How Our Music Curriculum is Organised

Substantive Knowledge and Core Concepts

Knowing about: (Theoretical)

- Significant composers and musicians from time, culture, genre, local and world.
- Key movements and styles
- Music timeline
- Interconnectedness- how music reflects and influences culture, history and society.

The Big Ideas

- Music making touches the hearts of humanity.
- Music provides us with a language outside our capacity for words.
- Music fuels creativity and imagination and provides a narrative for life.

Knowing how: (practical)

- Singing
- Listening
- Composing
- Performing / instrumental performance

Disciplinary Knowledge and Skills – Thinking and Working Like a

Musical dimensions

- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Notation

Talking like a musician

- Music appreciation
- Musical vocabulary
- Critiquing and evaluating
- Articulating personal response

Creating and performing:

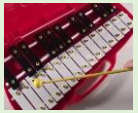
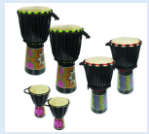
- Develop musical starting points for composition.
- Developing ways of recording
- Developing confidence for performance

Rationale:

Music is a universal language that allows the pupils to express themselves as composers, performers, improvisers and communicators. Music contributes significantly in developing language, reasoning and memory; it allows children to connect with others by creating a sense of community and promoting teamwork; it leads to improved motor skills and co-ordination; it improves memory and integrates many other subjects. We aim to inspire a love of music also challenges children to consider their understanding of history, art, technology and culture Our curriculum endeavours to expose pupils to the works of great musicians and composers (historical and current) and to develop an appreciation of quality listening and appraising. We are passionate that music belongs to every pupil of every ability. Our musical opportunities – whether it be curriculum time, instrumental lessons, whole-school singing or extra-curricular activities – nurture pupils' talent and creativity, but most importantly, teaches our children to use their voices, perform and to have fun!

Music Four-Year Rolling Plan

EYFS/ KS1 Topics and Conceptual Overview

	Autumn	Spring	Summer
Year A	**My Favourite things (1)**	**Seaside**	**Snail and the mouse (1)**
	LQ: Can I use my body to keep the beat? Keeping the pulse (Theme: My favourite things)  Pulse	LQ: Can you make a seaside sound scape? Dynamics (Theme: Seaside) Structure, dynamics, performance	LQ: What is classical music? Tempo (Theme: Snail and mouse) Classical music, tempo
Year B	**Musical Me (2)**	**British Songs and Sounds**	**Space (2)**
	LQ: How could you write music? Pitch (Theme: Musical me) Pitch and notation	LQ: is there a different between countryside and city sounds? Singing (Theme: On this island) Musical vocabulary, performance	LQ: Can you create a sound scape for space? Space: Contrasting Dynamics dynamics
Year C	**Fairy Tales (1)**	**Ensemble**	**Super Heroes (1)**
	LQ: Can you tell a story with music? Sound patterns (Theme: Fairytales) Listening	LQ: Can you learn to play an instrument in an ensemble?  Pulse, rhythm	LQ: Can I make music go high, low, fast and slow? Pitch (Theme: Superheroes) Pitch, tempo
Year D	**Myths and legends**	**Under the sea**	**Africa**
	LQ: Can you create an atmosphere with music? Structure (Theme: Myths and legends) Structure	LQ: What sounds are under the sea? Year 1 Music Unit: Musical Symbols (Under the Sea Theme) Tempo, pitch	LQ: What might you hear on safari? Call and response (Theme: Animals) Rhythm, dynamics, timbre

Music Four-Year Rolling Plan

KS2 Topics and Conceptual Overview

	Autumn	Spring	Summer
Year A	**Drummer Boy**	**Raging Rivers**	**Rainforests**
	LQ: What musical stories are there in our locality Singing, composition,	LQ: How can we use rivers to inspire vocal ostinatos? Tempo, Pitch, Dynamics (River Theme) Ostinato, harmony, dynamics	LQ: How can we capture the sounds of the rainforest? Rainforests Percussion, texture, rhythm
Year B	**WW2**	**Titanic**	**Looping and remixing**
	LQ: Why did people sing during WW2? Songs of World War 2 Melody, pitch	LQ: Why did they play to the bitter end? Film Music To plan	LQ: how can we music technology to create dance tracks? Looping and Remixing Technology, melody, rhythm
Year C	**Pentatonic**	**Romans**	**Ensemble**
	LQ: What can we do with a pentatonic scale? Pentatonic Melodies & Composition Pentatonic melodies and composition	LQ: How are repeated patterns used in music? Adapting and transposing motifs: Romans Transposing, motifs	LQ: Can you play a brass instrument in an ensemble? Notation, performance, Instrumental playing
Year D	**Fingal's Cave**	**Vikings**	**Ancient Egypt**
	LQ: Who was Mendelson?? Fingal's Cave by Mendelssohn Orchestral music, musical appreciation, Mendelson	LQ: Can you sing like a Viking? Developing singing technique: The Vikings Singing in time, rhythm, notation	LQ: Walk like an Egyptian! Composition and Staff Notation Notation, composition, improvising

	Autumn	Spring	Summer

Year A EYFS and KS1 Topic	**Topic** LQ: can I use my body to keep the pulse?		**Topic** LQ: Can you make a seaside sound scape?		**Topic** LQ: What is classical music?	
EYFS Knowledge Blocks	**Age 3/4** • I **know how to move to music.** • I know how to clap to a beat. • I know how to sing songs together. • I know how to play some untuned percussion instruments to the beat.	**EYFS** • I know how to clap to a rhythm. • I know how to sway or tap in response to music. • I know how to sing in response to a rhythm. • I know how to copy • I can copy a pattern with an instrument. • **I know how to follow instructions during a performance.** •	**Age 3/4** • I know how to play a loud sound and a quiet sound on an untuned percussion instrument. • I know how to sing tunefully. • **I know how to sing the lyrics of a song.** • I can follow instruction to play loudly and quietly.	**EYFS** • I know how to create appropriate, original sounds with their voice and body. • I know how to use instruments to create loud and soft sounds.	**Age 3/4** • I can play an instrument slowly or quickly. • I can move my body to show if a piece of music is fast or slow. • **I know how to join in with group singing**. • I can play an instrument with other children. • I can play the pulse to a piece of music.	**EYFS** I**I know how to perform a song using a singing voice.** I know how to sing in time from memory, with some accuracy. I know that music can be fast or slow and this can make me feel differently
Core Concept	**Substantive Concept: performing and singing**		**Substantive Concept: singing and composing**		**Substantive Concept: Listening and performing**	
KS1 Vocabulary	pulse singing voice speaking voice thinking voice		dynamics instrument seaside soundscape symbol volume		beat fast singing voice slow speaking voice warm up	
Rationale	This is the first opportunity that children learn that music has a beat / pulse and they explore it using body percussion. They learn to sing song lyrics with some knowledge of pulse and performing to an audience. They will be introduced to untuned percussion instruments and learn to play back simple rhythms in time. They will explore these new concepts through their own 'favourite things.'		Building on last term's topic, Children will learn how music can be used to represent an environment and environmental changes. They will continue to explore by using instruments, body and voice to create a seaside soundscape. They will be introduced to dynamics and how they can reflect environments. Using symbols they will begin to record and represent sounds on paper.		We will revisit pulse /beat and use voices and bodies expressively, while exploring tempo. We will learn and practice a rhyme using fast and slow beats on instruments. They will further develop their voices to perform a song with a fast and slow beat. They will then apply their skills to demonstrate fast and slow beats within the context of a story.	

KS1 Key Learning	**Substantive Knowledge** • **I know that notation is read from left to right.** • I know how to do pictorial representations of rhythm and to show sounds and rests.	**Substantive Knowledge** • I know that sections of music can be described as loud, quiet or silent and the meaning of these terms. • I know that notation is read from left to right. • I know the names of at least three instruments.	**Substantive Knowledge** • I know that sound can help tell a story. • I know that an instrument or voice can be played at different speeds. • I know that pulse can be fast and slow.
Year A KS2 Topic	**Topic** LQ: What musical stories are there in our locality?	**Topic** LQ: How can we use rivers to inspire vocal ostinatos?	**Topic** LQ: How can we capture the sounds of the rainforest?
Core Concept	**Substantive Concept: singing, composing, performing and history**	**Substantive Concept: singing, composing and performing**	**Substantive Concept:**
KS2 Vocabulary	Folk music Scale Pentatonic Melody Rhythm Semibreve Minim Crotchet Quaver rest Tuned Untuned Percussion Chorus Compose Perform	a cappella breath control cue, diction directing dynamics expression harmony line in the round layer melody mood notation opinion ostinato parts percussion rhythm staff notation texture tempo vocals ostinato	body percussion combine compose contrast contrasting rhythms dynamics inspiration layers loop melody line organisation pitch record repeated melodies rhythm sections structure tempo texture tune tuned percussion
Rationale	In this unit children will learn about the origins of traditional folk music through singing, consolidating their understanding of rhythm, composing using the pentatonic scale and performance.	They will develop their singing by learning to perform in two parts using expression and dynamic. They will be introduced to ostinatos and perform a vocal ostinato. They will create, improve and perform a piece of music based around ostinatos.	Children have previously learnt about sounds created by the different instrument families. This unit builds on this knowledge in order for them to combine sounds to create musical textures. They will develop their understanding of 'loud and soft' into a range of dynamics to create desired effects.

<table>
<tr><td>KS2 Learning</td><td colspan="2">Substantive Knowledge
I know what that folk music is a tradition in the different countries around the world.
I can recognise and name different types of traditional music from around the world.
I can understand how the purpose of music has changed over the course of history.
I know that folk music is often created using modal scales.
I know the different note names and lengths.
I know how to and play simple 4 beat rhythms.
I know how to create and perform a composition based on the pentatonic scale.</td><td colspan="2">Substantive Knowledge
I know when you sing without accompaniment it is called ‘a cappella’.
I know harmony means playing two notes at the same time that usually sound good together
I know an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice
I know ‘Performance directions’ are words added to musical notation to tell the performers how to play.</td><td colspan="2">Substantive Knowledge
I know that deciding the structure of music when composing can help us create interesting music with contrasting sections.
I know that combining different instruments and different rhythms when we compose can create layers of sound we call ‘texture’.
I know that a ‘loop’ in music is a repeated melody or rhythm.
I know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</td></tr>
<tr><td>Year B KS1 and EYFS Topic</td><td colspan="2">Topic
LQ: How could you write music?</td><td colspan="2">Topic
LQ: Is there a different between countryside and city sounds?</td><td colspan="2">Topic
LQ: How can music tell a story?</td></tr>
<tr><td>EYFS Knowledge Blocks</td><td>Age 3/4
I know how to sing and remember a song.
I know how to sing the pitch of a tone sung by another person.</td><td>EYFS
I know how to sing in different notes
I know how to play a pattern on an instrument.</td><td>Age 3/4
I know how to sing as apart of a group
I can say how music makes me feel
I know how to make music with an adult to guide me.</td><td>EYFS
.I know how to describe music using simple vocabulary.
I know how to show the same sound in different ways.
I know how to describe how I have adapted a sound using musical vocabulary.
I know how I can contribute musically to a performance.
Create a piece that clearly represents a particular environment.
Extend a piece of music so that it represents three distinct environments.</td><td>Age 3/4
I know that different types of music makes me move in different ways.
I know that music can make me feel different moods.
I can make music using simple instruments</td><td>EYFS
I know that music can be fast or slow and this impacts the way I move to the music.
I know that music can be loud or quiet and this changes how I feel when I listen to it.
I know that music is represented pictorially and this informs musicians how to play the music.</td></tr>
<tr><td>Core Concept</td><td colspan="2">Substantive Concept:
Pitch and notation</td><td colspan="2">Substantive Concept:
Musical vocabulary, performance</td><td colspan="2">Substantive Concept:
Listening and Composing</td></tr>
<tr><td>KS1</td><td colspan="2">dot
high</td><td colspan="2">accurately
body percussion</td><td colspan="2">composer
dynamics</td></tr>
</table>

Vocabulary	low musical sentence notation phrase pitch pitch pattern stave	compose composition duration dynamics folk song inspired inspiration inter-related dimensions of music layered effect lyrics performing pitch representing soundscape structure tempo texture timbre voice percussion	pitch pattern planet representation soundscape tempo
Rationale	In this new unit, children are exploring the song 'Once a Man Fell in a Well,' playing it using tuned percussion and reading simple symbols representing pitch. This unit follows on nicely from the 'My favourite thigs' unit where children learn to sing and play a range of percussion instruments.	Children will now begin to learn that different notes have different lengths and note values. They will learn that a composition has different layers to include a melody, percussion lines and a range of dynamics to create contrast and colour.	Following on from the previous unit, children will represent note length, pitch and dynamics pictorially on a graphic score. They will also now add in the use of silence, within a composition, and know that musicians refer to this as a 'rest.'
KS1 Key Learning	**Substantive Knowledge** • I know that notation is read from left to right. • I know that all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. • I know that sounds within music can be described as high or low sounds and the meaning of these terms.	**Substantive Knowledge** • I know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. • I know that 'duration' means how long a note, phrase or whole piece of music lasts. • I know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.	**Substantive Knowledge** • I know that sections of music can be described as fast or slow and the meaning of these terms. • I know that sections of music can be described as loud, quiet or silent and the meaning of these terms. • I know that in pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. • I know that pictorial representations of rhythm show sounds and rests.
Year B KS2 Topic	**Topic** LQ: Why did People sing during WW2?	**Topic** LQ: Why did they play to the bitter end?	**Topic** LQ: How can we use music technology to create dance tracks?
Core Concept	**Substantive Concept: Singing**	**Substantive Concept: composing**	**Substantive Concept: Composing**
KS2 Vocabulary	accuracy backing track compare contrast	accelerando body percussion brass characteristics	accuracy backbeat body percussion fragment

	complement control counter-melody diaphragm dynamics era expression features graphic score harmony harmonise lyrics melody melody line morale notate octave parts performance techniques phrase phrasing pitch purpose	chords chromatics clashing composition conversation convey crescendo descending dynamics emotion evoke features imagery improvise interpret interval major melodic military minor modulate orchestral pitch	layers loop looped rhythm melody melody line notation ostinato remix rhythm riff structure
Rationale	Children have previously learnt about pitch, texture and dynamics. They now develop their understanding further to include terms such as 'pitch' and 'octave.' They also begin to understand different ways in which you can develop a melody by adding in 'counter-melodies.'	Building on their learning about pitch and texture, children will begin to understand that the minor keys create 'sad' sounding music and that major keys create 'happy' or 'upbeat' compositions.	This unit introduces the children to music technology. They have learnt about rhythm and melody and can now create their own 'loops' to make their own compositions.
KS2 Key Learning	**Substantive Knowledge** • I know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. • I know that the Solfa syllables represent the pitches in an octave. • I know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. • I know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.	**Substantive Knowledge** Year 6 Film Music- Kpow linked to Titanic • I know that a film soundtrack includes the background music and any songs in a film. • I know that 'major' key signatures use note pitches that sound cheerful and upbeat. • I know that 'minor' key signatures use note pitches that can suggest sadness and tension. • I know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.	**Substantive Knowledge** • I know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. • I know that a loop is a repeated rhythm or melody, and is another word for ostinato. • I know that remix is music that has been changed, usually so it is suitable for dancing to.
Year C KS1 and EYFS Topic	**Topic** LQ: Can you tell a story with music?	**Topic** LQ: Can you learn to play an instrument in an ensemble?	**Topic** LQ: Can I make music go high, low, fast and slow?

EYFS Knowledge Blocks	Age 3 / 4	EYFS **I know that music can be loud or quiet and this depends on where it is being played**	Age 3 /4	EYFS **I know how to use some untuned percussion instruments such as drum, tambourine and maracas** I know how to play along with a piece of music – listening to the beat	Age 3 /4	EYFS I know that some sounds are high pitched and some are low pitched. **I know that music is represented by pictorial representations.**
Core Concept	**Substantive Concept:** **Performance and Listening**		**Substantive Concept:** **Pulse and Rhythm**		**Substantive Concept:** **Pitch and Tempo**	
KS1 Vocabulary	character voice tempo sound pattern		Pulse Rhythm Conductor Pitch Dynamics Audience performance		high low pattern performance pitch tempo	
Rationale	Following on from the composition units, we now revisit the importance of being able to keep a steady pulse. They will know that tempo is a change in speed and that we can make sound patterns to create a variety of characters and moods.		Now that the children have developed a good sense of pulse, they learn to play a musical instrument in a whole-class situation. They will now put in to practice their ability to perform to an audience with a sense of pulse, by following a conductor and engaging the audience with a range of dynamics.		Children now learn to further develop their composition skills by using graphic scores to represent a range of pitches. They do this by representing either higher or lower on the paper to show the higher and lower sounds.	
KS1 Key Learning	**Substantive Knowledge** **I know that sections of music can be described as loud, quiet or silent and the meaning of these terms.**		**Substantive Knowledge** • **I know how to play a range of untuned percussion instruments.** • I know how to perform with a sense of pulse. • **I know how to follow a conductor to perform a rhythm composition.** • I know how to use a range of dynamics in order to make my performance more interesting.		**Substantive Knowledge** • **Sounds within music can be described as high or low sounds and the meaning of these terms.** • In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.	
Year C KS2 Topic	**Topic** LQ: What can we do with a pentatonic scale?		**Topic** LQ: How are repeated patterns used in music?		**Topic** LQ: Can you play a brass instrument in an ensemble?	
Core Concept	**Substantive Concept:** **Composing and Performance**		**Substantive Concept:**		**Substantive Concept:** **Performing / Instrumental**	
Vocabulary	accuracy crescendo control composition dynamics duration		call and response compose crotchet dotted minim flats graphic notation		stave notation mouth piece slide valves rhythm	

	expression features fluency folk music glockenspiel grid notation harmony layered melodies letter notation melody musical terminology notation notes octaves pentatonic melody pentatonic scale phrases scale tempo timbre untuned percussion	in-time in-tune key key signature loop lyrics minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps tempo transpose	harmony melody
Rationale	Children have previously composed and included a range of dynamics to create the desired effect. Here we learn that we can gradually change the dynamics through the use of a crescendo and diminuendo. We also learn about the pentatonic scale and how it can be used in compositions.	Following on from learning about major and minor keys, here we learn that music can be transposed into different keys. We also learn about musical motifs.	Children continue to learn notes on a stave. They will learn the notes in treble clef and understand that the spaces spell FACE and the lines are 'Every, Good, Boy, Deserves, Football.' This is the next step for them to be able to follow and read music confidently.
KS2 Key Learning	Substantive Knowledge • I know that the word 'crescendo' means a sound getting gradually louder. • I know that some traditional music around the world is based on five notes called a 'pentatonic' scale. • I understand that a pentatonic melody uses only the five notes C D E G A.	Substantive Knowledge • I know that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). • I know that 'transposing' a melody means changing its key, making it higher or lower pitched. • I know that a motif can be adapted by changing the notes, the rhythm or the order of notes.	Substantive Knowledge • I know how to read musical notation on a stave • I know how to produce sound and change the pitch
Year D KS1 and EYFS Topic	**Topic** LQ: Can you create an atmosphere with music?	**Topic** LQ: What sounds are under the sea?	**Topic** LQ: What might you hear on safari?

EYFS Knowledge Blocks	Age 3/4	EYFS	Age 3/4	EYFS	Age 3/4	EYFS
		I know how to can clap a simple rhythm I know how to repeat rhythms and make patterns I know how to tell a rhythmical story I know how to perform to others		**I know and can name some common musical instruments that we have in school such as drum, tambourine and xylophone,**		I know that songs often have a chorus and a verse **I know that instruments can be used to represent other sounds such as animal noises**
Core Concept	**Substantive Concept:** **Structure**		**Substantive Concept:** **Tempo and Pitch**		**Substantive Concept:** **Rhythm, dynamics, timbre**	
KS1 vocabulary	one-beat notes composition paired half-beat notes legend myth notation pulse rest rhythm structure tempo thinking voice		dynamics pitch rest sound pattern tempo		actions backing track beat call and response composition dynamics instrument performance represent rhythm rhythmic notation sequence sound structure tempo timbre volume	
Rationale	Previously, we have learnt about rhythms and differing note lengths. Now we apply these skills to creating music with a definite structure to include an introduction, middle and ending.		In this unit we develop our listening skills by learning to name and identify different instruments through sound. They continue to develop their ability to follow music by practicing following music by reading it from left to right as you do with a written text in a book.		Following on from learning about pitch and dynamics, we create and learn that music has depth by using timbre. This is the knowledge that different instruments create different sounds that when combined, create a depth and texture to music.	
KS1 Learning	**Substantive Knowledge** • I know that I can use pictorial representations of rhythm show sounds and rests.		**Substantive Knowledge** • I can recognise and name some musical instruments. • I know that notation is read from left to right.		**Substantive Knowledge** • To know that dynamics can change the effect a sound has on the audience. • To know that the long and short sounds of a spoken phrase can be represented by a rhythm. • To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. • To understand that the tempo of a musical phrase can be changed to achieve a different effect. • To understand that an instrument can be matched to an animal noise based on its timbre.	

Year D KS2 Topic	**Topic** LQ: Who was Mendelson?	**Topic** LQ: Can you sing like a Viking?	**Topic** LQ: Can you walk like an Egyptian?
Core Concept	**Substantive Concept: Composition**	**Substantive Concept: Composition and performance**	**Substantive Concept:**
KS2 Vocabulary	classical characterise composition conductor depict dynamics ensemble graphic score improvisation notation orchestra pitch texture	accuracy backing track beat body percussion call and response composition co-ordinated crotchet discipline duration melody in-time in-tune dynamics layer major key minim minor key notation tempo pulse	composition crotchet dotted minim expression features fluency lyrics minim notation parts pitch pitch notation quaver rhythm semibreve sheet music staff notation stave structure tempo
Rationale	Children will incorporate their learning about pitch, dynamics and timbre to create compositions notated on to a graphic score.	Following on from the Autumn term, we will now develop compositions by layering rhymical patterns played on percussion instruments. We will perform our work and critically evaluate the music we make so that we can improve our performance in future.	Building on the last two terms compositions, we now develop our skills further by notating compositions using the stave. They create rhythms with a time signature and a range of pitches.
KS2 Learning	**Substantive Knowledge** • I know that the conductor beats time to help the performers work well together. • I know that improvisation means making up music 'on the spot'. • I know that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. • I know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.	**Substantive Knowledge** • I know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. • I know that different notes have different durations and crotchets are worth one whole beat. • I know that 'reading' music means using how the written note symbols look and their position to know what notes to play. • I know that written music tells you how long to play a note for.	**Substantive Knowledge** • I know that simple pictures can be used to represent the structure (organisation) of music. • I know that a slow tempo and a minor key (pitch) can be used to make music sound sad. • I know that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.