

Curriculum Map

Subject – Music					
Term	EYFS Coverage	Knowledge Expectations	Vocabulary Expectations	Links to prior/post learning	
F2	Aut	<p style="text-align: center;">30-50</p> <ul style="list-style-type: none"> • enjoys songs and ring games <ul style="list-style-type: none"> • sings familiar songs • moves rhythmically in response to music • learns how sounds can be changed • makes up simple songs and rhythms <p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> • Has a repertoire of songs and dances • Explores the sounds of different instruments 	<p>Know that a song is a set of words set to music.</p> <p>Know that people listen to music and sing songs to make them feel happy.</p> <p>Know that we can move to music.</p> <p>Know what a drum, xylophone, tambourine and shaker looks like and the sounds they make.</p> <p>Know that we can make up our own music by tapping, shaking, beating or hitting the instruments.</p>	<p>Rhythm</p> <p>Instrument</p> <p>Beat</p> <p>Pulse</p> <p>Drum</p> <p>Tambourine</p> <p>Sound</p> <p>Piano</p> <p>Xylophone</p> <p>High</p> <p>Low</p> <p>Fast</p> <p>Slow</p>	<p style="text-align: center;">Y1</p> <p>Know that a song is a set of words set to music or meant to be sung.</p> <p>Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave.</p> <p>Know that a note is a musical sound.</p> <p>Know that music can be fast or slow.</p> <p>Know that music can be loud or quiet.</p> <p>Know names of basic instruments and the sounds that they make- drum, tambourine, xylophone, chime bars, piano, guitar, castenets etc.</p> <p>Know the names of relevant artists linked the Listening and Appraise section and possible other works of theirs.</p>
	Spr	<p style="text-align: center;">30-50</p> <ul style="list-style-type: none"> • enjoys songs and ring games <ul style="list-style-type: none"> • sings familiar songs • moves rhythmically in response to music • learns how sounds can be changed • makes up simple songs and rhythms <p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> • Has a repertoire of songs and dances • Explores the sounds of different instruments 	<p>Know that a song is a set of words set to music and that we can learn songs by listening to them and practising them over and over again.</p> <p>Know that people listen to music and sing songs to make them feel happy. Know that some songs make people feel sad. Some songs make people laugh.</p> <p>Know that we can move to music. Begin to know that all music has a heart beat that stays the same throughout the song and it is important to move in time to this beat.</p> <p>Know what a drum, xylophone, tambourine and shaker looks like and the sounds they make.</p>	<p>Rhythm</p> <p>Instrument</p> <p>Beat</p> <p>Pulse</p> <p>Drum</p> <p>Tambourine</p> <p>Sound</p> <p>Piano</p> <p>Xylophone</p> <p>High</p>	<p style="text-align: center;">Y1</p> <p>Know that percussion instruments are drums, cymbols and tamborines. They are untuned so each note sounds the same pitch.</p> <p>Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave. Know that ever piece of music has a pulse and we can move to it.</p> <p>Know that a note is a musical sound.</p> <p>Know that the tempo indicates how fast or slow the music is.</p>

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			<p>Know that we can make up our own music by tapping, shaking, beating or hitting the instruments.</p> <p>Know that music can be loud or quiet. Know that music can be fast or slow.</p>	<p>Low</p> <p>Fast</p> <p>Slow</p>	<p>Know that dynamics indicates how loud or quiet the music is.</p>
	Sum	<p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> • Has a repertoire of songs and dances • Explores the sounds of different instruments <p style="text-align: center;">ELG</p> <ul style="list-style-type: none"> • Sings songs and makes music • Experiment with ways of changing music • Represent their thoughts and ideas through music 	<p>Know that a song is a set of words set to music and that we can learn songs by listening to them and practising them over and over again.</p> <p>Know that, when we sing, we must sing loudly and clearly so that people can hear us.</p> <p>Know that a group of people who listen to a singer a musician is called an audience. Know that a good audience member listens carefully and quietly to the performer/s.</p> <p>Know that people listen to music and sing songs to make them feel happy. Know that some songs make people feel sad. Some songs make people laugh.</p> <p>Know that we can move to music. Begin to know that all music has a heart beat that stays the same throughout the song and it is important to move in time to this beat.</p> <p>Know what a drum, xylophone, tambourine and shaker looks like and the sounds they make.</p> <p>Know that we can make up our own music by tapping, shaking, beating or hitting the instruments.</p> <p>Know that music can be loud or quiet. Know that music can be fast or slow. Know that we can shake, tap or beat the instrument harder to make a louder sound. Know that we can shake, tap or beat the instrument more gently to make a quieter sound.</p>	<p>Rhythm</p> <p>Instrument</p> <p>Beat</p> <p>Pulse</p> <p>Drum</p> <p>Tambourine</p> <p>Sound</p> <p>Piano</p> <p>Xylophone</p> <p>High</p> <p>Low</p> <p>Fast</p> <p>Slow</p>	<p style="text-align: center;">Y1</p> <p>Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave. Know how to confidently find the pulse in pieces of music.</p> <p>Know that the tempo indicates how fast or slow the music is. Know they can experiment with tempo when playing instruments. Know that sometimes changes in speed can happen slowly and sometimes changes happen suddenly.</p> <p>Know that dynamics indicates how loud or quiet the music is. Children should know that dynamics can change throughout a piece.</p> <p>Know that a good audience listens and respects each performer. They give positive or constructive feedback on performances and even make suggestions as to what could be changed.</p> <p style="text-align: center;">Y1 & 2</p> <p>Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.</p>

Subject – Music

Term	NC Coverage	Knowledge Expectations	Vocabulary Expectations	Links to prior/post learning
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	Aut	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Learn about basic vocal health and working in a group. Perform in a group and understand respecting and improving work. Begin to rap. Begin to play untuned instruments musically as a class ensemble. Listen with concentration and understanding to a range of high-quality live and recorded music-begin to recognise styles, find the pulse, recognise some instruments, listen, begin to discuss other dimensions of music (tempo, dynamics, beat/pulse, repetition). Experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, tempo, dynamics). 	<p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that a song is a set of words set to music or meant to be sung.</p> <p>Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave.</p> <p>Know that a note is a musical sound.</p> <p>Know that music can be fast or slow.</p> <p>Know that music can be loud or quiet.</p> <p>Know names of basic instruments and the sounds that they make- drum, tambourine, xylophone, chime bars, piano, guitar, castenets etc.</p> <p>Know the names of relevant artists linked the Listening and Appraise section and possible other works of theirs.</p> <p style="text-align: center;"><u>Vocal Health and Singing</u></p> <p>Know that we always warm up before singing to protect our voices.</p> <p style="text-align: center;">When Singing...</p> <p>Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.</p> <p>Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.</p> <p>Know that, when we sing, it is important that people can understand what we are singing.</p> <p>Know that a good audience listens and respects each performer.</p> <p style="text-align: center;"><u>Rap Music</u></p> <p>Know that rap is a vocal technique which involves speaking or chanting to music.</p>	<p style="text-align: center;">F2</p> <p>Know that a song is a set of words set to music and that we can learn songs by listening to them and practising them over and over again.</p> <p>Know that, when we sing, we must sing loudly and clearly so that people can hear us.</p> <p>Know that a group of people who listen to a singer a musician is called an audience. Know that a good audience member listens carefully and quietly to the performer/s.</p> <p>Know that people listen to music and sing songs to make them feel happy. Know that some songs make people feel sad. Some songs make people laugh.</p> <p>Know that we can move to music. Begin to know that all music has a heart beat that stays the same throughout the song and it is important to move in time to this beat.</p> <p>Know what a drum, xylophone, tambourine and shaker looks like and the sounds they make.</p> <p>Know that we can make up our own music by tapping, shaking, beating or hitting the instruments.</p> <p>Know that music can be loud or quiet. Know that music can be fast or slow. Know that we can shake, tap or beat the instrument harder to make a louder sound. Know that we can shake, tap or beat the instrumently more gently to make a quieter sound</p> <p style="text-align: center;">Y2</p> <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave. Know that this can be found</p> <p style="text-align: center;">Instrument</p> <p style="text-align: center;">Xylophone</p> <p style="text-align: center;">Guitar</p> <p style="text-align: center;">Drum</p> <p style="text-align: center;">Flute</p> <p style="text-align: center;">Trumpet</p> <p style="text-align: center;">Chime bars</p> <p style="text-align: center;">Piano</p> <p style="text-align: center;">Beat</p> <p style="text-align: center;">Loud</p> <p style="text-align: center;">Fast</p> <p style="text-align: center;">Quiet</p> <p style="text-align: center;">Low</p> <p style="text-align: center;">High</p> <p style="text-align: center;">Call and response</p> <p style="text-align: center;">Improvise</p> <p style="text-align: center;">Perform</p> <p style="text-align: center;">Audience</p> <p style="text-align: center;">Repeat</p> <p style="text-align: center;">Pulse</p>
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			<p>Know that rappers usually make the rap up as they go along.</p> <p>Know that rap started to become popular in the 1970s in America.</p>		<p>in any piece of music and know how to find it.</p> <p>Know that the tempo indicates how fast or slow the music is. Know that tempo can be changed when playing instruments and experiment with changing the tempo during practical exercises.</p> <p>Know that dynamics indicates how loud or quiet the music is. Children should know that dynamics can change throughout a piece and they should be given opportunities to experiment with dynamics when playing themselves. Know that sometimes dynamics change gradually.</p> <p>Know that pitch indicates how high or low the music is. Know that pitch can change throughout the piece and experiment with notes of different pitches.</p> <p style="text-align: center;"><u>Vocal Health and Singing</u></p> <p>Know that, when we sing, lots of air comes from our lungs and out of our mouths.</p> <p style="text-align: center;">Y 3/4</p> <p style="text-align: center;"><u>Rap Music</u></p> <p>Know that rapping is improvising spoken lyrics or poetry over the beat. Know That rap is a key feature of hip-hop music.</p>
	Spr	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Learn about basic vocal health and working in a group. Perform in a group and understand respecting and improving work. Begin to play tuned and untuned instruments musically as a class ensemble. Listen with concentration and understanding to a range of high-quality live and recorded music-begin to recognise styles, find the pulse, recognise some instruments, listen, begin to discuss other 	<p style="text-align: center;"><u>Blues Music</u></p> <p>Know that blues is a genre originated from the Deep South of America. Know that blues music often sounds sad, uses call and response and lots of repetition.</p> <p style="text-align: center;"><u>Latin Music</u></p> <p>Know that Latin music originated from Latin American countries such as Peru, Costa Rica, Dominican Republic and Venezuela. It characteristically has a strong, repetitive dance beat and uses many percussion instruments.</p>	<p>Instrument</p> <p>Xylophone</p> <p>Guitar</p> <p>Drum</p> <p>Flute</p> <p>Trumpet</p> <p>Chime bars</p> <p>Piano</p>	<p style="text-align: center;">F2</p> <p>Know that a song is a set of words set to music and that we can learn songs by listening to them and practising them over and over again.</p> <p>Know that, when we sing, we must sing loudly and clearly so that people can hear us.</p> <p>Know that a group of people who listen to a singer a musician is called an audience.</p>

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		<p>dimensions of music (tempo, articulation, dynamics, melody/tune, beat/pulse, repetition).</p> <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, tempo, dynamics, articulation). Begin to create own responses, melodies and rhythms. 	<p style="text-align: center;"><u>Pop Music</u></p> <p>Know that pop music appeals to a more general audience, songs are typically between 2 and a half to 3 and a half minutes long and follow a simple structure that is memorable.</p> <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know the names of relevant artists linked the Listening and Appraise section and possible other works of theirs.</p> <p>Know that percussion instruments are drums, cymbals and tamborines. They are untuned so each note sounds the same pitch.</p> <p>Know that repetition is when something happens over and over again.</p> <p>Know that a song is a set of words set to music or meant to be sung.</p> <p>Know that rhythm is a strong, regular repeated pattern of movement or sound.</p> <p>Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave. Know that every piece of music has a pulse and we can move to it.</p> <p>Know that a note is a musical sound.</p> <p>Know that the tempo indicates how fast or slow the music is.</p> <p>Know that dynamics indicates how loud or quiet the music is.</p> <p>Know that a good audience listens and respects each performer.</p> <p>Know names of basic instruments and the sounds that they make- drum, tambourine, xylophone, chime bars, piano, guitar, castanets etc.</p> <p>Know that a good ensemble/team listens to each others ideas, rehearses together and gives positive/constructive feedback to each other.</p>	<p>Beat</p> <p>Loud</p> <p>Fast</p> <p>Quiet</p> <p>Low</p> <p>High</p> <p>Call and response</p> <p>Improvise</p> <p>Perform</p> <p>Audience</p> <p>Repeat</p> <p>Mood (how it makes us feel)</p> <p>pulse</p>	<p>Know that a good audience member listens carefully and quietly to the performer/s.</p> <p>Know that people listen to music and sing songs to make them feel happy. Know that some songs make people feel sad. Some songs make people laugh.</p> <p>Know that we can move to music. Begin to know that all music has a heart beat that stays the same throughout the song and it is important to move in time to this beat.</p> <p>Know what a drum, xylophone, tambourine and shaker looks like and the sounds they make.</p> <p>Know that we can make up our own music by tapping, shaking, beating or hitting the instruments.</p> <p>Know that music can be loud or quiet. Know that music can be fast or slow. Know that we can shake, tap or beat the instrument harder to make a louder sound. Know that we can shake, tap or beat the instrument more gently to make a quieter sound</p> <p style="text-align: center;">Y2</p> <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Continue to know that a song is a set of words set to music or meant to be sung. Know that rhythm is a strong, regular repeated pattern of movement or sound. Know how to confidently clap, move or play to a given rhythm and experiment with creating own rhythms.</p> <p>Know that pitch indicates how high or low the music is. Know that pitch can change throughout the piece and continue to experiment with creating notes of different pitches. Know that different singers have different vocal ranges which refers to the pitch of notes they can possibly sing. Some</p>
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Know that call and response is a series of two parts usually played or sung by different musicians. The second part is heard as a comment about or an answer to what the first has sung. This mimics or makes fun of how people talk back and forth to each other.

Vocal Health and Singing

Know that we always warm up before singing to protect our voices.

Know that we can warm up by singing different notes of different pitches.

When Singing...

Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.

Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.

Know that we must breathe in before singing the start of each line of music. Know that, as we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line. Know that this is vital for singing with control.

singers can sing notes of a very high pitch and some can't.

Vocal Health and Singing

Continue to know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds (some people call them vocal chords but this is not actually the correct terminology anymore). They are inside of our throat, near our Addams apple.

Know that we always warm up before singing, to stretch our muscles and make them stronger. Know that singing scales is a good way to warm up. Remember that scales are sets of musical notes ordered by pitch.

Y 3/4

Pop Music

Know that pop music is a genre of popular music that originated in its modern forms in the USA and the UK during the mid-1950s. Know that pop songs appear to a general audience. Know that pop music encourages dancing by using dance rhythms. Know that pop songs are usually between 2 and a half to 3 and a half minutes long. Know that pop songs usually have a simple structure that includes verses and choruses. Know that a verse is a series of lyrics that tells the main story of the song. Know that a chorus is the middle section of a pop song that is different from the verse and it is usually repeated at least twice in the whole song. Know that multi-track recording is a method of sound recording developed in 1955 that allows for the separate recording of multiple sound sources or of sound sources recorded at different times to create a cohesive whole. Know that digital sampling is the reuse of a portion (or sample) of a sound recording in another recording. Know that multi-track recording and digital

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					<p>sampling have been used to create pop music. Know that a pop ballad is a gentle love song that is full of emotion.</p> <p>Know that the style indicators of a pop ballad are...</p> <ul style="list-style-type: none"> • Slow and gentle backing • Uses instruments like strings and piano and acoustic guitar • The bass and drums are subtle • The words of the ballad are about lost love or celebrating love! • The mood of the words and music match each other • Sometimes a Pop ballad can have a Rock backing and it then becomes a power ballad. This is because of its more powerful backing using electric guitars and heavier drum patterns.
	Sum	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Learn about basic vocal health and working in a group. Perform in a group and understand respecting and improving work. • Begin to play tuned and untuned instruments musically as a class ensemble. • Listen with concentration and understanding to a range of high-quality live and recorded music-begin to recognise styles, find the pulse, recognise some instruments, listen, begin to discuss other dimensions of music (tempo, articulation, dynamics, melody/tune, beat/pulse, repetition). 	<p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that sound is created when something vibrates and it sends waves of energy to our ears. Children can experiment with different items/objects (not just instruments) and the sounds that they make.</p> <p>Know that a note is a musical sound and a sequence of notes is a tune or melody.</p> <p>Know the names of relevant artists linked to the Listening and Appraise section and possible other works of theirs.</p> <p>Know that repetition is when something happens over and over again. Know they can experiment with repetition when composing.</p> <p>Know that composing is when we make up our own music. We can borrow ideas from music we know.</p>	<p>Instrument</p> <p>Xylophone</p> <p>Guitar</p> <p>Drum</p> <p>Flute</p> <p>Trumpet</p> <p>Chime bars</p> <p>Piano</p> <p>Beat</p> <p>Loud</p> <p>Fast</p> <p>Quiet</p>	<p style="text-align: center;">F2</p> <p>Know that a song is a set of words set to music and that we can learn songs by listening to them and practising them over and over again.</p> <p>Know that, when we sing, we must sing loudly and clearly so that people can hear us.</p> <p>Know that a group of people who listen to a singer a musician is called an audience. Know that a good audience member listens carefully and quietly to the performer/s.</p> <p>Know that people listen to music and sing songs to make them feel happy. Know that some songs make people feel sad. Some songs make people laugh.</p> <p>Know that we can move to music. Begin to know that all music has a heart beat that</p>

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		<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, tempo, dynamics, articulation). Begin to create own responses, melodies and rhythms.</p>	<p>Know that a song is a set of words set to music or meant to be sung.</p> <p>Know that rhythm is a strong, regular repeated pattern of movement or sound. Know how we can clap, click or move to a given rhythm and recognise when something or someone is not following the rhythm.</p> <p>Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave. Know how to confidently find the pulse in pieces of music.</p> <p>Know that the tempo indicates how fast or slow the music is. Know they can experiment with tempo when playing instruments. Know that sometimes changes in speed can happen slowly and sometimes changes happen suddenly.</p> <p>Know that dynamics indicates how loud or quiet the music is. Children should know that dynamics can change throughout a piece.</p> <p>Know that a good audience listens and respects each performer. They give positive or constructive feedback on performances and even make suggestions as to what could be changed.</p> <p>Know that a good ensemble/team listens to each others ideas, rehearses together and gives positive/constructive feedback to each other.</p> <p>Know that call and response is a series of two parts usually played or sung by different musicians. The second part is heard as a comment about or an answer to what the first has sung. This mimics or makes fun of how people talk back and forth to each other.</p> <p style="text-align: center;"><u>Vocal Health and Singing</u></p> <p>Know that, when we sing, we use lots of muscles. We always warm up before singing, to make these muscles stronger- like we do in PE lessons.</p> <p>Know that singing scales help us warm up.</p> <p>Know that, when we sing, lots of air comes out of our mouths.</p>	<p>Low</p> <p>High</p> <p>Call and response</p> <p>Improvise</p> <p>Perform</p> <p>Audience</p> <p>Repeat</p> <p>Mood (how it makes us feel)</p> <p>pulse</p>	<p>stays the same throughout the song and it is important to move in time to this beat.</p> <p>Know what a drum, xylophone, tambourine and shaker looks like and the sounds they make.</p> <p>Know that we can make up our own music by tapping, shaking, beating or hitting the instruments.</p> <p>Know that music can be loud or quiet. Know that music can be fast or slow. Know that we can shake, tap or beat the instrument harder to make a louder sound. Know that we can shake, tap or beat the instrumentally more gently to make a quieter sound</p> <p style="text-align: center;">Y2</p> <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that a good ensemble/team listens to each others ideas, rehearses together and gives positive/constructive feedback to each other. They also try out different ideas and decide on the best ones.</p> <p>Know that call and response is a series of two parts usually played or sung by different musicians. The second part is heard as a comment about or an answer to what the first has sung. This mimics or makes fun of how people talk back and forth to each other. Children should experiment with using this concept in their own compositions.</p> <p>Confidently know that the tempo indicates how fast or slow the music is and it can be changed by changing the speed we hit or shake the instrument. Know that we can change the tempo when composing our own music.</p> <p>Know that composing is when we create our own music.</p>
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			<p style="text-align: center;">When Singing...</p> <p>Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.</p> <p>Know that, if our chins face upwards during singing, it will affect the quality of our sound.</p> <p>Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.</p> <p>Know that we must breathe in before singing the start of each line of music. Know that, as we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line. Know that this is vital for singing with control.</p> <p>Know that our mouths must be as round as possible when singing to ensure a good quality of sound.</p> <p>Know that a good audience listens and respects each performer. They also give positive or constructive feedback on performances.</p>		<p>With guidance from the teacher, know that we can draw simple pictures to record what we have composed. The size of the picture could indicate the dynamics. The height of the picture could indicate the pitch. The length of the picture could indicate the tempo etc. Know that our images must be in the correct order from right to left. Know that grids are great ways to record in an organised way.</p> <p>Know that dynamics indicates how loud or quiet the music is. Children should know that crescendo is when music gradually gets louder. Diminuendo is when music gradually gets quieter. Know that they can experiment with this when composing.</p> <p>Know that pitch indicates how high or low the music is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.</p> <p style="text-align: center;"><u>Vocal Health and Singing</u></p> <p>Know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds. They are inside of our throat, near our Addams apple.</p> <p>Know that, as we sing, air comes from our lungs and out of our mouths. Begin to know that the air pushes through our vocal folds, making them rub together and vibrate. This creates our sound.</p> <p style="text-align: center;">When singing...</p> <p>Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.</p>
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					<p>Know that, if our chins face upwards during singing, some of the air pushing through out vocal folds will be squashed and it will affect the quality of our sound.</p> <p>Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.</p> <p>Know that we must breathe in before singing the start of each line of music. Know that, as we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line. Know that this is vital for singing with control.</p> <p>Know that our mouths must be as round as possible when singing to ensure a good quality of sound.</p> <p>Y 5/6</p> <p><u>Vocal Health and Singing</u></p> <p>Know that our vocal folds are inside of our larynx.</p> <p>Know that the larynx is an organ at the top of the neck involved in breathing and producing sound. Know that the larynx can move up and down whilst singing.</p> <p>Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch. Know that, when our vocal folds rub together very quickly, it can cause friction. In some extreme cases, this can cause blistering on the vocal folds.</p> <p>Know that the blisters on the vocal folds are called nodules. Know that, for this reason, we have to look after our voices carefully. Know that screaming for extend periods of time causes a lot of friction between the vocal folds and therefore can lead to blistering.</p>
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					<p>Know that warming up before singing helps to stretch our vocal folds safely and make them stronger, able to cope better with the pressures we put on them.</p> <p>Know that a scale is a set of music notes ordered by pitch. Scales can be ascending (go up in pitch) or descending (go down in pitch). Know that scales are useful for helping us warm up our voices as our vocal folds will be stretched gradually.</p> <p style="text-align: center;">When Singing...</p> <p>Know that we must use our diaphragm to help us breathe with control when singing. Know that the diaphragm is a thin skeletal muscle that sits at the base of the chest.</p> <p>Know that the larynx needs to stay down when singing high notes to ensure our voice does not sound strained.</p>
Subject -					
	Term	NC Coverage	Knowledge Expectations	Vocabulary Expectations	Links to prior/post learning
Y2	Aut	<ul style="list-style-type: none"> Continue to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Recap basic vocal health and working in a group. Perform in a group and understand respecting and improving work. Experiment with rap. Continue to play tuned and untuned instruments musically as a class ensemble. Listen with concentration and understanding to a range of high-quality live and recorded music including South African music- recognise styles, find the pulse, recognise some instruments, listen, discuss other 	<p style="text-align: center;"><u>South African Music</u></p> <p>Know where South Africa is on the world map. Know that South Africa has a vibrant music scene, populated by different genres. The genres are...</p> <p style="text-align: center;">Afropop:</p> <ul style="list-style-type: none"> Generally uses electric guitars that weave in and out of each other Some traditional instruments such as the penny whistle, keyboards, bass and drums Strong Dance or Swing beat <p style="text-align: center;">South African Jazz:</p> <p>Uses a keyboard/piano, bass and drums with perhaps a saxophone and/or a trumpet. Lots of</p>	<p>Instrument</p> <p>Xylophone</p> <p>Guitar</p> <p>Drum</p> <p>Flute</p> <p>Trumpet</p> <p>Chime bars</p> <p>Piano</p> <p>Beat</p> <p>Loud</p> <p>Fast</p>	<p style="text-align: center;">Y 1</p> <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that a song is a set of words set to music or meant to be sung.</p> <p>Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave.</p> <p>Know that a note is a musical sound.</p> <p>Know that music can be fast or slow.</p> <p>Know that music can be loud or quiet.</p> <p>Know names of basic instruments and the sounds that they make- drum, tambourine,</p>

Curriculum Map

		<p>dimensions of music (tempo, articulation, dynamics, melody/tune, beat/pulse, repetition).</p> <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, tempo, dynamics, articulation). Create own responses, melodies and rhythms. Create sound effects. 	<p>improvisation is included. Know that Improvisation is when music is made up spontaneously.</p> <p>South African Freedom Songs:</p> <ul style="list-style-type: none"> Freedom Songs were songs that were often sung during Nelson Mandela's imprisonment and often during social gatherings. The words are about freeing Nelson Mandela and how unfair it was that he was in prison for trying to free the people of South Africa <ul style="list-style-type: none"> Strong Dance beat Use of electric guitars, keyboards, bass and drums. Can be sung unaccompanied ie a cappella <p>South African Choral music:</p> <ul style="list-style-type: none"> Traditional South African music generally uses voices only or voices and drums. It is sung in a language such as Zulu or Xhosa (there are 12 official languages). Singing will consist of call and response, call by one singer and response by lots. <p>Kwaito:</p> <p>A strong dance Hip Hop beat, influenced by Hip Hop, Kwaito is the most up-to-date style of South</p> <p>African music.</p> <ul style="list-style-type: none"> South African languages used Rapping Sax and trumpet horn section Use of electric guitars Lots of energy A strong and driving groove <p>Traditional South African music:</p>	<p>Quiet</p> <p>Low</p> <p>High</p> <p>Call and response</p> <p>Improvise</p> <p>Perform</p> <p>Audience</p> <p>Repeat</p> <p>Mood (how it makes us feel)</p> <p>Pluck</p> <p>Strum</p> <p>Note</p> <p>Improvise</p> <p>Ensemble</p> <p>Blues, Latin, Pop, Jazz</p> <p>Pulse</p> <p>Rhythm</p> <p>Zulu</p> <p>Electronic</p> <p>Saxophone</p> <p>Hip hop</p> <p>A capella</p>	<p>xylophone, chime bars, piano, guitar, castenets etc.</p> <p>Know the names of relevant artists linked the Listening and Appraise section and possible other works of theirs.</p> <p><u>Vocal Health and Singing</u></p> <p>Know that, when we sing, we use lots of muscles. We always warm up before singing, to make these muscles stronger-like we do in PE lessons.</p> <p>Know that singing scales help us warm up.</p> <p>Know that, when we sing, lots of air comes out of our mouths.</p> <p style="text-align: center;">Y 3/4</p> <p><u>General Music Knowledge</u></p> <p>Know that rhythm is a strong, repeated pattern of movement or sound and be able to move or play to a given rhythm, recognising when they or someone else is not matching that rhythm.</p> <p>Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. They should know how to easily find the pulse in a range of music and move or clap to it for the duration of the piece.</p> <p>Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song.</p> <p>Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.</p> <p>Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddleny</p>
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Curriculum Map

- The Click Song, for example, is sung in a South African language Xhosa, using lots of clicking sounds
- There are some drums and guitars accompanying the vocals, but many traditional songs are unaccompanied.

General music Knowledge

Know that a song is a set of words set to music or meant to be sung.

Know that rhythm is a strong, regular repeated pattern of movement or sound and be able to clap, move or paly along to a given rhythm.

Know that a capella is when songs are sung to no music at all. The singer must rely on their own natural rhythm and pitch.

Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave. Know that this can be found in any piece of music and know how to find it.

Know that the tempo indicates how fast or slow the music is. Know that tempo can be changed when playing instruments and experiment with changing the tempo during practical exercises.

Know that dynamics indicates how loud or quiet the music is. Children should know that dynamics can change throughout a piece and they should be given opportunities to experiment with dynamics when playing themselves. Know that sometimes dynamics change gradually.

Know that pitch indicates how high or low the music is. Know that pitch can change throughout the piece and experiment with notes of different pitches.

Know names of basic instruments and the sounds that they make- drum, tambourine, xylophone, chime bars, piano, guitar, castenets etc.

Know that a good ensemble/team listens to each others ideas, rehearses together and gives

get faster and this is called accelerando. They can also get gradually slower and this is called rallentando.

Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music gradually gets louder it is called a crescendo. Know that when music gradually gets quieter it is called diminuendo.

Know the names and sounds of common tuned and untuned instruments- glockenspiel, piano, violin, harp, acoustic guitar, electric guitar, drum, xylophone, chime bars, tambourine, castenets, trumpet, flute, saxophone, recorder etc.

Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments.

Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.

Vocal Health and Singing

Know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds (some people call them vocal chords but this is not actually the correct terminology anymore). They are inside of our throat, near our Addams apple.

Know that, as we sing, air comes from our lungs and out of our mouths. Know that the air from our lungs pushes through our vocal folds, making them rub together and vibrate. This creates our sound.

Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch.

Curriculum Map

positive/constructive feedback to each other. They also try each other's ideas and decide on the best ones.

Know that call and response is a series of two parts usually played or sung by different musicians. The second part is heard as a comment about or an answer to what the first has sung. This mimics or makes fun of how people talk back and forth to each other.

Vocal Health and Singing

Know that, when we sing, we use lots of muscles. We always warm up before singing, to make these muscles stronger- like we do in PE lessons.

Know that warming up when singing includes singing a range of notes that range from a low to high pitch. Know that a scale is a series of notes that are ordered by pitch. Singing scales help us warm up.

Know that, when we sing, lots of air comes from our lungs and out of our mouths.

When Singing...

Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.

Know that, if our chins face upwards during singing, it will affect the quality of our sound.

Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.

Know that we must breathe in before singing the start of each line of music. Know that, as we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line.

Know that this is vital for singing with control.

Know that our mouths must be as round as possible when singing to ensure a good quality of sound.

Curriculum Map

			Know that a good audience listens and respects each performer. They also give positive or constructive feedback on performances.		
	Spr	<ul style="list-style-type: none"> Continue to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Recap basic vocal health and working in a group. Perform in a group and understand respecting and improving work. Continue to play tuned and untuned instruments musically as a class ensemble. Listen with concentration and understanding to a range of high-quality live and recorded rock and Reggae music-begin to recognise styles, find the pulse, recognise some instruments, listen, discuss other dimensions of music (tempo, articulation, dynamics, melody/tune, beat/pulse, repetition). Experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, tempo, dynamics, articulation). Create own responses, melodies and rhythms. 	<p style="text-align: center;"><u>Rock Music</u></p> <p>Know that rock music started in America. Know where America is on the world map.</p> <p>Know the general style indicators of rock music are...</p> <ol style="list-style-type: none"> Heavily-amplified guitar Bass guitar Drums Keyboard sounds Often male vocals (in the 1970s and 1980s) with backing vocals from other band members Frequent solo guitar Sometimes distortion of the sound A heavy backbeat <p style="text-align: center;"><u>Reggae Music</u></p> <p>Know that Reggae music originates from Jamaica. Know where Jamaica is on the world map. Know that the style indicators for Reggae music are...</p> <ul style="list-style-type: none"> Slowish tempo with a laid-back feel Bass guitar plays melodic lines and is prominent in the song The drums and bass set up a particular groove Keyboards and organs also add extra melodies too. Sometimes there is a horn section that would be made up of sax, trumpet and trombone. 	<p style="text-align: center;">Instrument</p> <p>Glockenspiel</p> <p>Xylophone</p> <p>Guitar</p> <p>Drum</p> <p>Flute</p> <p>Trumpet</p> <p>Chime bars</p> <p>Piano</p> <p>Beat</p> <p>Loud</p> <p>Fast</p> <p>Quiet</p> <p>Low</p> <p>High</p> <p>Call and response</p> <p>Improvise</p> <p>Perform</p> <p>Audience</p> <p>Repeat</p> <p>Mood (how it makes us feel)</p> <p>Pluck</p> <p>Strum</p>	<p>Y1</p> <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that percussion instruments are drums, cymbals and tamborines. They are untuned so each note sounds the same pitch. Know that repetition is when something happens over and over again.</p> <p>Know that a song is a set of words set to music or meant to be sung.</p> <p>Know that rhythm is a strong, regular repeated pattern of movement or sound.</p> <p>Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave. Know that every piece of music has a pulse and we can move to it.</p> <p>Know that a note is a musical sound.</p> <p>Know that the tempo indicates how fast or slow the music is. Know that dynamics indicates how loud or quiet the music is.</p> <p>Know that a good audience listens and respects each performer.</p> <p>Know names of basic instruments and the sounds that they make- drum, tambourine, xylophone, chime bars, piano, guitar, castanets etc.</p> <p>Know that a good ensemble/team listens to each others ideas, rehearses together and gives positive/constructive feedback to each other.</p> <p>Know that call and response is a series of two parts usually played or sung by different musicians. The second part is</p>

Curriculum Map

			<ul style="list-style-type: none"> • Often female backing vocals • The lyrics often have a political message <p style="text-align: center;"><u>General music Knowledge</u></p> <p>Know that solo is when only one instrument or singer plays/performs.</p> <p>Continue to know that a song is a set of words set to music or meant to be sung. Know that rhythm is a strong, regular repeated pattern of movement or sound. Know how to confidently clap, move or play to a given rhythm and experiment with creating own rhythms.</p> <p>Know that a capella is when songs are sung to no music at all. The singer must rely on their own natural rhythm and pitch. Children should begin to practise singing a capella in a group.</p> <p>Continue to know that pulse is a single vibration or short burst of sound, electric current, light, or other wave. Know they can find the pulse in any piece of music and know it is the heartbeat of the music.</p> <p>Know that pitch indicates how high or low the music is. Know that pitch can change throughout the piece and continue to experiment with creating notes of different pitches. Know that different singers have different voacal ranges which refers to the pitch of notes they can possibly sing. Some singers can sing notes of a very high pitch and some can't.</p> <p>Know names of basic instruments and the sounds that they make- drum, tambourine, xylophone, chime bars, piano, guitar, castenets etc.</p> <p>Know that call and response is a series of two parts usually played or sung by different musicians. The second part is heard as a comment about or an answer to what the first has sung. This mimics or makes fun of how people talk back and forth to each other.</p>	<p>Note</p> <p>Improvise</p> <p>Ensemble</p> <p>Reggae</p> <p>Pulse</p> <p>Rhythm</p> <p>Distortion</p> <p>Rastafarian</p>	<p>heard as a comment about or an answer to what the first has sung. This mimics or makes fun of how people talk back and forth to each other.</p> <p style="text-align: center;"><u>Vocal Health and Singing</u></p> <p>Know that we always warm up before singing to protect our voices.</p> <p>Know that we can warm up by singing different notes of different pitches.</p> <p style="text-align: center;">When Singing...</p> <p>Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.</p> <p>Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.</p> <p style="text-align: center;">Y 5/6</p> <p style="text-align: center;"><u>Rock Music</u></p> <p>Know that Rock music is a broad genre of popular music that originated as "rock and roll" in the United States in the early 1950s.</p> <p>Know that, musically, rock has centered on the electric guitar, usually as part of a rock group with electric bass, drums, and one or more singers.</p> <p>Know that, usually, rock is song-based music with a 4/4 time signature using a verse-chorus form, but the genre has become extremely diverse.</p> <p>Know that, like pop music, lyrics often stress romantic love but also address a wide variety of other themes that are frequently social or political.</p> <p>Know that rock music has been associated with political activism and is often seen as</p>
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Curriculum Map

Know that bass often stands for baseline. This is the lower pitched line in a piece of music. Bass instruments play very low notes.

Vocal Health and Singing

Continue to know that, when we sing, we use lots of muscles. The most important muscles that we use are our **vocal folds** (some people call them vocal chords but this is not actually the correct terminology anymore). They are inside of our throat, near our Adam's apple.

Know that we always warm up before singing, to stretch our muscles and make them stronger. Know that singing scales is a good way to warm up. Remember that scales are sets of musical notes ordered by pitch.

When Singing...

Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.

Know that, if our chins face upwards during singing, some of the air pushing through our vocal folds will be squashed and it will affect the quality of our sound.

Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.

Know that we must breathe in before singing the start of each line of music. Know that, as we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line.

Know that this is vital for singing with control.

Know that our mouths must be as round as possible when singing to ensure a good quality of sound.

Know that a good audience listens and respects each performer, gives positive or constructive feedback and makes suggestions of what could be changed.

This helps the performer grow and improve.

an expression of youth revolt against adult consumerism and conformity.

Know that the general style indicators of Rock music are...

1. Heavily-amplified guitar
2. Bass guitar
3. •Drums
4. •Keyboard sounds
5. •Often male vocals (in the 1970s and 1980s) with backing vocals from other band members
6. •Frequent solo guitar
7. •Sometimes distortion of the sound
8. •A heavy backbeat

Y 3/4

General Music Knowledge

Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.

Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called *accelerando*. They can also get gradually slower and this is called *rallentando*.

Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music gradually gets louder it is called a *crescendo*. Know that when music

Curriculum Map

					<p>gradually gets quieter it is called diminuendo.</p> <p style="text-align: center;"><u>Vocal Health and Singing</u></p> <p>Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch.</p> <p>Know that the continuous rubbing together of our vocal folds can, in some cases, lead to blistering and therefore it is important we look after our voices.</p>
	Sum	<ul style="list-style-type: none"> Continue to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Recap basic vocal health and working in a group. Perform in a group and understand respecting and improving work. Experiment with rap. Continue to play tuned and untuned instruments musically as a class ensemble. Listen with concentration and understanding to a range of high-quality live and recorded music-begin to recognise styles, find the pulse, recognise some instruments, listen, discuss other dimensions of music (tempo, articulation, dynamics, melody/tune, beat/pulse, repetition). Experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, tempo, dynamics, articulation). Create own responses, melodies and rhythms. 	<p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that a glockenspiel is a tuned instrument that has tuned keys. Each key makes a different pitched sound when struck. The pitch ranges from low to high. All notes are doubled but they have a different pitch. Know that notes have names. They are A, B, C, D, E, F, and G. Know where C, D, E and G are on the instrument.</p> <p>Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave. Know how to find the pulse in the music they listen to.</p> <p>Know that a sequence of notes is a tune or melody and know that they can use a glockenspiel to experiment with this.</p> <p>Know names of basic instruments and the sounds that they make- drum, tambourine, xylophone, chime bars, piano, guitar, castenets etc.</p> <p>Know that a good ensemble/team listens to each others ideas, rehearses together and gives positive/constructive feedback to each other. They also try out different ideas and decide on the best ones.</p> <p>Know that call and response is a series of two parts usually played or sung by different musicians. The second part is heard as a comment about or an answer to what the first has sung. This mimics or makes fun of how people talk back and forth to each other. Children should experiment with using this concept in their own compositions.</p>	<p>Instrument</p> <p>Glockenspiel</p> <p>Xylophone</p> <p>Guitar</p> <p>Drum</p> <p>Flute</p> <p>Trumpet</p> <p>Chime bars</p> <p>Piano</p> <p>Beat</p> <p>Loud</p> <p>Fast</p> <p>Quiet</p> <p>Low</p> <p>High</p> <p>Crescendo</p> <p>Diminuendo</p> <p>Call and response</p> <p>Improvise</p>	<p style="text-align: center;">Y1</p> <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that percussion instruments are drums, cymbals and tamborines. They are untuned so each note sounds the same pitch. Know that repetition is when something happens over and over again.</p> <p>Know that a song is a set of words set to music or meant to be sung.</p> <p>Know that rhythm is a strong, regular repeated pattern of movement or sound.</p> <p>Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave. Know that ever piece of music has a pulse and we can move to it.</p> <p>Know that a note is a musical sound.</p> <p>Know that the tempo indicates how fast or slow the music is. Know that dynamics indicates how loud or quiet the music is.</p>

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			<p>Confidently know that the tempo indicates how fast or slow the music is and it can be changed by changing the speed we hit or shake the instrument. Know that we can change the tempo when composing our own music.</p> <p>Know that composing is when we create our own music.</p> <p>With guidance from the teacher, know that we can draw simple pictures to record what we have composed. The size of the picture could indicate the dynamics. The height of the picture could indicate the pitch. The length of the picture could indicate the tempo etc. Know that our images must be in the correct order from right to left. Know that grids are great ways to record in an organised way.</p> <p>Know that dynamics indicates how loud or quiet the music is. Children should know that crescendo is when music gradually gets louder. Diminuendo is when music gradually gets quieter. Know that they can experiment with this when composing.</p> <p>Know that pitch indicates how high or low the music is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.</p> <p style="text-align: center;"><u>Vocal Health and Singing</u></p> <p>Know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds (some people call them vocal chords but this is not actually the correct terminology anymore). They are inside of our throat, near our Addams apple.</p> <p>Know that, as we sing, air comes from our lungs and out of our mouths. Begin to know that the air pushes through our vocal folds, making them rub together and vibrate. This creates our sound.</p> <p style="text-align: center;">When singing...</p>	<p>Perform</p> <p>Audience</p> <p>Repeat</p> <p>Mood (how it makes us feel)</p> <p>Pluck</p> <p>Strum</p> <p>Note</p> <p>Improvise</p> <p>Ensemble</p> <p>Reggae</p> <p>Pulse</p> <p>Rhythm</p>	<p>Know that a good audience listens and respects each performer.</p> <p>Know names of basic instruments and the sounds that they make- drum, tambourine, xylophone, chime bars, piano, guitar, castenets etc.</p> <p>Know that a good ensemble/team listens to each others ideas, rehearses together and gives positive/constructive feedback to each other.</p> <p>Know that call and response is a series of two parts usually played or sung by different musicians. The second part is heard as a comment about or an answer to what the first has sung. This mimics or makes fun of how people talk back and forth to each other.</p> <p style="text-align: center;"><u>Vocal Health and Singing</u></p> <p>Know that we always warm up before singing to protect our voices.</p> <p>Know that we can warm up by singing different notes of different pitches.</p> <p style="text-align: center;">When Singing...</p> <p>Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.</p> <p>Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.</p> <p style="text-align: center;">Y 3/4</p> <p style="text-align: center;"><u>Music Theory</u></p> <p>Know that a stave is a set of five horizontal lines and four spaces that each represent a different musical pitch. The stave is integral to reading and recording music.</p>
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Curriculum Map

Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.

Know that, if our chins face upwards during singing, some of the air pushing through out vocal folds will be squashed and it will affect the quality of our sound.

Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.

Know that we must breathe in before singing the start of each line of music. Know that, as we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line. Know that this is vital for singing with control.

Know that our mouths must be as round as possible when singing to ensure a good quality of sound.

Know that a good audience listens and respects each performer. They also give positive or constructive feedback on performances. They also make suggestions as to what could be changed and a good performer takes on board the advice and adapts.

Know that notes have names. A B C D E F G. Know that a note's position on a staff tells us which note it is. The position also tells us how high or low the note is.

General Music Knowledge

Know that an ensemble is a group of musicians who perform together. Know that a good ensemble respects each other, takes each other's ideas into account and tries different ideas together.

Know that rhythm is a strong, repeated pattern of movement or sound and be able to move or play to a given rhythm, recognising when they or someone else is not matching that rhythm.

Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. They should know how to easily find the pulse in a range of music and move or clap to it for the duration of the piece.

Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song.

Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination pf pitch and rhythm.

Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddleny get faster and this is called accelerando. They can also get gradually slower and this is called rallentando.

Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by

Curriculum Map

					<p>vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.</p> <p style="text-align: center;"><u>Vocal Health and Singing</u></p> <p>Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch.</p> <p>Know that the continuous rubbing together of our vocal folds can, in some cases, lead to blistering and therefore it is important we look after our voices.</p> <p>Know that the diaphragm is a dome-shaped muscular partition that plays a major role in breathing.</p> <p style="text-align: center;">Y 5/6</p> <p style="text-align: center;"><u>Vocal Health and Singing</u></p> <p>Know that the larynx is an organ at the top of the neck involved in breathing and producing sound. Know that the larynx can move up and down whilst singing.</p>
Subject -					
Y3/4 Cycle A	Term	NC Coverage	Knowledge Expectations	Vocabulary Expectations	Links to prior/post learning
	Aut	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with respect. When singing, develop understanding of good posture, breathing, good diction, relaxed jaw and sing with a stronger sense of pulse and rhythm. Improvise and compose music for a range of purposes using the inter-related dimensions of 	<p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that rhythm is a strong, repeated pattern of movement or sound and be able to move or play to a given rhythm, recognising when they or someone else is not matching that rhythm.</p> <p>Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. They should know how to easily find the pulse in a range of music and move or clap to it for the duration of the piece.</p>	<p>Pitch, pulse, rhythm, tempo, dynamics, texture, improvise, compose, glockenspiel, recorder, xylophone, piano, keyboard, electric guitar, acoustic guitar,</p> <p>violin, trumpet, tambourine, drums, cymbals, snare drum,</p> <p>castanets, repeat, call and response, mood,</p> <p>ensemble, solo, voice, diction, projection, posture,</p>	<p style="text-align: center;">Y2</p> <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that a song is a set of words set to music or meant to be sung.</p> <p>Know that rhythm is a strong, regular repeated pattern of movement or sound and be able to clap, move or paly along to a given rhythm.</p>

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		<p>music. Create repeating rhythms with untuned and tuned instruments. Join in and stop as appropriate. Improvise using 2 given notes.</p> <ul style="list-style-type: none"> Listen with increasing attention to a variety of music from different styles, traditions and times. Begin to place music into its historical context. Listen with attention to detail and recall sounds with increasing aural memory. Recognise style indicators and different instruments used. Find the pulse. Use appropriate musical language to describe pieces. Begin to use and understand a staff and basic musical notations. Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Talk with increasing confidence about the pitch, tempo, dynamics, articulation, melody and other dimensions of music. Develop an understanding of the history of music. Place relevant musical genres in their historical time frame and discuss the dates that certain pieces were created. 	<p>Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song.</p> <p>Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.</p> <p>Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called <i>accelerando</i>. They can also get gradually slower and this is called <i>rallentando</i>.</p> <p>Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music gradually gets louder it is called a <i>crescendo</i>. Know that when music gradually gets quieter it is called <i>diminuendo</i>.</p> <p>Know the names and sounds of common tuned and untuned instruments- glockenspiel, piano, violin, harp, acoustic guitar, electric guitar, drum, xylophone, chime bars, tambourine, castanets, trumpet, flute, saxophone, recorder etc.</p> <p>Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.</p> <p style="text-align: center;"><u>Vocal health and singing</u></p> <p>Know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds (some people call them vocal chords but this is not actually the correct terminology anymore). They are inside of our throat, near our Adam's apple.</p> <p>Know that, as we sing, air comes from our lungs and out of our mouths. Know that the air from our lungs</p>	<p>staff, notes (A B C D E F G), RnB, Pop, Classical, Jazz, Blues, genre, style, inspire. Crotchet, minim, rest, treble clef, bar, beat</p>	<p>Know that a capella is when songs are sung to no music at all. The singer must rely on their own natural rhythm and pitch.</p> <p>Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave. Know that this can be found in any piece of music and know how to find it.</p> <p>Know that the tempo indicates how fast or slow the music is. Know that tempo can be changed when playing instruments and experiment with changing the tempo during practical exercises.</p> <p>Know that dynamics indicates how loud or quiet the music is. Children should know that dynamics can change throughout a piece and they should be given opportunities to experiment with dynamics when playing themselves. Know that sometimes dynamics change gradually.</p> <p>Know that pitch indicates how high or low the music is. Know that pitch can change throughout the piece and experiment with notes of different pitches.</p> <p>Know names of basic instruments and the sounds that they make- drum, tambourine, xylophone, chime bars, piano, guitar, castanets etc.</p> <p>Know that a good ensemble/team listens to each other's ideas, rehearses together and gives positive/constructive feedback to each other. They also try each other's ideas and decide on the best ones.</p> <p>Know that call and response is a series of two parts usually played or sung by different musicians. The second part is heard as a comment about or an answer to what the first has sung. This mimics or makes fun of how people talk back and forth to each other.</p>
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Curriculum Map

pushes through our vocal folds, making them rub together and vibrate. This creates our sound.

Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch.

Know that warming up before singing helps to stretch our muscles and make them stronger.

Know that a scale is a set of music notes ordered by pitch. Scales can be ascending (go up in pitch) or descending (go down in pitch). Know that scales are useful for helping us warm up our voices as our vocal folds will be stretched gradually.

When Singing...

Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.

Know that, if our chins face upwards during singing, some of the air pushing through out vocal folds will be squashed and it will affect the quality of our sound.

Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.

Know that we must breathe in before singing the start of each line of music. Know that, as we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line. Know that this is vital for singing with control.

Know that we must breathe from our diaphragm. Know that the diaphragm is a think skeletal muscle that sits at the nase of the chest.

Know that our mouths must be as round as possible when singing to ensure a good quality of sound.

Know that repetition is the action of repeating something that has already been played or sung.

Music Theory

Know that a glockenspiel is a tuned instrument that has tuned keys. Each key makes a different pitched sound when struck. The pitch ranges from low to high. All notes are doubled but they have a different pitch. Know that notes have names. They are A, B, C, D, E, F, and G. Know where C, D, E and G are on the instrument.

With guidance from the teacher, know that we can draw simple pictures to record what we have composed. The size of the picture could indicate the dynamics. The height of the picture could indicate the pitch. The length of the picture could indicate the tempo etc. Know that our images must be in the correct order from right to left. Know that grids are great ways to record in an organised way.

Y 5/6

Music Theory

Know that a bar of music is a segment of time corresponding to a specific number of beats. In one piece of music, each bar usually has the same number of beats in it. The most common is 4 beats per bar (4/4).

Know that a semibreve is a whole note that represents 4 crotchet beats. It takes up an entire measure of 4/4 (4 beats in a bar) time.

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Know that the treble clef is a symbol that is placed on every line of a piece of music to show the notes which will be sung or

Curriculum Map

Know that improvisation is when music is created or played spontaneously.

Know the names of relevant musical genres/styles. Names of relevant artists and the year that the pieces were created. Know what inspired them. Know the characteristics of the style- instruments, rhythm, tempo, mood?

Know that a staff is a set of five horizontal lines and four spaces that each represent a different musical pitch. The staff is integral to reading and recording music.

Know that notes have names. A B C D E F G. Know that a note's position on a staff tells us which note it is. The position also tells us how high or low the note is.

Know that a bar of music is a segment of time corresponding to a specific number of beats. In one piece of music, each bar usually has the same number of beats in it.

Know that a crotchet is a note that represents one beat in a piece of music.



Know that a minim is a note that represents 2 beats. It is a longer note than the crotchet. A minim note is the equivalent of 2 crotchets.



Know that rest symbols indicate that you should stop playing for a certain amount of time. The symbol indicates the duration of the rest.

RnB Music

Know that RnB is music that combines elements of Rhythm and Blues, Pop, Soul, Funk and Hip Hop. Although the abbreviation R&B originates from traditional Rhythm and Blues music, today the term

played by instruments that can achieve higher notes.



Begin to know that glockenspiels have black keys and they can make the notes 'sharp' or 'flat'.

Know that sharp raises a note in pitch by a half note whilst flat lowers a note by a half.

Know that sharp notes are represented with this symbol...



Know that flat notes are represented by this symbol...



Know that composition is creating your own musical ideas. Know that we can record our compositions effectively using staves and musical notation.

Vocal Health and Singing

Know that the larynx is an organ at the top of the neck involved in breathing and producing sound. Know that the larynx can move up and down whilst singing.

Know that resonance is the emphasis of sound. Know that if you have a strong, deep voice then your voice has resonance.

General Music Knowledge

Know that a riff is a short repeated phrase in popular music and Jazz, typically used as an introduction or refrain in a song.

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			<p>R&B is most often used to describe a style of African-American music that developed after the demise of Disco in the 1980s.</p> <p>Know that the general features of RnB music are...</p> <ul style="list-style-type: none"> • A polished production style, which never sounds gritty • Use of computer-originated sounds eg drum machines • Smooth vocal arrangements • Use of Hip Hop and Dance beats without the earthy street-vibe creating a smoother finish • Frequent use of melisma in vocals, eg Stevie Wonder, Mariah Carey, Whitney Houston, Michael Jackson, Beyonce Knowles-Carter. This style of singing originated in the Gospel tradition. Know that melisma is the singing of a word whilst moving between several notes in succession. 		<p>Know that a melodic phrase is a group of notes that make sense together and express a definite melodic idea.</p> <p>Know that a phrase is a unit of musical meter that has a complete musical sense of its own.</p> <p>Know that a refrain in a song is the line that is repeated throughout the song.</p> <p>Know that texture is how the materials are combined in a piece of music. Know that this determines the quality of the sound.</p> <p>Know that a 'thick' texture means the music contains many layers. A piece of music that has lots of instruments playing at once has a thick texture.</p> <p>Know that a 'thin' texture means the music contains less layers. A piece of music that has only one or two instruments playing at the time has a thin texture.</p> <p>Know that harmony is when you have multiple pitches being played at the same time.</p> <p>Know that a chord is three or more notes that combine harmoniously. Chords can be played on pianos, keyboards and guitars.</p> <p>Know that a soundscape is an audio recording that creates the sensation of experiencing a particular place or environment.</p>
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Curriculum Map

Spr	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with respect. When singing, develop understanding of good posture, breathing, good diction, relaxed jaw and sing with a stronger sense of pulse and rhythm. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Create repeating rhythms with untuned and tuned instruments. Join in and stop as appropriate. Improvise using 2 given notes. Listen with increasing attention to a variety of music from different styles, traditions and times. Begin to place music into its historical context. Listen with attention to detail and recall sounds with increasing aural memory. Recognise style indicators and different instruments used. Find the pulse. Use appropriate musical language to describe pieces. Begin to use and understand a staff and basic musical notations. Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Talk with increasing confidence about the pitch, tempo, dynamics, articulation, melody and other dimensions of music. 	<p style="text-align: center;"><u>Reggae Music</u></p> <p>Know that reggae music originated from Jamaica in the late 1960s. It usually relates news and social gossip. Know that the key style indicators of reggae music are...</p> <ul style="list-style-type: none"> The bass guitar and drums are brought to the foreground of the music Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix) Slowish tempo with a laid-back feel Bass guitar plays melodic lines and is prominent in the song The drums and bass set up a particular groove avoiding the first beat of the bar Bass guitar plays short line of melody or short phrases Then guitar mostly plays chords on the offbeat, beats 2 and 4 Keyboard and organ also play on the offbeat but add extra melodies too Sometimes there is a horn section that would be made up of sax, trumpet and trombone Often female backing vocals The lyrics often talk about Rastafarian beliefs. Know that rastafarians are members of the rastafarian religious movement. They typically have dreadlocks. They follow a diet that excludes pork, shellfish and milk. The lyrics often have a political message <p>Know that Folk music can originate from any country in any part of the world. Folk music uses old tunes or songs that have been passed down through generations over time: they are not written down</p>	<p style="text-align: center;">Y2</p> <p style="text-align: center;"><u>Reggae Music</u></p> <p>Know that Reggae music originates from Jamaica. Know where Jamaica is on the world map.</p> <p>Know that the style indicators for Reggae music are...</p> <ul style="list-style-type: none"> Slowish tempo with a laid-back feel Bass guitar plays melodic lines and is prominent in the song The drums and bass set up a particular groove Keyboards and organs also add extra melodies too. Sometimes there is a horn section that would be made up of sax, trumpet and trombone. Often female backing vocals The lyrics often have a political message <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that rhythm is a strong, regular repeated pattern of movement or sound and be able to clap, move or paly along to a given rhythm.</p> <p>Know that a capella is when songs are sung to no music at all. The singer must rely on their own natural rhythm and pitch.</p> <p>Know that pitch indicates how high or low the music is. Know that pitch can change throughout the piece and experiment with notes of different pitches.</p> <p>Know that call and response is a series of two parts usually played or sung by different musicians. The second part is heard as a</p>
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		<ul style="list-style-type: none"> Develop an understanding of the history of music. Place relevant musical genres in their historical time frame and discuss the dates that certain pieces were created. 	<p>but passed down orally. Often we do not know who the composer is. Irish Traditional or Folk music, like any other Folk music, is used and kept vibrant when groups of people move to live in other countries.</p> <p>Know that the general style indicators of Folk music are...</p> <ul style="list-style-type: none"> Traditional music that is sung or played, accompanied or unaccompanied If vocal, it often tells us a story. That story can be about a real life situation or a historical event People often sing songs to portray how they feel about what is going on around them. Songs are sung in a local accent/language/dialect Portable instruments are used: flutes, penny whistles, fiddles, pipes, mandolins, banjos, guitars, accordions and drums Folk music can be instrumental (without voices) <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that an ensemble is a group of musicians who perform together. Know that a good ensemble respects each other, takes each other's ideas into account and tries different ideas together.</p> <p>Know that rhythm is a strong, repeated pattern of movement or sound and be able to move or play to a given rhythm, recognising when they or someone else is not matching that rhythm.</p> <p>Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. They should know how to easily find the pulse in a range of music and move or clap to it for the duration of the piece.</p> <p>Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song.</p> <p>Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is</p>	<p>comment about or an answer to what the first has sung. This mimics or makes fun of how people talk back and forth to each other.</p> <p style="text-align: center;">Y 5/6</p> <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that a riff is a short repeated phrase in popular music and Jazz, typically used as an introduction or refrain in a song.</p> <p>Know that a melodic phrase is a group of notes that make sense together and express a definite melodic idea.</p> <p>Know that a phrase is a unit of musical meter that has a complete musical sense of its own.</p> <p>Know that a refrain in a song is the line that is repeated throughout the song. Know that this often forms the chorus of a song.</p> <p>Know that rhythm is a strong, repeated pattern of movement or sound and that it can be syncopated. Know that syncopation is a shifting of the normal accent, usually by stressing the normally unaccented beats.</p> <p>Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song. Know that it corresponds to a single, main beat.</p> <p>Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.</p> <p>Know that texture is how the materials are combined in a piece of music. Know that this determines the quality of the sound.</p> <p>Know that a 'thick' texture means the music contains many layers. A piece of music that has lots of instruments playing at once has a thick texture.</p>
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Curriculum Map

musically satisfying. Know that it is a combination of pitch and rhythm.

Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called *accelerando*. They can also get gradually slower and this is called *rallentando*.

Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music gradually gets louder it is called a *crescendo*. Know that when music gradually gets quieter it is called *diminuendo*.

Know the names and sounds of common tuned and untuned instruments- glockenspiel, piano, violin, harp, acoustic guitar, electric guitar, drum, xylophone, chime bars, tambourine, castanets, trumpet, flute, saxophone, recorder etc.

Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.

Know that improvisation is when music is created or played spontaneously. Know that improvisation can be created in response to another musician.

Know that a 'thin' texture means the music contains less layers. A piece of music that has only one or two instruments playing at the time has a thin texture.

Know that harmony is when you have multiple pitches being played at the same time. Know that many pop songs feature harmonies.

Know that a chord is three or more notes that combine harmoniously. Chords can be played on pianos, keyboards and guitars. Know that harmonies can also be achieved using multiple voices.

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	Sum	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with respect. When singing, develop understanding of good posture, breathing, good diction, relaxed jaw and sing with a stronger sense of pulse and rhythm. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Create repeating rhythms with untuned and tuned instruments. Join in and stop as appropriate. Improvise using 2 given notes. Listen with increasing attention to a variety of music from different styles, traditions and times. Begin to place music into its historical context. Listen with attention to detail and recall sounds with increasing aural memory. Recognise style indicators and different instruments used. Find the pulse. Use appropriate musical language to describe pieces. Begin to use and understand a staff and basic musical notations. Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Talk with increasing confidence about the pitch, tempo, dynamics, articulation, melody and other dimensions of music. 	<p>Know that Disco is a genre of dance music that emerged in the 1970s from USA. Know that the general style indicators of Disco music are...</p> <ul style="list-style-type: none"> Syncopated baselines (a strong rhythm on the bass) Electric pianos, synthesizers, horns and rhythm guitars Four-on-the-floor beat (a rhythm in 4/4 time in which the bass of the drum is played on every beat.) Fast tempo Steady dance groove <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that a riff is a repeated phrase in the music that often acts as a hook. It is a series of notes, chord pattern or musical phrase that is repeated.</p> <p>Know that a chord is 3 or more notes that combine harmoniously. Chords can be played on the piano, keyboard and guitar.</p> <p>Know that harmony is when you have multiple pitches being played at the same time.</p> <p>Know that an ensemble is a group of musicians who perform together. Know that a good ensemble respects each other, takes each other's ideas into account and tries different ideas together.</p> <p>Know that rhythm is a strong, repeated pattern of movement or sound and be able to move or play to a given rhythm, recognising when they or someone else is not matching that rhythm.</p> <p>Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. They should know how to easily find the pulse in a range of music and move or clap to it for the duration of the piece.</p> <p>Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song.</p>	<p style="text-align: center;">Y2</p> <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that a glockenspiel is a tuned instrument that has tuned keys. Each key makes a different pitched sound when struck. The pitch ranges from low to high. All notes are doubled but they have a different pitch. Know that notes have names. They are A, B, C, D, E, F, and G. Know where C, D, E and G are on the instrument.</p> <p>Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave. Know how to find the pulse in the music they listen to.</p> <p>Know that a sequence of notes is a tune or melody and know that they can use a glockenspiel to experiment with this.</p> <p>Know names of basic instruments and the sounds that they make- drum, tambourine, xylophone, chime bars, piano, guitar, castanets etc.</p> <p>Know that a good ensemble/team listens to each others ideas, rehearses together and gives positive/constructive feedback to each other. They also try out different ideas and decide on the best ones.</p> <p>Know that call and response is a series of two parts usually played or sung by different musicians. The second part is heard as a comment about or an answer to what the first has sung. This mimics or makes fun of how people talk back and forth to each other. Children should experiment with using this concept in their own compositions.</p> <p>Confidently know that the tempo indicates how fast or slow the music is and it can be changed by changing the speed we hit or shake the instrument. Know that we can</p>
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Curriculum Map

		<p>Develop an understanding of the history of music. Place relevant musical genres in their historical time frame and discuss the dates that certain pieces were created</p>	<p>Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.</p> <p>Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called <i>accelerando</i>. They can also get gradually slower and this is called <i>rallentando</i>.</p> <p>Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music gradually gets louder it is called a <i>crescendo</i>. Know that when music gradually gets quieter it is called <i>diminuendo</i>.</p> <p>Know the names and sounds of common tuned and untuned instruments- glockenspiel, piano, violin, harp, acoustic guitar, electric guitar, drum, xylophone, chime bars, tambourine, castanets, trumpet, flute, saxophone, recorder etc.</p> <p>Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.</p> <p style="text-align: center;"><u>Vocal health and singing</u></p> <p>Know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds (some people call them vocal chords but this is not actually the correct terminology anymore). They are inside of our throat, near our Adam's apple.</p> <p>Know that, as we sing, air comes from our lungs and out of our mouths. Know that the air from our lungs pushes through our vocal folds, making them rub together and vibrate. This creates our sound.</p>	<p>change the tempo when composing our own music.</p> <p>Know that composing is when we create our own music.</p> <p>Know that dynamics indicates how loud or quiet the music is. Children should know that <i>crescendo</i> is when music gradually gets louder. <i>Diminuendo</i> is when music gradually gets quieter. Know that they can experiment with this when composing.</p> <p>Know that pitch indicates how high or low the music is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.</p> <p style="text-align: center;"><u>Vocal Health and Singing</u></p> <p>Know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds.</p> <p>Know that, as we sing, air comes from our lungs and out of our mouths. Begin to know that the air pushes through our vocal folds, making them rub together and vibrate. This creates our sound.</p> <p style="text-align: center;">When singing...</p> <p>Know that standing up and having a relaxed posture helps us project our voices.</p> <p>Know that, if our chin faces upwards during singing, some of the air pushing through our vocal folds will be squashed and it will affect the quality of our sound.</p> <p>Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.</p>
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Curriculum Map

Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch.

Know that the continuous rubbing together of our vocal folds can, in some cases, lead to blistering and therefore it is important we look after our voices.

Know that warming up before singing helps to stretch our muscles and make them stronger.

Know that a scale is a set of music notes ordered by pitch. Scales can be ascending (go up in pitch) or descending (go down in pitch). Know that scales are useful for helping us warm up our voices as our vocal folds will be stretched gradually.

When Singing...

Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices. Know that good posture supports our diaphragms and the way air passes out of our body.

Know that, if our chins face upwards during singing, the space the air has to push through our vocal folds is reduced and it causes strain. It also creates a strangled, less-controlled sound.

Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.

Know that we must breathe in before singing the start of each line of music. Know that, as we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line. Know that this is vital for singing with control.

Know that we must breathe from our diaphragm. Know that the diaphragm is a thick skeletal muscle that sits at the base of the chest. Know that the diaphragm contracts and flattens when we inhale. When we exhale, the diaphragm relaxes.

Know that our mouths must be as round as possible when singing to improve the resonance of the sound.

Know that we must breathe in before singing the start of each line of music. Know that, as we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line. Know that this is vital for singing with control.

Know that our mouths must be as round as possible when singing to ensure a good quality of sound.

Know that a good audience listens and respects each performer.

Y 5/6

General Music Knowledge

Know that a melodic phrase is a group of notes that make sense together and express a definite melodic idea.

Know that a phrase is a unit of musical meter that has a complete musical sense of its own.

Know that a refrain in a song is the line that is repeated throughout the song. Know that this often forms the chorus of a song.

Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song. Know that it corresponds to a single, main beat.

Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called *accelerando*. They can also get gradually slower and this is called *rallentando*.

Curriculum Map

Know that improvisation is when music is created or played spontaneously. Know that improvisation can be created in response to another musician.

Know that texture is how the materials are combined in a piece of music. Know that this determines the quality of the sound.

Know that a 'thick' texture means the music contains many layers. A piece of music that has lots of instruments playing at once has a thick texture.

Know that a 'thin' texture means the music contains less layers. A piece of music that has only one or two instruments playing at the time has a thin texture.

Know that harmony is when you have multiple pitches being played at the same time. Know that many pop songs feature harmonies.

Know that a chord is three or more notes that combine harmoniously. Chords can be played on pianos, keyboards and guitars. Know that harmonies can also be achieved using multiple voices.

Singing and Vocal Health

Know our vocal folds are inside of our larynx, near our Adam's apple.

Know that the larynx is an organ at the top of the neck involved in breathing and producing sound. Know that the larynx can move up and down whilst singing.

Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch.

Know that, when our vocal folds rub together very quickly, it can cause friction. In some extreme cases, this can cause blistering on the vocal folds.

Know that the blisters on the vocal folds are called nodules. Know that, for this reason, we have to look after our voices carefully. Know that screaming for extended periods of time causes a lot of friction between the

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					<p>vocal folds and therefore can lead to blistering.</p> <p>Know that our mouths must be as round as possible when singing to ensure our sound resonates well or has good resonance. Know that it is important to pronounce each lyric of the song carefully so that the audience can understand what is being sung. Know that this is called having good diction.</p> <p>Know that the larynx needs to stay down when singing high notes to ensure our voice does not sound strained.</p>
Subject -					
	Term	NC Coverage	Knowledge Expectations	Vocabulary Expectations	Links to prior/post learning
Y3/4 Cycle B	Aut	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with respect. When singing, develop understanding of good posture, breathing, good diction, relaxed jaw and sing with a stronger sense of pulse and rhythm. <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Create repeating rhythms with untuned and tuned instruments. Join in and stop as appropriate. Improvise using 2 given notes. <ul style="list-style-type: none"> Listen with increasing attention to a variety of music from different styles, traditions and times. Begin to place music into its historical context. Listen with attention to detail and recall sounds with increasing aural memory. Recognise style indicators and different instruments used. Find the pulse. Use appropriate musical language to describe pieces. 	<p style="text-align: center;"><u>Pop Music and ABBA</u></p> <ul style="list-style-type: none"> Know that pop music is a genre of popular music that originated in its modern forms in the USA and the UK during the mid-1950s. Know that pop songs appear to a general audience. Know that pop music encourages dancing by using dance rhythms. Know that pop songs are usually between 2 and a half to 3 and a half minutes long. Know that pop songs usually have a simple structure that includes verses and choruses. Know that a verse is a series of lyrics that tells the main story of the song. Know that a chorus is the middle section of a pop song that is different from the verse and it is usually repeated at least twice in the whole song. Know that multi-track recording is a method of sound recording developed in 1955 that allows for the separate recording of multiple sound sources or 	<p>Pitch, pulse, rhythm, tempo, dynamics, texture, improvise, compose, glockenspiel, recorder, xylophone, piano, keyboard, electric guitar, acoustic guitar, violin, trumpet, tambourine, drums, cymbals, snare drum, castenets, repeat, call and response, mood, ensemble, solo, voice, diction, projection, posture, stave, notes (A B C D E F G), RnB, Pop, Classical, Jazz, Blues, genre, style, inspire. Crotchet, minim, rest, treble clef, bar, beat, semibreve</p> <p style="text-align: center;">Riff</p>	<p style="text-align: center;">Y 1</p> <p style="text-align: center;"><u>Pop Music</u></p> <p>Know that pop music appeals to a more general audience, songs are typically between 2 and a half to 3 and a half minutes long and follow a simple structure that is memorable.</p> <p style="text-align: center;">Y2</p> <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that a song is a set of words set to music or meant to be sung.</p> <p>Know that rhythm is a strong, regular repeated pattern of movement or sound and be able to clap, move or paly along to a given rhythm.</p> <p>Know that a capella is when songs are sung to no music at all. The singer must rely on their own natural rhythm and pitch.</p>

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		<ul style="list-style-type: none"> • Begin to use and understand a stave and basic musical notations. Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Talk with increasing confidence about the pitch, tempo, dynamics, articulation, melody and other dimensions of music. • Develop an understanding of the history of music. Place relevant musical genres in their historical time frame and discuss the dates that certain pieces were created. 	<p>of sound sources recorded at different times to create a cohesive whole.</p> <ul style="list-style-type: none"> • Know that digital sampling is the reuse of a portion (or sample) of a sound recording in another recording. • Know that multi-track recording and digital sampling have been used to create pop music. • Know that a pop ballad is a gentle love song that is full of emotion. <p>Know that the style indicators of a pop ballad are...</p> <ul style="list-style-type: none"> • Slow and gentle backing • Uses instruments like strings and piano and acoustic guitar • The bass and drums are subtle • The words of the ballad are about lost love or celebrating love! • The mood of the words and music match each other • Sometimes a Pop ballad can have a Rock backing and it then becomes a power ballad. This is because of its more powerful backing using electric guitars and heavier drum patterns. <ul style="list-style-type: none"> • Know that Abba are a Swedish pop group formed in 1972. The group's name is an acronym of the first letters of their names. • Know that they became one of the most commercially successful acts in the history of popular music, topping the charts worldwide from 1974 to 1982. • Know that ABBA won the Eurovision Song Contest in 1974, giving Sweden its first triumph in the contest. They 	<p>Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave. Know that this can be found in any piece of music and know how to find it.</p> <p>Know that the tempo indicates how fast or slow the music is. Know that tempo can be changed when playing instruments and experiment with changing the tempo during practical exercises.</p> <p>Know that dynamics indicates how loud or quiet the music is. Children should know that dynamics can change throughout a piece and they should be given opportunities to experiment with dynamics when playing themselves. Know that sometimes dynamics change gradually.</p> <p>Know that pitch indicates how high or low the music is. Know that pitch can change throughout the piece and experiment with notes of different pitches.</p> <p>Know names of basic instruments and the sounds that they make- drum, tambourine, xylophone, chime bars, piano, guitar, castanets etc.</p> <p>Know that a good ensemble/team listens to each others ideas, rehearses together and gives positive/constructive feedback to each other. They also try each other's ideas and decide on the best ones.</p> <p>Know that call and response is a series of two parts usually played or sung by different musicians. The second part is heard as a comment about or an answer to what the first has sung. This mimics or makes fun of how people talk back and forth to each other.</p> <p style="text-align: center;"><u>Music Theory</u></p> <p>Know that a glockenspiel is a tuned instrument that has tuned keys. Each key makes a different pitched sound when</p>
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			<p>are the most successful group to have taken part in the competition.</p> <ul style="list-style-type: none">• Know that, in 1999, ABBA's music was adapted into the successful musical Mamma Mia! that toured worldwide.• Know that ABBA were the first group from a non-English-speaking country to achieve consistent success in the charts of English-speaking countries. <p><u>Music Theory</u></p> <p>Know that a staff is a set of five horizontal lines and four spaces that each represent a different musical pitch. The staff is integral to reading and recording music.</p> <p>Know that notes have names. A B C D E F G. Know that a note's position on a staff tells us which note it is. The position also tells us how high or low the note is.</p> <p>Know that a bar of music is a segment of time corresponding to a specific number of beats. In one piece of music, each bar usually has the same number of beats in it.</p> <p>Know that a crotchet is a note that represents one beat in a piece of music.</p>  <p>Know that a minim is a note that represents 2 beats. It is a longer note than the crotchet. A minim note is the equivalent of 2 crotchets.</p> 		<p>struck. The pitch ranges from low to high. All notes are doubled but they have a different pitch. Know that notes have names. They are A, B, C, D, E, F, and G. Know where C, D, E and G are on the instrument.</p> <p>With guidance from the teacher, know that we can draw simple pictures to record what we have composed. The size of the picture could indicate the dynamics. The height of the picture could indicate the pitch. The length of the picture could indicate the tempo etc. Know that our images must be in the correct order from right to left. Know that grids are great ways to record in an organised way.</p> <p><u>Singing and Vocal Health</u></p> <p>Know that, when we sing, we use lots of muscles. We always warm up before singing, to make these muscles stronger-like we do in PE lessons.</p> <p>Know that warming up when singing includes singing a range of notes that range from a low to high pitch. Know that a scale is a series of notes that are ordered by pitch. Singing scales help us warm up.</p> <p>Know that, when we sing, lots of air comes from our lungs and out of our mouths.</p> <p>When Singing...</p> <p>Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices. Know that, if our chins face upwards during singing, it will affect the quality of our sound. Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.</p>
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Know that rest symbols indicate that you should stop playing for a certain amount of time. The symbol indicates the duration of the rest.

Vocal health and singing

Know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds (some people call them vocal chords but this is not actually the correct terminology anymore). They are inside of our throat, near our Addams apple.

Know that, as we sing, air comes from our lungs and out of our mouths. Know that the air from our lungs pushes through our vocal folds, making them rub together and vibrate. This creates our sound.

Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch.

Know that warming up before singing helps to stretch our muscles and make them stronger.

Know that a scale is a set of music notes ordered by pitch. Scales can be ascending (go up in pitch) or descending (go down in pitch). Know that scales are useful for helping us warm up our voices as our vocal folds will be stretched gradually.

When Singing...

Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.

Know that, if our chins face upwards during singing, some of the air pushing through out vocal folds will be squashed and it will affect the quality of our sound.

Y 5/6

Pop Music

Know that Pop music is a genre of popular music that originated in its modern forms in the US and the UK during the mid-1950s.

Know the characteristics of pop music include an aim of appealing to a general audience, rather than to a particular sub-culture or ideology, and an emphasis on craftsmanship rather than formal "artistic" qualities.

Know that pop songs are often 2 and a half to 3 and a half minutes long.

Know that pop songs follow a simple structure of Verse and chorus.

Know that the verse is the set of lyrics that tell the main story of the song and chorus is the memorable, repeated part of the song.

Know that multi-tracking is a method of sound recording that allows for the separate recording of multiple sound sources.

Know that digital sampling is the reuse of a portion of a sound recording in another recording.

Know that multi-tracking and digital sampling have been used to create pop music.

Music Theory

Know that a bar of music is a segment of time corresponding to a specific number of beats. In one piece of music, each bar usually has the same number of beats in it. The most common is 4 beats per bar (4/4).

Know that a semibreve is a whole note that represents 4 crotchet beats. It takes up an

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Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.

Know that we must breathe in before singing the start of each line of music. Know that, as we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line. Know that this is vital for singing with control.

Know that we must breathe from our diaphragm. Know that the diaphragm is a thin skeletal muscle that sits at the base of the chest.

Know that our mouths must be as round as possible when singing to ensure a good quality of sound.

General Music Knowledge

Know that rhythm is a strong, repeated pattern of movement or sound and be able to move or play to a given rhythm, recognising when they or someone else is not matching that rhythm.

Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. They should know how to easily find the pulse in a range of music and move or clap to it for the duration of the piece.

Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song.

Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.

Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called *accelerando*. They can also get gradually slower and this is called *rallentando*.

entire measure of 4/4 (4 beats in a bar) time.

Know that the treble clef is a symbol that is placed on every line of a piece of music to show the notes which will be sung or played by instruments that can achieve higher notes.

Begin to know that glockenspiels have black keys and they can make the notes 'sharp' or 'flat'.

Know that sharp raises a note in pitch by a half note whilst flat lowers a note by a half.

Know that sharp notes are represented with this symbol...

Know that flat notes are represented by this symbol...

Know that composition is creating your own musical ideas. Know that we can record our compositions effectively using staves and musical notation.

Vocal Health and Singing

Know that the larynx is an organ at the top of the neck involved in breathing and producing sound. Know that the larynx can move up and down whilst singing.

General Music Knowledge

Know that resonance is the emphasis of sound. Know that if you have a strong, deep voice then your voice has resonance.

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			<p>Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music gradually gets louder it is called a crescendo. Know that when music gradually gets quieter it is called diminuendo.</p> <p>Know the names and sounds of common tuned and untuned instruments- glockenspiel, piano, violin, harp, acoustic guitar, electric guitar, drum, xylophone, chime bars, tambourine, castenets, trumpet, flute, saxophone, recorder etc.</p> <p>Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.</p>		<p>Know that a melodic phrase is a group of notes that make sense together and express a definite melodic idea.</p> <p>Know that a phrase is a unit of musical meter that has a complete musical sense of its own.</p> <p>Know that a refrain in a song is the line that is repeated throughout the song.</p> <p>Know that texture is how the materials are combined in a piece of music. Know that this determines the quality of the sound.</p> <p>Know that a 'thick' texture means the music contains many layers. A piece of music that has its instruments playing at once has a thick texture.</p> <p>Know that a 'thin' texture means the music contains less layers. A piece of music that has only one or two instruments playing at the time has a thin texture.</p> <p>Know that harmony is when you have multiple pitches being played at the same time.</p> <p>Know that a chord is three or more notes that combine harmoniously. Chords can be played on pianos, keyboards and guitars.</p>
	Spr	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with respect. When singing, develop understanding of good posture, breathing, good diction, relaxed jaw and sing with a stronger sense of pulse and rhythm. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Create repeating rhythms with untuned 	<p style="text-align: center;"><u>Hip Hop and Rap</u></p> <ul style="list-style-type: none"> Know that Hip Hop culture developed in the Bronx, New York, at the end of the 1970s. It featured graffiti, dancing and party music played by DJs. Know that an instrumental break is the break in-between singing where only music accompaniment is heard. Know that the Hip Hop style developed from DJs rapping over the music during instrumental breaks. Know that rapping is improvising spoken lyrics or poetry over the beat. 	<p>Pitch, pulse, rhythm, tempo, dynamics, texture, improvise, compose, glockenspiel, recorder, xylophone, piano, keyboard, electric guitar, acoustic guitar, violin, trumpet, tambourine, drums, cymbals, snare drum, castenets, repeat, call and response, mood, ensemble, solo, voice, diction, projection, posture,</p>	<p style="text-align: center;">Y1</p> <p style="text-align: center;"><u>Rap Music</u></p> <p>Know that rap is a vocal technique which involves speaking or chanting to music.</p> <p>Know that rappers usually make the rap up as they go along.</p> <p>Know that rap started to become popular in the 1970s in America.</p> <p style="text-align: center;">Y 2</p>

Curriculum Map

		<p>and tuned instruments. Join in and stop as appropriate. Improvise using 2 given notes.</p> <ul style="list-style-type: none"> Listen with increasing attention to a variety of music from different styles, traditions and times. Begin to place music into its historical context. Listen with attention to detail and recall sounds with increasing aural memory. Recognise style indicators and different instruments used. Find the pulse. Use appropriate musical language to describe pieces. Begin to use and understand a staff and basic musical notations. Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Talk with increasing confidence about the pitch, tempo, dynamics, articulation, melody and other dimensions of music. Develop an understanding of the history of music. Place relevant musical genres in their historical time frame and discuss the dates that certain pieces were created. 	<ul style="list-style-type: none"> Know that people made up their own dance moves to this new style and it became known as breakdancing. Know that a turntable is a machine that allows DJs to rotate vinyl records. Know that a vinyl record is a round sound storage medium like a flat disc that has a spiral groove. Know that the general style indicators of Hip Hop are... <ul style="list-style-type: none"> MCing or rapping DJing/scratching – a technique of moving vinyl records backwards and forwards on a turntable to produce rhythmic sounds. <ul style="list-style-type: none"> sampling- reuse of a part of the sound recording sometimes beatboxing- when the voice imitates the sound of a drum lots of songs are about partying some are about social turmoil drum and percussion backing tracks extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques use of decks/turntables- a player of CDs or vinyl records. <ul style="list-style-type: none"> breakdancing <p style="text-align: center;"><u>Soul/Gospel</u></p> <ul style="list-style-type: none"> Know that Gospel music is a genre of Christian music. Know that Gospel music usually has dominant vocals (often with strong use of harmony) with Christian lyrics. Know that harmony is the combination of simultaneously sounded musical 	<p>staff, notes (A B C D E F G), RnB, Pop, Classical, Jazz,</p> <p>Blues, genre, style, inspire. Crotchet, minim, rest, treble clef, bar, beat, semibreve</p> <p style="text-align: center;">Riff</p>	<p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that rhythm is a strong, regular repeated pattern of movement or sound and be able to clap, move or paly along to a given rhythm.</p> <p>Know that a capella is when songs are sung to no music at all. The singer must rely on their own natural rhythm and pitch.</p> <p>Know that pitch indicates how high or low the music is. Know that pitch can change throughout the piece and experiment with notes of different pitches.</p> <p>Know that call and response is a series of two parts usually played or sung by different musicians. The second part is heard as a comment about or an answer to what the first has sung. This mimics or makes fun of how people talk back and forth to each other.</p> <p style="text-align: center;">Y 5/6</p> <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that a riff is a short repeated phrase in popular music and Jazz, typically used as an introduction or refrain in a song.</p> <p>Know that a melodic phrase is a group of notes that make sense together and express a definite melodic idea.</p> <p>Know that a phrase is a unit of musical meter that has a complete musical sense of its own.</p> <p>Know that a refrain in a song is the line that is repeated throughout the song. Know that this often forms the chorus of a song.</p> <p>Know that rhythm is a strong, repeated pattern of movement or sound and that it can be syncopated. Know that syncopation</p>
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			<p>notes to produce a pleasing effect and support the melody.</p> <ul style="list-style-type: none"> • Know that a chord is 3 or more notes that combine harmoniously. They can be played on a piano, keyboard or guitar. • Know that a syncopate rhythm is where there is disturbance or interruption to the regular flow of rhythm. <p>• Know that the general style indicators of Gospel music are...</p> <ol style="list-style-type: none"> 1. Often religious words or words/lyrics that make us think about friendship or helping each other. 2. Lyrics with meaning if the song is not religious 3. Strong vocals often with harmony lines 4. Choirs singing in a call and response style 5. Use of instruments is dependent on the style of the Gospel music. Could use piano, bass, drums and Hammond organ. There could be use of an electric guitar. Other instruments could be used such as strings. 6. Use of syncopated rhythms and an often faster tempo unlike traditional hymns that would be more stately 7. The chorus will always be uplifting, it will be emotional 8. Some songs are not written as Gospel songs but are covered as one, the words/lyrics lending themselves to the Gospel style 9. The lyrics can have a non-religious meaning (secular) 10. Has musical crossover appeal to non-religious listeners <p style="text-align: center;"><u>General Musical Knowledge</u></p> <p>Know that an ensemble is a group of musicians who perform together. Know that a good ensemble respects each other, takes each</p>	<p>is a shifting of the normal accent, usually by stressing the normally unaccented beats.</p> <p>Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song. Know that it corresponds to a single, main beat.</p> <p>Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.</p> <p>Know that texture is how the materials are combined in a piece of music. Know that this determines the quality of the sound.</p> <p>Know that a 'thick' texture means the music contains many layers. A piece of music that has lots of instruments playing at once has a thick texture.</p> <p>Know that a 'thin' texture means the music contains less layers. A piece of music that has only one or two instruments playing at the time has a thin texture.</p> <p>Know that harmony is when you have multiple pitches being played at the same time. Know that many pop songs feature harmonies.</p> <p>Know that a chord is three or more notes that combine harmoniously. Chords can be played on pianos, keyboards and guitars. Know that harmonies can also be achieved using multiple voices.</p>
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other's ideas into account and tries different ideas together.

Know that rhythm is a strong, repeated pattern of movement or sound and that it can be syncopated.

Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. They should know how to easily find the pulse in a range of music and move or clap to it for the duration of the piece.

Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song.

Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.

Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called accelerando. They can also get gradually slower and this is called rullentando.

Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music gradually gets louder it is called a crescendo. Know that when music gradually gets quieter it is called diminuendo.

Know the names and sounds of common tuned and untuned instruments- glockenspiel, piano, violin, harp, acoustic guitar, electric guitar, drum, xylophone, chime bars, tambourine, castenets, trumpet, flute, saxophone, recorder etc.

Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause

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			higher pitches and slow vibrations result in lower pitches.		
Sum		<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with respect. When singing, develop understanding of good posture, breathing, good diction, relaxed jaw and sing with a stronger sense of pulse and rhythm.</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Create repeating rhythms with untuned and tuned instruments. Join in and stop as appropriate. Improvise using 2 given notes. <ul style="list-style-type: none"> Listen with increasing attention to a variety of music from different styles, traditions and times. Begin to place music into its historical context. Listen with attention to detail and recall sounds with increasing aural memory. Recognise style indicators and different instruments used. Find the pulse. Use appropriate musical language to describe pieces. Begin to use and understand a staff and basic musical notations. Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Talk with increasing 	<p style="text-align: center;"><u>The Beatles and Rock</u></p> <ul style="list-style-type: none"> Know that The Beatles helped to reshape Western Pop/Rock music in the 1960s and are one of the most successful bands ever. Know that The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr. Know that, in the 1950s and 1960s, slavery had been abolished in America, but racism was still rife and life wasn't equal for African Americans. The civil rights movement – led by Martin Luther King Jr. – challenged this. There was a huge struggle for equality. Lots of dreadful things were going on and people were dying. After reading about this, Paul wrote the song Blackbird about a black woman, in support of the Black Power Movement. Know that The Beatles wrote over 200 songs. Some of those are... <ol style="list-style-type: none"> Yellow Submarine Let it Be Hey Jude Yesterday Can't buy me love All you need is love Know that the style indicators of Rock Music are... <ol style="list-style-type: none"> Heavily-amplified guitar Bass guitar 	<p>Pitch, pulse, rhythm, tempo, dynamics, texture, improvise, compose, glockenspiel, recorder, xylophone, piano, keyboard, electric guitar, acoustic guitar, violin, trumpet, tambourine, drums, cymbals, snare drum, castanets, repeat, call and response, mood, ensemble, solo, voice, diction, projection, posture, staff, notes (A B C D E F G), RnB, Pop, Classical, Jazz, Blues, genre, style, inspire. Crotchet, minim, rest, treble clef, bar, beat</p> <p style="text-align: center;">Disco Crotchet Semibreve Minim Riff</p>	<p style="text-align: center;">Y 2</p> <p style="text-align: center;"><u>Rock Music</u></p> <p>Know that rock music started in America. Know where America is on the world map.</p> <p>Know the general style indicators of rock music are...</p> <ol style="list-style-type: none"> Heavily-amplified guitar Bass guitar Drums Keyboard sounds Often male vocals (in the 1970s and 1980s) with backing vocals from other band members Frequent solo guitar Sometimes distortion of the sound A heavy backbeat <p style="text-align: center;"><u>Vocal Health and Singing</u></p> <p>Know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds.</p> <p>Know that, as we sing, air comes from our lungs and out of our mouths. Begin to know that the air pushes through our vocal folds, making them rub together and vibrate. This creates our sound.</p> <p style="text-align: center;">When singing...</p>

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		<p>confidence about the pitch, tempo, dynamics, articulation, melody and other dimensions of music.</p> <ul style="list-style-type: none"> Develop an understanding of the history of music. Place relevant musical genres in their historical time frame and discuss the dates that certain pieces were created. 	<ol style="list-style-type: none"> 3. Drums 4. Keyboard sounds 5. Often male vocals (in the 1970s and 1980s) with backing vocals from other band members 6. Frequent solo guitar 7. Sometimes distortion of the sound 8. A heavy backbeat <p style="text-align: center;"><u>Vocal health and singing</u></p> <p>Know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds (some people call them vocal chords but this is not actually the correct terminology anymore). They are inside of our throat, near our Adam's apple.</p> <p>Know that, as we sing, air comes from our lungs and out of our mouths. Know that the air from our lungs pushes through our vocal folds, making them rub together and vibrate. This creates our sound.</p> <p>Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch.</p> <p>Know that warming up before singing helps to stretch our muscles and make them stronger.</p> <p>Know that a scale is a set of music notes ordered by pitch. Scales can be ascending (go up in pitch) or descending (go down in pitch). Know that scales are useful for helping us warm up our voices as our vocal folds will be stretched gradually.</p> <p style="text-align: center;">When Singing...</p> <p>Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.</p>	<p>Know that standing up and having a relaxed posture helps us project our voices.</p> <p>Know that, if our chin face upwards during singing, some of the air pushing through our vocal folds will be squashed and it will affect the quality of our sound.</p> <p>Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.</p> <p>Know that we must breathe in before singing the start of each line of music. Know that, as we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line. Know that this is vital for singing with control.</p> <p>Know that our mouths must be as round as possible when singing to ensure a good quality of sound.</p> <p>Know that a good audience listens and respects each performer.</p> <p style="text-align: center;">Y 5/6</p> <p style="text-align: center;"><u>Rock Music</u></p> <p>Know that Rock music is a broad genre of popular music that originated as "rock and roll" in the United States in the early 1950s.</p> <p>Know that, musically, rock has centered on the electric guitar, usually as part of a rock group with electric bass, drums, and one or more singers.</p> <p>Know that, usually, rock is song-based music with a 4/4 time signature using a verse-chorus form, but the genre has become extremely diverse.</p> <p>Know that, like pop music, lyrics often stress romantic love but also address a</p>
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Know that, if our chins face upwards during singing, some of the air pushing through out vocal folds will be squashed and it will affect the quality of our sound.

Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.

Know that we must breathe in before singing the start of each line of music. Know that, as we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line. Know that this is vital for singing with control.

Know that we must breathe from our diaphragm. Know that the diaphragm is a thin skeletal muscle that sits at the base of the chest.

Know that our mouths must be as round as possible when singing to ensure a good quality of sound.

General Musical Knowledge

Know that a riff is a short repeated phrase in popular music and Jazz, typically used as an introduction or refrain in a song.

Know that a refrain in a song is the line that is repeated throughout the song.

Know that an ensemble is a group of musicians who perform together. Know that a good ensemble respects each other, takes each other's ideas into account and tries different ideas together.

Know that rhythm is a strong, repeated pattern of movement or sound and that it can be syncopated.

Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. They should know how to easily find the pulse in a range of music and move or clap to it for the duration of the piece.

wide variety of other themes that are frequently social or political.

Know that rock music has been associated with political activism and is often seen as an expression of youth revolt against adult consumerism and conformity.

Know that the general style indicators of Rock music are...

1. Heavily-amplified guitar
2. Bass guitar
3. •Drums
4. •Keyboard sounds
5. •Often male vocals (in the 1970s and 1980s) with backing vocals from other band members
6. •Frequent solo guitar
7. •Sometimes distortion of the sound
8. •A heavy backbeat

General Music Knowledge

Know that a melodic phrase is a group of notes that make sense together and express a definite melodic idea.

Know that a phrase is a unit of musical meter that has a complete musical sense of its own.

Know that a refrain in a song is the line that is repeated throughout the song. Know that this often forms the chorus of a song.

Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song. Know that it corresponds to a single, main beat.

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Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song.

Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.

Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called accelerando. They can also get gradually slower and this is called rallentando.

Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music gradually gets louder it is called a crescendo. Know that when music gradually gets quieter it is called diminuendo.

Know the names and sounds of common tuned and untuned instruments- glockenspiel, piano, violin, harp, acoustic guitar, electric guitar, drum, xylophone, chime bars, tambourine, castanets, trumpet, flute, saxophone, recorder etc.

Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.

Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called accelerando. They can also get gradually slower and this is called rallentando.

Know that texture is how the materials are combined in a piece of music. Know that this determines the quality of the sound.

Know that a 'thick' texture means the music contains many layers. A piece of music that has lots of instruments playing at once has a thick texture.

Know that a 'thin' texture means the music contains less layers. A piece of music that has only one or two instruments playing at the time has a thin texture.

Know that harmony is when you have multiple pitches being played at the same time. Know that many pop songs feature harmonies.

Know that a chord is three or more notes that combine harmoniously. Chords can be played on pianos, keyboards and guitars. Know that harmonies can also be achieved using multiple voices.

Singing and Vocal Health

Know our vocal folds are inside of our larynx, near our Adam's apple.

Know that the larynx is an organ at the top of the neck involved in breathing and producing sound. Know that the larynx can move up and down whilst singing.

Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch. Know that, when our vocal folds rub

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					<p>together very quickly, it can cause friction. In some extreme cases, this can cause blistering on the vocal folds.</p> <p>Know that the blisters on the vocal folds are called nodules. Know that, for this reason, we have to look after our voices carefully. Know that screaming for extend periods of time causes a lot of friction between the vocal folds and therefore can lead to blistering.</p> <p>Know that our mouths must be as round as possible when singing to ensure our sound resonates well or has good resonance. Know that it is important to pronounce each lyric of the song carefully so that the audience can understand what is being sung. Know that this is called having good diction.</p> <p>Know that the larynx needs to stay down when singing high notes to ensure our voice does not sound strained.</p>
Subject -					
	Term	NC Coverage	Knowledge Expectations	Vocabulary Expectations	Links to prior/post learning
Y5/6 Cycle A	Aut	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression- Present performances effectively with awareness of audience, venue and occasion. Perform by following basic notation. Sing songs with increasing control of breathing, posture and sound projection. <p>Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression</p>	<p style="text-align: center;">Hip Hop</p> <ul style="list-style-type: none"> Know that Hip Hop culture developed in the Bronx, New York, at the end of the 1970s. Know that It featured graffiti, dancing and party music played by DJs on mobile sound-systems. Know that these ideas had started in Jamaica where MCs would talk over the music. Know that DJs would play different styles of music such as Funk, Latin or Rock in the instrumental breaks between the MCs talking. People liked the breaks and DJs became skilled at repeating those tunes using two turntables. The Hip Hop style developed from these breaks and from MCs rapping. 	<p>Pitch, pulse, rhythm, tempo, dynamics, texture, melody, phrase, melodic phrase, repeated phrase, harmony</p> <p>improvise, compose, glockenspiel, recorder, xylophone, piano, keyboard, electric guitar, acoustic guitar,</p> <p>violin, trumpet, tambourine, drums, cymbols, snare drum,</p> <p>castenets, repeat, call and response, mood,</p> <p>ensemble, solo, voice, diction, projection, posture,</p> <p>stave, notes (A B C D E F G), RnB, Pop, Classical, Jazz,</p>	<p style="text-align: center;">Y1</p> <p style="text-align: center;"><u>Rap Music</u></p> <p>Know that rap is a vocal technique which involves speaking or chanting to music.</p> <p>Know that rappers usually make the rap up as they go along.</p> <p>Know that rap started to become popular in the 1970s in America.</p> <p style="text-align: center;">Y 3/4</p> <p style="text-align: center;"><u>Hip Hop and Rap</u></p> <p>Know that Hip Hop culture developed in the Bronx, New York, at the end of the 1970s. It</p>

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		<p>and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music. Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds. listen with attention to detail and recall sounds with increasing aural memory. Internalise short melodies and play these on pitched percussion (play by ear). 	<ul style="list-style-type: none"> Know that rapping is improvising spoken lyrics or poetry. Know that people made up their own dance moves to this new style and it became known as breakdancing. Know that the key style indicators of Hip Hop music are... <ol style="list-style-type: none"> MCing or rapping- Know that MC stands for 'master of ceremonies' and the MC is a vocalist. DJing/scratching- Know that scratching is a technique used by DJs where a vinyl record is moved back and forth using a turntable. Sampling- Know that this is when a portion of sound is reused in another recording. sometimes beatboxing- Know that this is a vocal technique where the performer imitates a drum. lots of songs are about partying some are about social turmoil drum and percussion backing loops/tracks some sampling of Funk tracks- Know that Funk is a music genre from the mid 1960s when musicians created a rhythmic, danceable new form of music through a mixture of soul, Jazz and blues. extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques use of decks- Know that this can also be called a turntable. Know that this is a 	<p>Blues, genre, style, inspire. Crotchet, minim, rest, treble clef, bar, beat, semibreve, quaver, beam notes, tie, slur</p>	<p>featured graffiti, dancing and party music played by DJs.</p> <p>Know that an instrumental break is the break in-between singing where only music accompaniment is heard.</p> <p>Know that the Hip Hop style developed from DJs rapping over the music during instrumental breaks.</p> <p>Know that rapping is improvising spoken lyrics or poetry over the beat.</p> <p>Know that people made up their own dance moves to this new style and it became known as breakdancing.</p> <p>Know that a turntable is a machine that allows DJs to rotate vinyl records.</p> <p>Know that a vinyl record is a round sound storage medium like a flat disc that has a spiral groove.</p> <p>Know that the general style indicators of Hip Hop are...</p> <ul style="list-style-type: none"> MCing or rapping DJing/scratching – a technique of moving vinyl records backwards and forwards on a turntable to produce rhythmic sounds. sampling- reuse of a part of the sound recording sometimes beatboxing- when the voice imitates the sound of a drum lots of songs are about partying some are about social turmoil drum and percussion backing tracks
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		<p>Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.</p> <ul style="list-style-type: none"> • 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. Talk with increasing confidence about the pitch, tempo, dynamics, articulation, melody and other dimensions of music. • develop an understanding of the history of music. 	<p style="text-align: center;">player of CDs or vinyl records. 11. Breakdancing</p> <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that resonance is the emphasis of sound. Know that if you have a strong, deep voice then your voice has resonance.</p> <p>Know that a riff is a short repeated phrase in popular music and Jazz, typically used as an introduction or refrain in a song.</p> <p>Know that a melodic phrase is a group of notes that make sense together and express a definite melodic idea.</p> <p>Know that a phrase is a unit of musical meter that has a complete musical sense of its own.</p> <p>Know that a refrain in a song is the line that is repeated throughout the song.</p> <p>Know that rhythm is a strong, repeated pattern of movement or sound and that it can be syncopated.</p> <p>Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. Know how to easily find the pulse in a range of music and move or clap to it for the duration of the piece, identifying when they are not following the pulse.</p> <p>Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song.</p> <p>Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.</p> <p>Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is</p>	<ul style="list-style-type: none"> • extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques • use of decks/turtables- a player of CDs or vinyl records. <ul style="list-style-type: none"> • breakdancing <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that rhythm is a strong, repeated pattern of movement or sound and be able to move or play to a given rhythm, recognising when they or someone else is not matching that rhythm.</p> <p>Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. They should know how to easily find the pulse in a range of music and move or clap to it for the duration of the piece.</p> <p>Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song.</p> <p>Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.</p> <p>Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called <i>accelerando</i>. They can also get gradually slower and this is called <i>rallentando</i>.</p> <p>Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music gradually gets louder it is called a <i>crescendo</i>. Know that when music</p>
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Curriculum Map

called accelerando. They can also get gradually slower and this is called rallentando.

Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music gradually gets louder it is called a crescendo. Know that when music gradually gets quieter it is called diminuendo.

Know that texture is how the materials are combined in a piece of music. Know that this determines the quality of the sound.

Know that a 'thick' texture means the music contains many layers. A piece of music that has lots of instruments playing at once has a thick texture.

Know that a 'thin' texture means the music contains less layers. A piece of music that has only one or two instruments playing at the time has a thin texture.

Know the names and sounds of common tuned and untuned instruments- glockenspiel, piano, violin, harp, acoustic guitar, electric guitar, drum, xylophone, chime bars, tambourine, castanets, trumpet, flute, saxophone, recorder etc.

Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.

Know that harmony is when you have multiple pitches being played at the same time.

Know that a chord is three or more notes that combine harmoniously. Chords can be played on pianos, keyboards and guitars.

gradually gets quieter it is called diminuendo.

Know the names and sounds of common tuned and untuned instruments- glockenspiel, piano, violin, harp, acoustic guitar, electric guitar, drum, xylophone, chime bars, tambourine, castanets, trumpet, flute, saxophone, recorder etc.

Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments.

Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.

Vocal Health and Singing

Know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds. They are inside of our throat, near our Adam's apple.

Know that, as we sing, air comes from our lungs and out of our mouths. Know that the air from our lungs pushes through our vocal folds, making them rub together and vibrate. This creates our sound.

Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch.

Know that warming up before singing helps to stretch our muscles and make them stronger.

Know that a scale is a set of music notes ordered by pitch. Scales can be ascending (go up in pitch) or descending (go down in pitch). Know that scales are useful for helping us warm up our voices as our vocal folds will be stretched gradually.

When Singing...

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Know that a soundscape is an audio recording that creates the sensation of experiencing a particular place or environment.

Vocal Health and Singing

Know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds (some people call them vocal chords but this is not actually the correct terminology anymore). They are inside of our **larynx**, near our Addams apple.

Know that the larynx is an organ at the top of the neck involved in breathing and producing sound. Know that the larynx can move up and down whilst singing.

Know that when we yawn, the larynx always goes down and this is the reason why our voices sound dopey when we talk whilst yawning.

Know that, as we sing, air comes from our lungs and out of our mouths. Know that the air from our lungs pushes through our vocal folds, making them rub together and vibrate. This creates our sound.

Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch.

Know that, when our vocal folds rub together very quickly, it can cause friction. **In some extreme cases**, this can cause blistering on the vocal folds. The blisters are called nodules. Know that, for this reason, we have to look after our voices carefully. Know that screaming for extend periods of time causes a lot of friction between the vocal folds and therefore can lead to blistering.

Know that warming up before singing helps to stretch our vocal folds safely and make them stronger.

Know that a scale is a set of music notes ordered by pitch. Scales can be ascending (go up in pitch) or descending (go down in pitch).

Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.

Know that, if our chins face upwards during singing, some of the air pushing through out vocal folds will be squashed and it will affect the quality of our sound.

Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.

Know that we must breathe in before singing the start of each line of music. Know that, as we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line. Know that this is vital for singing with control.

Know that we must breathe from our diaphragm. Know that the diaphragm is a thin skeletal muscle that sits at the base of the chest.

Know that our mouths must be as round as possible when singing to ensure a good quality of sound.

KS3 Expectations

Children must use their prior musical knowledge to develop the following skills...

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.

Curriculum Map

Know that scales are useful for helping us warm up our voices as our vocal folds will be stretched gradually.

When Singing...

Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.

Know that, if our chins face upwards during singing, some of the air pushing through our vocal folds will be squashed and it will affect the quality of our sound.

Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.

Know that we must use our diaphragm to help us breathe with control when singing. Know that the diaphragm is a thin skeletal muscle that sits at the base of the chest.

Know that we must breathe in before singing the start of each line of music. Know that breathing in deeply whilst pushing the stomach out makes good use of the diaphragm. Know that, as we sing the line of music, we must slowly release our breath, pulling the stomach back in, and then breathe in again at the start of the next line. Know that this is vital for singing with control.

Know that our mouths must be as round as possible when singing to ensure our sound **resonates** well or has good resonance. Know that it is important to pronounce each lyric of the song carefully so that the audience can understand what is being sung. Know that this is called having good diction.

- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
- Listen with increasing discrimination to a wide range of music from great composers and musicians.
- Develop a deepening understanding of the music that they perform and to which they listen, and its history.

Curriculum Map

Spr		<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression- Present performances effectively with awareness of audience, venue and occasion. Perform by following basic notation. Sing songs with increasing control of breathing, posture and sound projection. <p>Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music. Identify different starting points or composing music. <p>Explore, select combine and exploit a range of different sounds to compose a soundscape.</p> <p>Write lyrics to a known song.</p> <p>Compose a short song to own lyrics based on everyday phrases.</p> <p>Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different</p>	<p style="text-align: center;"><u>Music Theory</u></p> <p>Know that a staff is a set of five horizontal lines and four spaces that each represent a different musical pitch. The staff is integral to reading and recording music.</p> <p>Know that notes have names. A B C D E F G. Know that a note's position on a staff tells us which note it is. The position also tells us how high or low the note is.</p> <p>Know that a bar of music is a segment of time corresponding to a specific number of beats. In one piece of music, each bar usually has the same number of beats in it. The most common is 4 beats per bar (4/4).</p> <p>Know that a crotchet is a note that represents one beat in a piece of music.</p> <div style="text-align: right;"></div> <p>Know that a minim is a note that represents 2 beats. It is a longer note than the crotchet. A minim note is the equivalent of 2 crotchets.</p> <div style="text-align: right;"></div> <p>Know that a semibreve is a whole note that represents 4 crotchet beats. It takes up an entire measure of 4/4 (4 beats in a bar) time.</p> <ul style="list-style-type: none"> <p>Know that the treble clef is a symbol that is placed on every line of a piece of music to show</p>	<p>Pitch, pulse, rhythm, tempo, dynamics, texture, melody, phrase, melodic phrase, repeated phrase, harmony</p> <p>improvise, compose, glockenspiel, recorder, xylophone, piano, keyboard, electric guitar, acoustic guitar,</p> <p>violin, trumpet, tambourine, drums, cymbals, snare drum,</p> <p>castanets, repeat, call and response, mood, ensemble, solo, voice, diction, projection, posture,</p> <p>staff, notes (A B C D E F G), RnB, Pop, Classical, Jazz,</p> <p>Blues, genre, style, inspire. Crotchet, minim, rest, treble clef, bar, beat, semibreve, quaver, beam notes, tie, slur</p>	<p style="text-align: center;">Y 2</p> <p style="text-align: center;"><u>Music Theory</u></p> <p>Know that a glockenspiel is a tuned instrument that has tuned keys. Each key makes a different pitched sound when struck. The pitch ranges from low to high. All notes are doubled but they have a different pitch. Know that notes have names. They are A, B, C, D, E, F, and G. Know where C, D, E and G are on the instrument.</p> <p>With guidance from the teacher, know that we can draw simple pictures to record what we have composed. The size of the picture could indicate the dynamics. The height of the picture could indicate the pitch. The length of the picture could indicate the tempo etc. Know that our images must be in the correct order from right to left. Know that grids are great ways to record in an organised way.</p> <p style="text-align: center;">Y 3</p> <p style="text-align: center;"><u>Music Theory</u></p> <p>Know that a staff is a set of five horizontal lines and four spaces that each represent a different musical pitch. The staff is integral to reading and recording music.</p> <p>Know that notes have names. A B C D E F G. Know that a note's position on a staff tells us which note it is. The position also tells us how high or low the note is.</p> <p>Know that a bar of music is a segment of time corresponding to a specific number of beats. In one piece of music, each bar usually has the same number of beats in it.</p>

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		<p>effects using combinations of pitched sounds. Use ICT to change and manipulate sounds.</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory. Internalise short melodies and play these on pitched percussion (play by ear). <p>Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.</p> <ul style="list-style-type: none"> 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. Talk with increasing confidence about the pitch, tempo, dynamics, articulation, melody and other dimensions of music. develop an understanding of the history of music. 	<p>the notes which will be sung or played by instruments that can achieve higher notes.</p> <p style="text-align: center;"></p> <p>Know that rest symbols indicate that you should stop playing for a certain amount of time. The symbol indicates the duration of the rest.</p> <p>Begin to know that glockenspiels have black keys and they can make the notes 'sharp' or 'flat'.</p> <p>Know that sharp raises a note in pitch by a half note whilst flat lowers a note by a half.</p> <p>Know that sharp notes are represented with this symbol...</p> <p style="text-align: center;"></p> <p>Know that flat notes are represented by this symbol...</p> <p style="text-align: center;"></p> <p style="text-align: center;"><u>Jazz Music</u></p> <ul style="list-style-type: none"> Know that Jazz is a music genre that originated in the African-American communities of New Orleans, United States. Know that, since the 1920s Jazz Age, jazz has become recognized as a major form of musical expression. Know that Jazz is characterized by swing and blue notes, call and response vocals and improvisation. Know that improvisation is making music up as you go along. 	<p>Know that a crotchet is a note that represents one beat in a piece of music.</p> <p style="text-align: right;"></p> <p>Know that a minim is a note that represents 2 beats. It is a longer note than the crotchet. A minim note is the equivalent of 2 crotchets.</p> <p style="text-align: right;"></p> <p>Know that rest symbols indicate that you should stop playing for a certain amount of time. The symbol indicates the duration of the rest.</p> <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that a riff is a short repeated phrase in music and is typically used as an introduction in a song.</p> <p>Know that an ensemble is a group of musicians who perform together. Know that a good ensemble respects each other, takes each other's ideas into account and tries different ideas together.</p> <p>Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song.</p> <p>Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.</p> <p>Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Begin to understand that fast</p>
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			<ul style="list-style-type: none"> • Know that the common jazz instruments include the saxophone, trumpet, piano, double bass, and drums. • Know that large jazz bands, which are called big swing bands, were also popular in the 1940s. Big bands usually have 5 saxophone players, 4 or 5 trumpet players, 4 trombone players, a piano player or guitar player, an acoustic bass player, a drummer, and sometimes a singer. • Know that some of the most famous big band leaders were Count Basie, Duke Ellington and Benny Goodman. • Know that Lester Young and Coleman Hawkins were two extremely talented saxophone players who became famous for their clever improvisations. • Know that Ella Fitzgerald was an iconic Jazz singer who improvised whilst she performed. • Know that Jazz music often has syncopated melody lines. This means that the melody line goes against the pattern of the beat of the music. • Know that the base line is the line of music played by the lower pitched instruments. • Know that Jazz music often features a walking baseline. Know that this is a bass line that plays on each beat but plays new notes each time the song is played. <p><u>Pop Music and Carole King</u></p> <ul style="list-style-type: none"> • Know that Pop music is a genre of popular music that originated in its modern forms in the US and the UK during the mid-1950s. • Know the characteristics of pop music include an aim of appealing to a general audience, rather than to a particular sub-culture or ideology, and 	<p>vibrations of sound cause higher pitches and slow vibrations result in lower pitches.</p> <p>Know that improvisation is when music is created or played spontaneously. Know that improvisation can be created in response to another musician.</p> <p style="text-align: center;">Y1</p> <p style="text-align: center;"><u>Pop Music</u></p> <p>Know that pop music appeals to a more general audience, songs are typically between 2 and a half to 3 and a half minutes long and follow a simple structure that is memorable.</p> <p style="text-align: center;">Y 3/4</p> <p style="text-align: center;"><u>Pop Music</u></p> <p>Know that pop music is a genre of popular music that originated in its modern forms in the USA and the UK during the mid-1950s.</p> <p>Know that pop songs appear to a general audience.</p> <p>Know that pop music encourages dancing by using dance rhythms.</p> <p>Know that pop songs are usually between 2 and a half to 3 and a half minutes long.</p> <p>Know that pop songs usually have a simple structure that includes verses and choruses.</p> <p>Know that a verse is a series of lyrics that tells the main story of the song.</p> <p>Know that a chorus is the middle section of a pop song that is different from the verse and it is usually repeated at least twice in the whole song.</p> <p>Know that multi-track recording is a method of sound recording developed in 1955 that</p>
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Curriculum Map

			<p>an emphasis on craftsmanship rather than formal "artistic" qualities.</p> <ul style="list-style-type: none"> • Know that pop songs are often 2 and a half to 3 and a half minutes long. • Know that pop songs follow a simple structure of Verse and chorus. • Know that the verse is the set of lyrics that tell the main story of the song and chorus is the memorable, repeated part of the song. • Know that multi-tracking is a method of sound recording that allows for the separate recording of multiple sound sources. • Know that digital sampling is the reuse of a portion of a sound recording in another recording. • Know that multi-tracking and digital sampling have been used to create pop music. • Know that Carole King (born Carol Joan Klein, February 9, 1942) is an American singer-songwriter who has been active since 1958. • Know that she is the most successful female songwriter of the latter half of the 20th century in the USA. • Know that Carole King has written at least 118 pop hits, 61 of these charted in the UK. • Know that Carole King was employed to write songs for other performers to sing in the 1960s. • Know that she often sings and accompanies herself on the piano. • Know that Carole Kings most popular songs are... <ol style="list-style-type: none"> 1. You've got a friend 2. Will You Still Love Me Tomorrow 3. You Make Me Feel Like A Natural Woman 4. Up On The Roof- sung by the Drifters 5. One Fine Day- sung by The Chiffons 6. The Loco-Motion- sung by Little Eva <p style="text-align: center;"><u>General Music Knowledge</u></p>	<p>allows for the separate recording of multiple sound sources or of sound sources recorded at different times to create a cohesive whole.</p> <p>Know that digital sampling is the reuse of a portion (or sample) of a sound recording in another recording.</p> <p>Know that multi-track recording and digital sampling have been used to create pop music.</p> <p>Know that a pop ballad is a gentle love song that is full of emotion.</p> <p>Know that the style indicators of a pop ballad are...</p> <ul style="list-style-type: none"> • Slow and gentle backing • Uses instruments like strings and piano and acoustic guitar • The bass and drums are subtle • The words of the ballad are about lost love or celebrating love! • The mood of the words and music match each other • Sometimes a Pop ballad can have a Rock backing and it then becomes a power ballad. This is because of its more powerful backing using electric guitars and heavier drum patterns. <p style="text-align: center;"><u>KS3 Expectations</u></p> <p>Children must use their prior musical knowledge to develop the following skills...</p> <ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.
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			<p>Know that a riff is a short repeated phrase in popular music and Jazz, typically used as an introduction or refrain in a song.</p> <p>Know that a melodic phrase is a group of notes that make sense together and express a definite melodic idea.</p> <p>Know that a phrase is a unit of musical meter that has a complete musical sense of its own.</p> <p>Know that a refrain in a song is the line that is repeated throughout the song. Know that this often forms the chorus of a song.</p> <p>Know that rhythm is a strong, repeated pattern of movement or sound and that it can be syncopated. Know that syncopation is a shifting of the normal accent, usually by stressing the normally unaccented beats.</p> <p>Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. know how to easily find the pulse in a range of music and move or clap to it for the duration of the piece, identifying when they are not following the pulse.</p> <p>Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song. Know that it corresponds to a single, main beat.</p> <p>Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.</p> <p>Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called accelerando. They can also get gradually slower and this is called rallentando.</p> <p>Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music</p>	<ul style="list-style-type: none"> ● Improve and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. ● Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. ● Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. ● Listen with increasing discrimination to a wide range of music from great composers and musicians. ● Develop a deepening understanding of the music that they perform and to which they listen, and its history.
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gradually gets louder it is called a crescendo. Know that when music gradually gets quieter it is called diminuendo.

Know that texture is how the materials are combined in a piece of music. Know that this determines the quality of the sound.

Know that a 'thick' texture means the music contains many layers. A piece of music that has lots of instruments playing at once has a thick texture.

Know that a 'thin' texture means the music contains less layers. A piece of music that has only one or two instruments playing at the time has a thin texture.

Know the names and sounds of common tuned and untuned instruments- glockenspiel, piano, violin, harp, acoustic guitar, electric guitar, drum, xylophone, chime bars, tambourine, castenets, trumpet, flute, saxophone, recorder etc.

Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Know that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.

Know that harmony is when you have multiple pitches being played at the same time. Know that many pop songs feature harmonies.

Know that a chord is three or more notes that combine harmoniously. Chords can be played on pianos, keyboards and guitars. Know that harmonies can also be achieved using multiple voices.

Know that a soundscape is an audio recording that creates the sensation of experiencing a particular place or environment.

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Sum	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression- Present performances effectively with awareness of audience, venue and occasion. Perform by following basic notation. Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. improvise and compose music for a range of purposes using the inter-related dimensions of music. Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds. 	<p style="text-align: center;"><u>Vocal Health and Singing</u></p> <p>Know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds (some people call them vocal chords but this is not actually the correct terminology anymore). They are inside of our larynx, near our Addams apple.</p> <p>Know that the larynx is an organ at the top of the neck involved in breathing and producing sound. Know that the larynx can move up and down whilst singing.</p> <p>Know that when we yawn, the larynx always goes down and this is the reason why our voices sound dopey when we talk whilst yawning. Know that, if our larynx rises, our voices become less relaxed and tense.</p> <p>Know that, as we sing, air comes from our lungs and out of our mouths. Know that the air from our lungs pushes through our vocal folds, making them rub together and vibrate. This creates our sound.</p> <p>Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch. Know that, when our vocal folds rub together very quickly, it can cause friction. In some extreme cases, this can cause blistering on the vocal folds.</p> <p>Know that the blisters on the vocal folds are called nodules. Know that, for this reason, we have to look after our voices carefully. Know that screaming for extend periods of time causes a lot of friction between the vocal folds and therefore can lead to blistering.</p> <p>Know that warming up before singing helps to stretch our vocal folds safely and make them stronger, able to cope better with the pressures we put on them.</p> <p>Know that a scale is a set of music notes ordered by pitch. Scales can be ascending (go up in pitch) or descending (go down in pitch). Know that scales are useful for helping us warm</p>	<p style="text-align: center;">Y 3/4</p> <p style="text-align: center;"><u>Singing and Vocal Health</u></p> <p>Know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds (some people call them vocal chords but this is not actually the correct terminology anymore). They are inside of our throat, near our Addams apple.</p> <p>Know that, as we sing, air comes from our lungs and out of our mouths. Know that the air from our lungs pushes through our vocal folds, making them rub together and vibrate. This creates our sound.</p> <p>Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch.</p> <p>Know that warming up before singing helps to stretch our muscles and make them stronger.</p> <p>Know that a scale is a set of music notes ordered by pitch. Scales can be ascending (go up in pitch) or descending (go down in pitch). Know that scales are useful for helping us warm up our voices as our vocal folds will be stretched gradually.</p> <p style="text-align: center;">When Singing...</p> <p>Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.</p> <p>Know that, if our chins face upwards during singing, some of the air pushing through out vocal folds will be squashed and it will affect the quality of our sound.</p> <p>Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.</p>
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		<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory. Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features. • 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. Talk with increasing confidence about the pitch, tempo, dynamics, articulation, melody and other dimensions of music. • develop an understanding of the history of music. 	<p>up our voices as our vocal folds will be stretched gradually.</p> <p style="text-align: center;">When Singing...</p> <p>Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices. Understand that nerves often cause our neck to tense and so it is important to relax as much as possible.</p> <p>Know that, if our chins face upwards during singing, some of the air pushing through our vocal folds will be squashed and it will affect the quality of our sound.</p> <p>Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.</p> <p>Know that we must use our diaphragm to help us breathe with control when singing. Know that the diaphragm is a thin skeletal muscle that sits at the base of the chest.</p> <p>Know that we must breathe in before singing the start of each line of music. Know that breathing in deeply whilst pushing the stomach out makes good use of the diaphragm. Know that, as we sing the line of music, we must slowly release our breath, pulling the stomach back in, and then breathe in again at the start of the next line. Know that this is vital for singing with control.</p> <p>Know that our mouths must be as round as possible when singing to ensure our sound resonates well or has good resonance. Know that it is important to pronounce each lyric of the song carefully so that the audience can understand what is being sung. Know that this is called having good diction.</p> <p>Know that the larynx needs to stay down when singing high notes to ensure our voice does not sound strained.</p> <p style="text-align: center;"><u>Music Theory</u></p>	<p>Know that we must breathe in before singing the start of each line of music. Know that, as we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line. Know that this is vital for singing with control.</p> <p>Know that we must breathe from our diaphragm. Know that the diaphragm is a thin skeletal muscle that sits at the base of the chest.</p> <p>Know that our mouths must be as round as possible when singing to ensure a good quality of sound.</p> <p style="text-align: center;">Y 2</p> <p style="text-align: center;"><u>Music Theory</u></p> <p>Know that a glockenspiel is a tuned instrument that has tuned keys. Each key makes a different pitched sound when struck. The pitch ranges from low to high. All notes are doubled but they have a different pitch. Know that notes have names. They are A, B, C, D, E, F, and G. Know where C, D, E and G are on the instrument.</p> <p>With guidance from the teacher, know that we can draw simple pictures to record what we have composed. The size of the picture could indicate the dynamics. The height of the picture could indicate the pitch. The length of the picture could indicate the tempo etc. Know that our images must be in the correct order from right to left. Know that grids are great ways to record in an organised way.</p> <p style="text-align: center;">Y 3/4</p>
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Curriculum Map

			<p>Know that a staff is a set of five horizontal lines and four spaces that each represent a different musical pitch. The staff is integral to reading and recording music.</p> <p>Know that notes have names. A B C D E F G. Know that a note's position on a staff tells us which note it is. The position also tells us how high or low the note is.</p> <p>Know that a bar of music is a segment of time corresponding to a specific number of beats. In one piece of music, each bar usually has the same number of beats in it. The most common is 4 beats per bar (4/4).</p> <p>Know that a crotchet is a note that represents one beat in a piece of music.</p>  <p>Know that a minim is a note that represents 2 beats. It is a longer note than the crotchet. A minim note is the equivalent of 2 crotchets.</p>  <p>Know that a semibreve is a whole note that represents 4 crotchet beats. It takes up an entire measure of 4/4 (4 beats in a bar) time.</p>  <p>Know that the treble clef is a symbol that is placed on every line of a piece of music to show the notes which will be sung or played by instruments that can achieve higher notes.</p>		<p><u>Music Theory</u></p> <p>Know that a staff is a set of five horizontal lines and four spaces that each represent a different musical pitch. The staff is integral to reading and recording music.</p> <p>Know that notes have names. A B C D E F G. Know that a note's position on a staff tells us which note it is. The position also tells us how high or low the note is.</p> <p>Know that a bar of music is a segment of time corresponding to a specific number of beats. In one piece of music, each bar usually has the same number of beats in it.</p> <p>Know that a crotchet is a note that represents one beat in a piece of music.</p>  <p>Know that a minim is a note that represents 2 beats. It is a longer note than the crotchet. A minim note is the equivalent of 2 crotchets.</p>  <p>Know that rest symbols indicate that you should stop playing for a certain amount of time. The symbol indicates the duration of the rest.</p> <p>Y 3/4</p> <p><u>General Music Knowledge</u></p> <p>Know that a riff is a short repeated phrase in popular music and Jazz, typically used as an introduction or refrain in a song.</p>
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Know that rhythm is a strong, repeated pattern of movement or sound and that it can be syncopated. Know that syncopation is a shifting of the normal accent, usually by stressing the normally unaccented beats.

Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. know how to easily find the pulse in a range of music and move or clap to it for the duration of the piece, identifying when they are not following the pulse.

Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song. Know that it corresponds to a single, main beat.

Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.

Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called *accelerando*. They can also get gradually slower and this is called *rallentando*.

Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music gradually gets louder it is called a *crescendo*. Know that when music gradually gets quieter it is called *diminuendo*.

Know that texture is how the materials are combined in a piece of music. Know that this determines the quality of the sound.

Know that a 'thick' texture means the music contains many layers. A piece of music that has lots of instruments playing at once has a thick texture.

Know that a 'thin' texture means the music contains less layers. A piece of music that has

guitar, electric guitar, drum, xylophone, chime bars, tambourine, castenets, trumpet, flute, saxophone, recorder etc.

Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.

KS3 Expectations

Children must use their prior musical knowledge to develop the following skills...

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
- Listen with increasing discrimination to a wide range of music from great composers and musicians.
- Develop a deepening understanding of the music that

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			<p>only one or two instruments playing at the time has a thin texture.</p> <p>Know the names and sounds of common tuned and untuned instruments- glockenspiel, piano, violin, harp, acoustic guitar, electric guitar, drum, xylophone, chime bars, tambourine, castenets, trumpet, flute, saxophone, recorder etc.</p> <p>Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Know that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.</p> <p>Know that harmony is when you have multiple pitches being played at the same time. Know that many pop songs feature harmonies.</p> <p>Know that a chord is three or more notes that combine harmoniously. Chords can be played on pianos, keyboards and guitars. Know that harmonies can also be achieved using multiple voices.</p> <p>Know that a soundscape is an audio recording that creates the sensation of experiencing a particular place or environment.</p>		they perform and to which they listen, and its history.
Subject -					
Y5/6 Cycl e B	Term	NC Coverage	Knowledge Expectations	Vocabulary Expectations	Links to prior/post learning

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	Aut	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression- Present performances effectively with awareness of audience, venue and occasion. Perform by following basic notation. Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. • improvise and compose music for a range of purposes using the inter-related dimensions of music. Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds. 	<p><u>Rock Music</u></p> <ul style="list-style-type: none"> • Know that Rock music is a broad genre of popular music that originated as "rock and roll" in the United States in the early 1950s. • Know that, musically, rock has centered on the electric guitar, usually as part of a rock group with electric bass, drums, and one or more singers. • Know that, usually, rock is song-based music with a 4/4 time signature using a verse-chorus form, but the genre has become extremely diverse. • Know that, like pop music, lyrics often stress romantic love but also address a wide variety of other themes that are frequently social or political. • Know that rock music has been associated with political activism and is often seen as an expression of youth revolt against adult consumerism and conformity. • Know that the general style indicators of Rock music are... <ol style="list-style-type: none"> 1. Heavily-amplified guitar 2. Bass guitar 3. •Drums 4. •Keyboard sounds 5. •Often male vocals (in the 1970s and 1980s) with backing vocals from other band members 6. •Frequent solo guitar 7. •Sometimes distortion of the sound 8. •A heavy backbeat • Know that ' Livin' on a Prayer ' by Bon Jovi is a rock song that was released in 1986. The words tell us about life in the 1980s. Know that Bon Jovi is an American Rock band formed in 1983. 	<p style="text-align: center;">Y 2</p> <p style="text-align: center;"><u>Rock Music</u></p> <p>Know that rock music started in America. Know where America is on the world map.</p> <p>Know the general style indicators of rock music are...</p> <ol style="list-style-type: none"> 1. Heavily-amplified guitar 2. Bass guitar 3. Drums 4. Keyboard sounds 5. Often male vocals (in the 1970s and 1980s) with backing vocals from other band members 6. Frequent solo guitar 7. Sometimes distortion of the sound 8. A heavy backbeat <p style="text-align: center;">Y 3/4</p> <p style="text-align: center;"><u>Rock Music</u></p> <p>Know that The Beatles helped to reshape Western Pop/Rock music in the 1960s and are one of the most successful bands ever.</p> <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that rhythm is a strong, repeated pattern of movement or sound and be able to move or play to a given rhythm, recognising when they or someone else is not matching that rhythm.</p> <p>Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. They should know how to easily find the pulse in a range of</p>
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		<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory. Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features. 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. Talk with increasing confidence about the pitch, tempo, dynamics, articulation, melody and other dimensions of music. develop an understanding of the history of music. 	<ul style="list-style-type: none"> Know that ' We will rock you ' by Queen is another iconic rock song that was released in 1977. Know that Queen were a British rock band formed in the 1970s. Know that ' Rockin' All Over the World ' by Status Quo is another iconic rock song. Know that it was released in 1977. Know that Status Quo are an English Rock band who play boogie rock. They were founded in 1962. Know that ' Smoke on the water ' by Deep Purple is another iconic rock song. It was recorded in 1971. Know that Deep Purple are an English rock band formed in Hertfordshire in 1968. The band are considered to be among the pioneers of heavy metal music and modern rock. <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that resonance is the emphasis of sound. Know that if you have a strong, deep voice then your voice has resonance.</p> <p>Know that a riff is a short repeated phrase in popular music and Jazz, typically used as an introduction or refrain in a song.</p> <p>Know that a melodic phrase is a group of notes that make sense together and express a definite melodic idea.</p> <p>Know that a phrase is a unit of musical meter that has a complete musical sense of its own.</p> <p>Know that a refrain in a song is the line that is repeated throughout the song.</p> <p>Know that rhythm is a strong, repeated pattern of movement or sound and that it can be syncopated.</p>	<p>music and move or clap to it for the duration of the piece.</p> <p>Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song.</p> <p>Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.</p> <p>Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called accelerando. They can also get gradually slower and this is called rallentando.</p> <p>Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music gradually gets louder it is called a crescendo. Know that when music gradually gets quieter it is called diminuendo.</p> <p>Know the names and sounds of common tuned and untuned instruments- glockenspiel, piano, violin, harp, acoustic guitar, electric guitar, drum, xylophone, chime bars, tambourine, castanets, trumpet, flute, saxophone, recorder etc.</p> <p>Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.</p> <p style="text-align: center;"><u>Vocal Health and Singing</u></p> <p>Know that, when we sing, we use lots of muscles. The most important muscles that</p>
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Curriculum Map

			<p>Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. know how to easily find the pulse in a range of music and move or clap to it for the duration of the piece, identifying when they are not following the pulse.</p> <p>Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song.</p> <p>Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.</p> <p>Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called accelerando. They can also get gradually slower and this is called rullentando.</p> <p>Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music gradually gets louder it is called a crescendo. Know that when music gradually gets quieter it is called diminuendo.</p> <p>Know that texture is how the materials are combined in a piece of music. Know that this determines the quality of the sound.</p> <p>Know that a 'thick' texture means the music contains many layers. A piece of music that has lots of instruments playing at once has a thick texture.</p> <p>Know that a 'thin' texture means the music contains less layers. A piece of music that has only one or two instruments playing at the time has a thin texture.</p> <p>Know the names and sounds of common tuned and untuned instruments- glockenspiel, piano, violin, harp, acoustic guitar, electric guitar, drum,</p>	<p>we use are our vocal folds. They are inside of our throat, near our Adams apple.</p> <p>Know that, as we sing, air comes from our lungs and out of our mouths. Know that the air from our lungs pushes through our vocal folds, making them rub together and vibrate. This creates our sound.</p> <p>Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch.</p> <p>Know that warming up before singing helps to stretch our muscles and make them stronger.</p> <p>Know that a scale is a set of music notes ordered by pitch. Scales can be ascending (go up in pitch) or descending (go down in pitch). Know that scales are useful for helping us warm up our voices as our vocal folds will be stretched gradually.</p> <p style="text-align: center;">When Singing...</p> <p>Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.</p> <p>Know that, if our chins face upwards during singing, some of the air pushing through out vocal folds will be squashed and it will affect the quality of our sound.</p> <p>Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.</p> <p>Know that we must breathe in before singing the start of each line of music. Know that, as we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line. Know that this is vital for singing with control.</p>
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xylophone, chime bars, tambourine, castanets, trumpet, flute, saxophone, recorder etc.

Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.

Know that harmony is when you have multiple pitches being played at the same time.

Know that a chord is three or more notes that combine harmoniously. Chords can be played on pianos, keyboards and guitars.

Know that a soundscape is an audio recording that creates the sensation of experiencing a particular place or environment.

Vocal Health and Singing

Know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds (some people call them vocal chords but this is not actually the correct terminology anymore). They are inside of our **larynx**, near our Addams apple.

Know that the larynx is an organ at the top of the neck involved in breathing and producing sound. Know that the larynx can move up and down whilst singing.

Know that when we yawn, the larynx always goes down and this is the reason why our voices sound dopey when we talk whilst yawning.

Know that, as we sing, air comes from our lungs and out of our mouths. Know that the air from our lungs pushes through our vocal folds, making them rub together and vibrate. This creates our sound.

Know that we must breathe from our diaphragm. Know that the diaphragm is a thin skeletal muscle that sits at the base of the chest.

Know that our mouths must be as round as possible when singing to ensure a good quality of sound.

KS3 Expectations

Children must use their prior musical knowledge to develop the following skills...

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
- Listen with increasing discrimination to a wide range of music from great composers and musicians.
- Develop a deepening understanding of the music that they perform and to which they listen, and its history.

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Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch.

Know that, when our vocal folds rub together very quickly, it can cause friction. **In some extreme cases**, this can cause blistering on the vocal folds. The blisters are called nodules. Know that, for this reason, we have to look after our voices carefully. Know that screaming for extended periods of time causes a lot of friction between the vocal folds and therefore can lead to blistering.

Know that warming up before singing helps to stretch our vocal folds safely and make them stronger.

Know that a scale is a set of music notes ordered by pitch. Scales can be ascending (go up in pitch) or descending (go down in pitch). Know that scales are useful for helping us warm up our voices as our vocal folds will be stretched gradually.

When Singing...

Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.

Know that, if our chins face upwards during singing, some of the air pushing through our vocal folds will be squashed and it will affect the quality of our sound.

Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.

Know that we must use our diaphragm to help us breathe with control when singing. Know that the diaphragm is a thin skeletal muscle that sits at the base of the chest.

Know that we must breathe in before singing the start of each line of music. Know that breathing in deeply whilst pushing the stomach out makes

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			<p>good use of the diaphragm. Know that, as we sing the line of music, we must slowly release our breath, pulling the stomach back in, and then breathe in again at the start of the next line. Know that this is vital for singing with control.</p> <p>Know that our mouths must be as round as possible when singing to ensure our sound resonates well or has good resonance. Know that it is important to pronounce each lyric of the song carefully so that the audience can understand what is being sung. Know that this is called having good diction.</p>		
Spr		<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression- Present performances effectively with awareness of audience, venue and occasion. Perform by following basic notation. Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. improvise and compose music for a range of purposes using the inter-related dimensions of music. Identify different starting points or composing music. 	<p style="text-align: center;"><u>Music Theory</u></p> <p>Know that a staff is a set of five horizontal lines and four spaces that each represent a different musical pitch. The staff is integral to reading and recording music.</p> <p>Know that notes have names. A B C D E F G. Know that a note's position on a staff tells us which note it is. The position also tells us how high or low the note is.</p> <p>Know that a bar of music is a segment of time corresponding to a specific number of beats. In one piece of music, each bar usually has the same number of beats in it. The most common is 4 beats per bar (4/4).</p> <p>Know that a crotchet is a note that represents one beat in a piece of music.</p> 	<p>Pitch, pulse, rhythm, tempo, dynamics, texture, melody, phrase, melodic phrase, repeated phrase, harmony</p> <p>improvise, compose, glockenspiel, recorder, xylophone, piano, keyboard, electric guitar, acoustic guitar,</p> <p>violin, trumpet, tambourine, drums, cymbals, snare drum,</p> <p>castenets, repeat, call and response, mood,</p> <p>ensemble, solo, voice, diction, projection, posture,</p> <p>staff, notes (A B C D E F G), RnB, Pop, Classical, Jazz, Rock, Motown</p> <p>Blues, genre, style, inspire. Crotchet, minim, rest, treble clef, bar, beat, semibreve, quaver, beam notes, tie, slur</p>	<p style="text-align: center;">Y 2</p> <p style="text-align: center;"><u>Music Theory</u></p> <p>Know that a glockenspiel is a tuned instrument that has tuned keys. Each key makes a different pitched sound when struck. The pitch ranges from low to high. All notes are doubled but they have a different pitch. Know that notes have names. They are A, B, C, D, E, F, and G. Know where C, D, E and G are on the instrument.</p> <p>With guidance from the teacher, know that we can draw simple pictures to record what we have composed. The size of the picture could indicate the dynamics. The height of the picture could indicate the pitch. The length of the picture could indicate the tempo etc. Know that our images must be in the correct order from right to left. Know that grids are great ways to record in an organised way.</p> <p style="text-align: center;">Y 3</p>

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		<p>Explore, select combine and exploit a range of different sounds to compose a soundscape.</p> <p style="text-align: center;">Write lyrics to a known song.</p> <p>Compose a short song to own lyrics based on everyday phrases.</p> <p>Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds.</p> <ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory. Internalise short melodies and play these on pitched percussion (play by ear). <p style="text-align: center;">Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.</p> <ul style="list-style-type: none"> • use and understand staff and other musical notations. <ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Talk with increasing 	<p>Know that a minim is a note that represents 2 beats. It is a longer note than the crotchet. A minim note is the equivalent of 2 crotchets.</p> <div style="text-align: center;"></div> <p>Know that a semibreve is a whole note that represents 4 crotchet beats. It takes up an entire measure of 4/4 (4 beats in a bar) time.</p> <div style="text-align: center;">•</div> <p>Know that the treble clef is a symbol that is placed on every line of a piece of music to show the notes which will be sung or played by instruments that can achieve higher notes.</p> <div style="text-align: center;"></div> <p>Know that rest symbols indicate that you should stop playing for a certain amount of time. The symbol indicates the duration of the rest.</p> <p>Begin to know that glockenspiels have black keys and they can make the notes 'sharp' or 'flat'.</p> <p>Know that sharp raises a note in pitch by a half note whilst flat lowers a note by a half.</p> <p>Know that sharp notes are represented with this symbol...</p> <div style="text-align: center;"></div> <p>Know that flat notes are represented by this symbol...</p> <div style="text-align: center;"></div>	<p style="text-align: center;"><u>Music Theory</u></p> <p>Know that a staff is a set of five horizontal lines and four spaces that each represent a different musical pitch. The staff is integral to reading and recording music.</p> <p>Know that notes have names. A B C D E F G. Know that a note's position on a staff tells us which note it is. The position also tells us how high or low the note is.</p> <p>Know that a bar of music is a segment of time corresponding to a specific number of beats. In one piece of music, each bar usually has the same number of beats in it.</p> <p>Know that a crotchet is a note that represents one beat in a piece of music.</p> <div style="text-align: center;"></div> <p>Know that a minim is a note that represents 2 beats. It is a longer note than the crotchet. A minim note is the equivalent of 2 crotchets.</p> <div style="text-align: center;"></div> <p>Know that rest symbols indicate that you should stop playing for a certain amount of time. The symbol indicates the duration of the rest.</p> <p style="text-align: center;"><u>General Music Knowledge</u></p> <p>Know that a riff is a short repeated phrase in music and is typically used as an introduction in a song.</p> <p>Know that an ensemble is a group of musicians who perform together. Know that a good ensemble respects each other,</p>
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Curriculum Map

		<p>confidence about the pitch, tempo, dynamics, articulation, melody and other dimensions of music.</p> <ul style="list-style-type: none"> • develop an understanding of the history of music. 	<p style="text-align: center;"><u>Motown Music</u></p> <ul style="list-style-type: none"> • Know that the Motown label was created by Berry Gordy in 1960 and employed exclusively black musicians, artists and producers in its Detroit studios. • Know that Motown songs adopted a more Pop approach and were usually all at the same tempo of 120bpm (beats per minute). • Know that the songs have rhythmically inventive basslines and drums would stress the first beat. • Know that songs often include a tambourine. • Know that the most important artists that started at Motown were: Smokey Robinson, Diana Ross, Marvin Gaye, The Jackson 5, Otis Redding, Stevie Wonder and James Brown. • Know that Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. It first became popular in 1964 with Martha And The Vandellas. • Know that he track was recorded on the Motown record label and became one of its signature songs. • Know that the most iconic Motown songs are... <ol style="list-style-type: none"> 1. I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops 2. I Heard it Through the Grapevine by Marvin Gaye 3. Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell 4. You Are the Sunshine of My Life by Stevie Wonder 5. The Tracks of My Tears sung by Smokie Robinson <p style="text-align: center;"><u>General Music Knowledge</u></p>	<p>takes each other's ideas into account and tries different ideas together.</p> <p>Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song.</p> <p>Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination pf pitch and rhythm.</p> <p>Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.</p> <p>Know that improvisation is when music is created or played spontaneously. Know that improvisation can be created in response to another musician.</p> <p style="text-align: center;"><u>KS3 Expectations</u></p> <p>Children must use their prior musical knowledge to develop the following skills...</p> <ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. • Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing
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Curriculum Map

Know that a melodic phrase is a group of notes that make sense together and express a definite melodic idea.

Know that a phrase is a unit of musical meter that has a complete musical sense of its own.

Know that a refrain in a song is the line that is repeated throughout the song. Know that this often forms the chorus of a song.

Know that rhythm is a strong, repeated pattern of movement or sound and that it can be syncopated. Know that syncopation is a shifting of the normal accent, usually by stressing the normally unaccented beats.

Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. know how to easily find the pulse in a range of music and move or clap to it for the duration of the piece, identifying when they are not following the pulse.

Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song. Know that it corresponds to a single, main beat.

Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.

Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called *accelerando*. They can also get gradually slower and this is called *rallentando*.

Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music gradually gets louder it is called a *crescendo*. Know that when music gradually gets quieter it is called *diminuendo*.

sophistication, including use of tonalities, different types of scales and other musical devices.

- Listen with increasing discrimination to a wide range of music from great composers and musicians.
- Develop a deepening understanding of the music that they perform and to which they listen, and its history.

Curriculum Map

			<p>Know that texture is how the materials are combined in a piece of music. Know that this determines the quality of the sound.</p> <p>Know that a 'thick' texture means the music contains many layers. A piece of music that has lots of instruments playing at once has a thick texture.</p> <p>Know that a 'thin' texture means the music contains less layers. A piece of music that has only one or two instruments playing at the time has a thin texture.</p> <p>Know the names and sounds of common tuned and untuned instruments- glockenspiel, piano, violin, harp, acoustic guitar, electric guitar, drum, xylophone, chime bars, tambourine, castanets, trumpet, flute, saxophone, recorder etc.</p> <p>Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Know that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.</p> <p>Know that harmony is when you have multiple pitches being played at the same time. Know that many pop songs feature harmonies.</p> <p>Know that a chord is three or more notes that combine harmoniously. Chords can be played on pianos, keyboards and guitars. Know that harmonies can also be achieved using multiple voices.</p> <p>Know that a soundscape is an audio recording that creates the sensation of experiencing a particular place or environment.</p>		
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Curriculum Map

Sum	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression- Present performances effectively with awareness of audience, venue and occasion. Perform by following basic notation. Sing songs with increasing control of breathing, posture and sound projection. <li style="padding-left: 40px;">Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. • improvise and compose music for a range of purposes using the inter-related dimensions of music. Identify different starting points or composing music. <li style="padding-left: 40px;">Explore, select combine and exploit a range of different sounds to compose a soundscape. <li style="padding-left: 40px;">Write lyrics to a known song. <li style="padding-left: 40px;">Compose a short song to own lyrics based on everyday phrases. <li style="padding-left: 40px;">Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds. 	<p style="text-align: center;"><u>Vocal Health and Singing</u></p> <p>Know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds (some people call them vocal chords but this is not actually the correct terminology anymore). They are inside of our larynx, near our Addams apple.</p> <p>Know that the larynx is an organ at the top of the neck involved in breathing and producing sound. Know that the larynx can move up and down whilst singing.</p> <p>Know that when we yawn, the larynx always goes down and this is the reason why our voices sound dopey when we talk whilst yawning. Know that, if our larynx rises, our voices become less relaxed and tense.</p> <p>Know that, as we sing, air comes from our lungs and out of our mouths. Know that the air from our lungs pushes through our vocal folds, making them rub together and vibrate. This creates our sound.</p> <p>Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch. Know that, when our vocal folds rub together very quickly, it can cause friction. In some extreme cases, this can cause blistering on the vocal folds.</p> <p>Know that the blisters on the vocal folds are called nodules. Know that, for this reason, we have to look after our voices carefully. Know that screaming for extend periods of time causes a lot of friction between the vocal folds and therefore can lead to blistering.</p> <p>Know that warming up before singing helps to stretch our vocal folds safely and make them stronger, able to cope better with the pressures we put on them.</p> <p>Know that a scale is a set of music notes ordered by pitch. Scales can be ascending (go up in pitch) or descending (go down in pitch). Know that scales are useful for helping us warm</p>	<p>Pitch, pulse, rhythm, tempo, dynamics, texture, melody, phrase, melodic phrase, repeated phrase, harmony</p> <p>improvise, compose, glockenspiel, recorder, xylophone, piano, keyboard, electric guitar, acoustic guitar,</p> <p>violin, trumpet, tambourine, drums, cymbals, snare drum,</p> <p>castenets, repeat, call and response, mood, ensemble, solo, voice, diction, projection, posture,</p> <p>stave, notes (A B C D E F G), RnB, Pop, Classical, Jazz, Rock, Motown</p> <p>, genre, style, inspire. Crotchet, minim, rest, treble clef, bar, beat, semibreve, quaver, beam notes, tie, slur</p> <p style="text-align: center;">riff</p>	<p style="text-align: center;">Y 3/4</p> <p style="text-align: center;"><u>Singing and Vocal Health</u></p> <p>Know that, when we sing, we use lots of muscles. The most important muscles that we use are our vocal folds (some people call them vocal chords but this is not actually the correct terminology anymore). They are inside of our throat, near our Addams apple.</p> <p>Know that, as we sing, air comes from our lungs and out of our mouths. Know that the air from our lungs pushes through our vocal folds, making them rub together and vibrate. This creates our sound.</p> <p>Know that when we sing very high notes, our vocal folds rub together and vibrate very quickly. This creates a high pitch.</p> <p>Know that warming up before singing helps to stretch our muscles and make them stronger.</p> <p>Know that a scale is a set of music notes ordered by pitch. Scales can be ascending (go up in pitch) or descending (go down in pitch). Know that scales are useful for helping us warm up our voices as our vocal folds will be stretched gradually.</p> <p style="text-align: center;">When Singing...</p> <p>Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices.</p> <p>Know that, if our chins face upwards during singing, some of the air pushing through out vocal folds will be squashed and it will affect the quality of our sound.</p> <p>Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.</p>
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Curriculum Map

		<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory. Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features. • 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. Talk with increasing confidence about the pitch, tempo, dynamics, articulation, melody and other dimensions of music. • develop an understanding of the history of music. 	<p>up our voices as our vocal folds will be stretched gradually.</p> <p style="text-align: center;">When Singing...</p> <p>Know that standing up and having a relaxed posture (feet shoulder width apart, back straight, head facing forwards and chin relaxed) helps us project our voices. Understand that nerves often cause our neck to tense and so it is important to relax as much as possible.</p> <p>Know that, if our chins face upwards during singing, some of the air pushing through our vocal folds will be squashed and it will affect the quality of our sound.</p> <p>Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly.</p> <p>Know that we must use our diaphragm to help us breathe with control when singing. Know that the diaphragm is a thin skeletal muscle that sits at the base of the chest.</p> <p>Know that we must breathe in before singing the start of each line of music. Know that breathing in deeply whilst pushing the stomach out makes good use of the diaphragm. Know that, as we sing the line of music, we must slowly release our breath, pulling the stomach back in, and then breathe in again at the start of the next line. Know that this is vital for singing with control.</p> <p>Know that our mouths must be as round as possible when singing to ensure our sound resonates well or has good resonance. Know that it is important to pronounce each lyric of the song carefully so that the audience can understand what is being sung. Know that this is called having good diction.</p> <p>Know that the larynx needs to stay down when singing high notes to ensure our voice does not sound strained.</p> <p style="text-align: center;"><u>Music Theory</u></p>	<p>Know that we must breathe in before singing the start of each line of music. Know that, as we sing the line of music, we must slowly release our breath and then breathe in again at the start of the next line. Know that this is vital for singing with control.</p> <p>Know that we must breathe from our diaphragm. Know that the diaphragm is a thin skeletal muscle that sits at the base of the chest.</p> <p>Know that our mouths must be as round as possible when singing to ensure a good quality of sound.</p> <p style="text-align: center;">Y 2</p> <p style="text-align: center;"><u>Music Theory</u></p> <p>Know that a glockenspiel is a tuned instrument that has tuned keys. Each key makes a different pitched sound when struck. The pitch ranges from low to high. All notes are doubled but they have a different pitch. Know that notes have names. They are A, B, C, D, E, F, and G. Know where C, D, E and G are on the instrument.</p> <p>With guidance from the teacher, know that we can draw simple pictures to record what we have composed. The size of the picture could indicate the dynamics. The height of the picture could indicate the pitch. The length of the picture could indicate the tempo etc. Know that our images must be in the correct order from right to left. Know that grids are great ways to record in an organised way.</p> <p style="text-align: center;">Y 3/4</p>
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Curriculum Map

Know that a staff is a set of five horizontal lines and four spaces that each represent a different musical pitch. The staff is integral to reading and recording music.

Know that notes have names. A B C D E F G. Know that a note's position on a staff tells us which note it is. The position also tells us how high or low the note is.

Know that a bar of music is a segment of time corresponding to a specific number of beats. In one piece of music, each bar usually has the same number of beats in it. The most common is 4 beats per bar (4/4).

Know that a crotchet is a note that represents one beat in a piece of music.



Know that a minim is a note that represents 2 beats. It is a longer note than the crotchet. A minim note is the equivalent of 2 crotchets.



Know that a semibreve is a whole note that represents 4 crotchet beats. It takes up an entire measure of 4/4 (4 beats in a bar) time.



Know that the treble clef is a symbol that is placed on every line of a piece of music to show the notes which will be sung or played by instruments that can achieve higher notes.



Music Theory

Know that a staff is a set of five horizontal lines and four spaces that each represent a different musical pitch. The staff is integral to reading and recording music.

Know that notes have names. A B C D E F G. Know that a note's position on a staff tells us which note it is. The position also tells us how high or low the note is.

Know that a bar of music is a segment of time corresponding to a specific number of beats. In one piece of music, each bar usually has the same number of beats in it.

Know that a crotchet is a note that represents one beat in a piece of music.



Know that a minim is a note that represents 2 beats. It is a longer note than the crotchet. A minim note is the equivalent of 2 crotchets.



Know that rest symbols indicate that you should stop playing for a certain amount of time. The symbol indicates the duration of the rest.

Y 3/4

General Music Knowledge

Know that a riff is a short repeated phrase in popular music and Jazz, typically used as an introduction or refrain in a song.

Curriculum Map

Know that rest symbols indicate that you should stop playing for a certain amount of time. The symbol indicates the duration of the rest.

Begin to know that glockenspiels have black keys and they can make the notes 'sharp' or 'flat'.

Know that sharp raises a note in pitch by a half note whilst flat lowers a note by a half.

Know that sharp notes are represented with this symbol...



Know that flat notes are represented by this symbol...



Know that composition is creating your own musical ideas. Know that we can record our compositions effectively using staves and musical notation.

General Music Knowledge

Know that a melodic phrase is a group of notes that make sense together and express a definite melodic idea.

Know that a phrase is a unit of musical meter that has a complete musical sense of its own.

Know that a refrain in a song is the line that is repeated throughout the song. Know that this often forms the chorus of a song.

Know that rhythm is a strong, repeated pattern of movement or sound and that it can be syncopated. Know that syncopation is a shifting of the normal accent, usually by stressing the normally unaccented beats.

Know that a refrain in a song is the line that is repeated throughout the song.

Know that an ensemble is a group of musicians who perform together. Know that a good ensemble respects each other, takes each other's ideas into account and tries different ideas together.

Know that rhythm is a strong, repeated pattern of movement or sound and that it can be syncopated.

Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. They should know how to easily find the pulse in a range of music and move or clap to it for the duration of the piece.

Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song.

Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.

Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called accelerando. They can also get gradually slower and this is called rullentando.

Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music gradually gets louder it is called a crescendo. Know that when music gradually gets quieter it is called diminuendo.

Know the names and sounds of common tuned and untuned instruments- glockenspiel, piano, violin, harp, acoustic

Curriculum Map

			<p>Know that pulse is a single vibration or short burst of sound and is the heartbeat of a piece of music. Know that, without a pulse, music can't exist. know how to easily find the pulse in a range of music and move or clap to it for the duration of the piece, identifying when they are not following the pulse.</p> <p>Know that a rhythmic pattern is anything that has a pulse that can be repeated. It is part of a melody in a song. Know that it corresponds to a single, main beat.</p> <p>Know that a note is a musical sound and that a melody/tune is a sequence of single notes that is musically satisfying. Know that it is a combination of pitch and rhythm.</p> <p>Know that tempo is the speed of music. Know that the tempo can vary from piece to piece and can even change during a piece of music. Know that songs can suddenly get faster and this is called accelerando. They can also get gradually slower and this is called rullentando.</p> <p>Know that dynamics is the volume of the note/notes. Know that dynamics can greatly vary in a piece of music. Know that when music gradually gets louder it is called a crescendo. Know that when music gradually gets quieter it is called diminuendo.</p> <p>Know that texture is how the materials are combined in a piece of music. Know that this determines the quality of the sound.</p> <p>Know that a 'thick' texture means the music contains many layers. A piece of music that has lots of instruments playing at once has a thick texture.</p> <p>Know that a 'thin' texture means the music contains less layers. A piece of music that has only one or two instruments playing at the time has a thin texture.</p> <p>Know the names and sounds of common tuned and untuned instruments- glockenspiel, piano, violin, harp, acoustic guitar, electric guitar, drum,</p>	<p>guitar, electric guitar, drum, xylophone, chime bars, tambourine, castenets, trumpet, flute, saxophone, recorder etc.</p> <p>Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Begin to understand that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.</p> <p style="text-align: center;"><u>KS3 Expectations</u></p> <p>Children must use their prior musical knowledge to develop the following skills...</p> <ul style="list-style-type: none"> ● Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. ● Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. ● Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. ● Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. ● Listen with increasing discrimination to a wide range of music from great composers and musicians. ● Develop a deepening understanding of the music that
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Curriculum Map

			<p>xylophone, chime bars, tambourine, castenets, trumpet, flute, saxophone, recorder etc.</p> <p>Know that pitch is how high or low the note is. Know that pitch can change throughout the piece and experiment with creating different pitches using different instruments. Remember that sound is created by vibrations. Know that fast vibrations of sound cause higher pitches and slow vibrations result in lower pitches.</p> <p>Know that harmony is when you have multiple pitches being played at the same time. Know that many pop songs feature harmonies.</p> <p>Know that a chord is three or more notes that combine harmoniously. Chords can be played on pianos, keyboards and guitars. Know that harmonies can also be achieved using multiple voices.</p> <p>Know that a soundscape is an audio recording that creates the sensation of experiencing a particular place or environment.</p>		<p>they perform and to which they listen, and its history.</p>
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