio	Soul hip hop Indie pop funk disco rock grunge reggae contemporary R&B jazz blues gospel country Lyrics Harmony Cover version Vinyl, music cassette, CD Vocal effects, including: delay, reverb, over-dubbing, pitch bending	Lionel Bart (wrote Oliver musical) Time signature Syncopated		Swing rhythm (syncopated rhythm) Rubato Improvisation Dominant 7 th Scat
Songs and composers /musicians	The Best that I can Be I wish I knew how it would feel to be free Danny Elfman Alan Menken Simpson's Theme tune	Billy was a Kid Gotta Be Me Chuck Berry Little Richard Fats Domino Elvis Presley Billy Haley Alan Freed Sister Rosetta Tharpe Ray Charles	Consider yourself Andrew Lloyd Webber Leonard Bernstein Hakuna Matata Elton John Tim Rice		I wanna sing Scat Ella Fitzgerald Eddie Jefferson Miles Davis George Gershwin Louis Armstrong I got rhythm

	<p>Hans Zimmer</p> <p>John Williams</p> <p>Koji Kondo</p> <p>Nainita Desai</p>	<p>Aretha Franklin Otis Redding Stevie Wonder Marvin Gaye</p> <p>The Monkeys The Beatles David Bowie Live Aid Prince Wham Whitney Housten Madonna Rick Astley</p> <p>Girl and boy bands: Westlife Boyzone Spice Girls Take That</p> <p>DJ Kool Herc</p> <p>Rapping Mixing, sampling, scratching</p> <p>Stormzy</p> <p>James Brown Kool and the Gang The Smiths Blur</p> <p>Rihanna</p>			
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		Janet Jackson			
Links to other areas of the curriculum					History – WW2 and the Windrush Project