

# Core Values

Readiness    Resilience    Respect

Responsibility

Collaboration

Independence

Aspiration

Kindness

Confidence

Courage

Honesty

Compassion

## Vision

At Kender we promote positive attitudes towards each other through the Kender Values. We provide a curriculum that is rich and diverse, all our curriculum areas are underpinned by our curriculum aims which are:

- To develop and build upon knowledge and skills year upon year.
- To raise aspiration so that children can reach their full potential.
- To develop self confidence, self belief and self control.
- To ensure that children are able to develop their own identity and are provided with role models who can help them to do this.
- To provide a wealth of experiences both academic and practical so that children can develop life skills.
- To engage with the local community and make links with the local area to enrich then children's learning and experience.
- To embed the Kender Values throughout the curriculum as they encompass all that we are trying to achieve.

### RE

Faith and Belief  
Belonging/community  
The natural world  
Being a good citizen  
Philosophy

### Music

Singing  
Listening  
Composing  
Performing  
Musicianships  
Pulse beat  
Rhythm  
Pitch  
Instruments and playing techniques

### Art

Design and make  
Draw  
Paint  
Sculpt  
Generating ideas  
Making links  
Exploring artists  
Sketchbooks  
Evaluate

### History

Time lines and Chronology  
Artefacts  
Interpretation, enquiry, analysis  
Cause and consequence  
Change and continuity  
Past and Present  
Fact and Fiction

### English

Speaking and Listening  
Vocabulary  
Phonics  
Handwriting  
Reading  
Spelling  
Punctuation  
Grammar  
Writing  
Composition  
Transcription

### Science

Working scientifically  
Materials  
Animals including humans  
Plants  
Everyday materials  
Investigations

### PE

Games  
Gymnastics  
Dance  
Yoga  
Swimming  
Athletics  
Orienteering

### Kender Curriculum 2022-23



### Computing

E-safety  
Programming  
Handling data  
Multimedia  
Technology in our lives

### MFL (KS2) French

Speaking and listening  
Vocabulary  
Reading  
Writing  
Grammar

### PSHE/RSE/MHWP/CZS/BV

Relationships and health education (RHE)  
Drug, alcohol and tobacco education (DATE)  
Keeping safe and managing risk  
Mental health and emotional wellbeing  
Physical health and wellbeing  
Identity, society and equality

### DT

Using technology  
Construction/joining  
Practical skills  
Designing skills  
Textiles  
Cooking and nutrition  
Evaluating n

### Geography

Map and Atlas work  
Place and locational knowledge  
Humans and physical geography  
Geographical skills and field work  
Impact of humans on the environment  
Economy

### Maths

Fluency  
Reasoning  
Problem solving  
Number - Place Value  
Addition and subtraction, multiplication and division, fractions  
Measurements  
Geometry

## Wider Curriculum

We offer a wide range of sporting opportunities including:

- Swimming lessons;
- Dance and gymnastic lessons;
- PE lessons led by sports coaches, which ensure progression in sports skills across the school;

We have a specialist Art teacher who enhances children's creativity through different media enhanced by local art community projects and in partnership with the South London Gallery, Bold Tendencies and British Council.

We contribute to children's life skills and Social, Moral, Spiritual and Cultural Development through experiences within the classroom and beyond. These opportunities include: Forest School, residential trips, making links with businesses, participating in sporting events and educational visits - including to places of worship.

Our involvement with the Opal Play Project – recognised nationally - and our school play philosophy encourages creativity, emotional and social development, independence and risk taking amongst our pupils.

Through a positive and caring ethos and meaningful curriculum, we provide the opportunity for every child strive to reach their full potential, becoming successful citizens.



SUBJECT: Music

Intent - We aim to...

Music is a universal language that embodies one of the highest forms of creativity. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music plays an important part in helping children increase in self-confidence.

We provide opportunities for all children to create, play, perform and enjoy music, to develop their skills, to appreciate a wide variety of musical forms and to begin to make judgements about the quality of music.

Implementation- How do we achieve our aims?

We follow Kapow music, there is an outline of content below and a link to the document. Using the Kapow scheme, we focus on developing th skills, knowledge and understanding that children need to become confident performers, composers and listeners. Their curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Suggested long-term plan: Music - Overview (All year groups)

Units can be taught in a different order as long as they remain within the same year group.  
N.B. All units contain five lessons, unless otherwise stated.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Set up continuous provision in your classroom. See our <a href="#">Teacher guidance</a>	<a href="#">Celebration music</a>	<a href="#">Exploring sound</a>	<a href="#">Music and movement</a>	<a href="#">Musical stories</a>	<a href="#">Big band</a>
Year 1	<a href="#">Pulse and rhythm (Theme: All about me)</a>	<a href="#">Classical music, dynamics and tempo (Theme: Animals)</a>	<a href="#">Musical vocabulary (Theme: Under the sea)</a>	<a href="#">Timbre and rhythmic patterns (Theme: Fairy tales)</a>	<a href="#">Pitch and tempo (Theme: Superheroes)</a>	<a href="#">Vocal and body sounds: (Theme: By the sea)</a>
Year 2	<a href="#">West African call and response song (Theme: Animals)</a>	<a href="#">Orchestral instruments (Theme: Traditional stories)</a>	<a href="#">Musical me</a>	<a href="#">Dynamics, timbre, tempo and motifs (Theme: Space)</a>	<a href="#">On this island: British songs and sounds</a>	<a href="#">Myths and legends</a>
Year 3	<a href="#">Ballads</a>	<a href="#">Creating compositions in response to an animation (Theme: Mountains)</a>	<a href="#">Developing singing technique (Theme: The Vikings)</a>	<a href="#">Pentatonic melodies and composition (Theme: Chinese New Year)</a>	<a href="#">Jazz</a>	<a href="#">Traditional instruments and improvisation (Theme: India)</a>
Year 4	<a href="#">Body and tuned percussion (Theme: Rainforests)</a>	<a href="#">Rock and roll</a>	<a href="#">Changes in pitch, tempo and dynamics (Theme: Rivers)</a>	<a href="#">Haiku, music and performance (Theme: Hanami)</a>	<a href="#">Samba and carnival sounds and instruments</a>	<a href="#">Adapting and transposing motifs (Theme: Romans)</a>
Year 5	<a href="#">Composition notation (Theme: Ancient Egypt)</a>	<a href="#">Blues</a>	<a href="#">South and West Africa</a>	<a href="#">Composition to represent the festival of colour (Theme: Holi festival)</a>	<a href="#">Looping and remixing</a>	<a href="#">Musical theatre</a>
Year 6	<a href="#">Advanced rhythms</a>	<a href="#">Dynamics, pitch and tempo (Theme: Fingal's Cave</a>	<a href="#">Songs of WW2</a>	<a href="#">Film music</a>	<a href="#">Theme and variations (Theme: Pop Art)</a>	<a href="#">Composing and performing a Leavers' Song (6 lessons)</a>

How Kapow music is organised.

Kapow music is based on the Inter-related dimensions of music and broken into 4 strands which are:

- Performing
- Listening
- Composing

EYFS

By the end of EYFS, pupils will be able to:

Listening

- Respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.
- Explore lyrics by suggesting appropriate actions. Explore the story behind the lyrics or music.
- Listen to and follow a beat using body percussion and instruments.
- Consider whether a piece of music has a fast, moderate or slow tempo.
- Listen to sounds and match them to the object or instrument.
- Listen to sounds and identify high and low pitch.
- Listen to and repeat a simple rhythm.
- Listen to and repeat simple lyrics.
- Understand that different instruments make different sounds and group them accordingly.

Composing

- Play untuned percussion 'in time' with a piece of music.
- Select classroom objects to use as instruments.
- Experiment with body percussion and vocal sounds to respond to music.
- Select appropriate instruments to represent action and mood.
- Experiment with playing instruments in different ways.
- Select and create short sequences of sound with voices or instruments to represent a given idea or character.
- Combine instrumental and vocal sounds within a given structure.
- Create simple melodies using a few notes.
- \*Choose dynamics, tempo and timbre for a piece of music.

Performing

- Use their voices to join in with well-known songs from memory.
- Remember and maintain their role within a group performance.
- Move to music with instruction to perform actions.
- Participate in performances to a small audience.
- Stop and start playing at the right time.

KS1

By the end of Key Stage 1, pupils will be able to:

Listening

- Recognise and understand the difference between pulse and rhythm.
- \*Understand that different types of sounds are called timbres.
- \*Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).
- Describe the character, mood, or 'story' of music they listen to, both verbally and through movement.
- Describe the differences between two pieces of music. Express a basic opinion about music (like/dislike). Listen to and repeat short, simple rhythmic patterns.
- Listen and respond to other performers by playing as part of a group.
- \*Recognise timbre changes in music they listen to.
- Recognise structural features in music they listen to.
- Listen to and recognise instrumentation.
- Begin to use musical vocabulary to describe music.
- Identify melodies that move in steps.
- Listen to and repeat a short, simple melody by ear. Suggesting improvements to their own and others' work.
- Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).
- Understand that music from different parts of the world has different features.
- \*Recognise and explain the changes within a piece of music using musical vocabulary.
- \*Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Begin to show an awareness of metre.
- \*Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.

Composing

- Select and create short sequences of sound with voices or instruments to represent a given idea or character.
- Combine instrumental and vocal sounds within a given structure.
- Create simple melodies using a few notes.
- \*Choose dynamics, tempo and timbre for a piece of music.
- Create a simple graphic score to represent a composition.
- Begin to make improvements to their work as suggested by the teacher.
- Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- \*Successfully combine and layer several instrumental and vocal patterns within a given structure.
- Create simple melodies from five or more notes.
- \*Choose appropriate dynamics, tempo and timbre for a piece of music.
- Using letter name and graphic notation to represent the details of their composition.
- Begin to suggest improvements to their own work.
- Compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).
- Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- \*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- \*Suggest and implement improvements to their own work, using musical vocabulary.

Performing

- Use their voices expressively to speak and chant.
- Sing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments.
- Copy back short rhythmic and melodic phrases on percussion instruments.
- \*Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.
- Perform from graphic notation.
- \*Use their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Sing short songs from memory, with melodic and rhythmic accuracy.
- Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- \*Perform expressively using dynamics and timbre to alter sounds as appropriate.
- Sing back short melodic patterns by ear and playing short melodic patterns from letter notation.
- Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- \*Perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology

KS2

By the end of Key Stage 1, pupils will be able to:

Listening

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).
- Understanding that music from different parts of the world has different features.
- \*Recognising and explaining the changes within a piece of music using musical vocabulary.
- \*Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Beginning to show an awareness of metre.
- \*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.
- Recognising the use and development of motifs in music.
- \*Identifying gradual dynamic and tempo changes within a piece of music.
- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).
- Identifying common features between different genres, styles and traditions of music.
- \*Recognising, naming and explaining the effect of the interrelated dimensions of music.
- \*Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
- \*Using musical vocabulary to discuss the purpose of a piece of music.
- \*Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.
- \*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).
- \*Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- \*Comparing, discussing and evaluating music using detailed musical vocabulary.
- \*Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).
- \*Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- \*Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- \*Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.

Composing

- Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- \*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- \*Suggesting and implementing improvements to their own work, using musical vocabulary.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion, and looping.
- \*Creating a piece of music with at least four different layers and a clear structure.
- \*Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.
- \*Suggesting improvements to others' work, using musical vocabulary.
- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- Improvising coherently within a given style.
- \*Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Using staff notation to record rhythms and melodies.
- \*Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating improvements to own and others' work.
- Improvising coherently and creatively within a given style, incorporating given features.
- Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
- \*Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- Recording own composition using appropriate forms of notation

Performing

- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- \*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.
- \*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
- Playing syncopated rhythms with accuracy, control and fluency.
- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- \*Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Performing with accuracy and fluency from graphic and simple staff notation.
- Playing a simple chord progression with accuracy and fluency.
- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- \*Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.
- Performing a solo or taking a leadership role within a performance.



Impact - How will we know we have achieved our aims?



Children will develop musical skills and techniques such as singing, playing music and instruments. Understanding



Children will be able to create original music or adapt existing compositions.



Children will be able to identify key elements, such as dynamics, tempo, and instrumentation.



Children will be able to perform individually and as a part of a group.



Children will appreciate different musical traditions, genders and historical contexts.



EYFS		Celebration music	✦ Exploring sound	✦ Music and movement	✦ Musical stories	✦ Big band
Key knowledge from the unit		To know that there are special songs we can sing to celebrate events.	To understand how to listen carefully and talk about what I hear.	To know that the beat is the steady pulse of a song.	To understand that a piece of music can tell a story with sounds.	To know that an orchestra is a big group of people playing a variety of instruments together.
		To understand that my voice or an instrument can match an action in a song.	To know that sounds can be copied by my voice, body percussion and instruments.	To know that tempo is the speed of the music.	To know that different instruments can sound like a particular character.	To know that music often has more than one instrument being played at a time.
		To know that moving to music can be part of a celebration.	To understand that instruments can be played loudly or softly.	To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To understand what 'high' and 'low' notes are.	To understand that performing means playing a finished piece of music for an audience.
		To recognise that different sounds can be long or short.	To know that music often has more than one instrument being played at a time.	To know that signals can tell us when to start or stop playing.		
		To recognise music that is 'fast' or 'slow'.				

Year 1		✦ Pulse and rhythm (All about me)	Classical music, dynamics and tempo (Animals)	✦ Musical vocabulary (Under the sea)	✦ Timbre and rhythmic patterns (Fairytales)	✦ Pitch and tempo (Superheroes)	Vocal and body sounds (By the sea)
Key knowledge from the unit		To know that rhythm means a pattern of long and short notes.	To understand that sounds can be adapted to change their mood, eg through dynamics or tempo.	To understand that pitch means how high or low a note sounds.	To know that an instrument or rhythm pattern can represent a character in a story.	To understand that tempo can be used to represent mood or help tell a story.	To know that dynamics can change how someone listening feels about music.
		To know that pulse is the regular beat that goes through music.	To know that sounds can help tell a story.	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.	To know that my voice can create different timbres to help tell a story.	To understand that 'tuned' instruments play more than one pitch of notes.	To know that your voice can be used as a musical instrument.
		To understand that the pulse of music can get faster or slower.	To know that tempo is the speed of the music.	To know that music has layers called 'texture'.	To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.	To know that following a leader when we perform helps everyone play together accurately.	To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.
		To know that a piece of music can have more than one section, eg a versed and a chorus.	To know that dynamics means how loud or soft a sound is.				To understand that music can be represented by pictures or symbols.

Year 2		✦ West African call and response song (Animals)	✦ Orchestral instruments (Traditional Western stories)	✦ Musical me	Dynamics, timbre, tempo and motifs (Space)	On this island: British songs and sounds	✦ Myths and legends
Key knowledge from the unit		To know that dynamics can change the effect a sound has on the audience.	To know that musical instruments can be used to create 'real life' sound effects.	To understand that 'melody' means a tune.	To know that a 'soundscape' is a landscape created using only sounds.	To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.	I know that a graphic score can show a picture of the structure of music.
		To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.	To know that 'notation' means writing music down so that someone else can play it.	To know that a composer is someone who creates music and writes it down.	To know that 'duration' means how long a note, phrase or whole piece of music lasts.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
		To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	To know that stringed instruments, like violins, make a sound when their strings vibrate.	To understand that 'accompaniment' can mean playing instruments along with a song.	To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.	To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.	To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.
		To understand that the tempo of a musical phrase can be changed to achieve a different effect.	To know that a brass instrument is played by vibrating your lips against the mouthpiece.	To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.			
		To understand that an instrument can be matched to an animal noise based on its timbre.	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.				

Year 3		✦ Ballads	Creating compositions in response to an animation (Mountains)	✦ Developing singing technique (Vikings)	✦ Pentatonic melodies and composition (Chinese New Year)	Jazz	✦ Traditional instruments and improvisation (India)
Key knowledge from the unit		To know that a ballad tells a story through song.	To understand that the timbre of instruments played affect the mood and style of a piece of music.	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.	To know that the word 'crescendo' means a sound getting gradually louder.	To understand that 'syncopation' means a rhythm that is played off the natural beat.	To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.
		To know that lyrics are the words of a song.	To know that an ensemble is a group of musicians who perform together.	To know that different notes have different durations, and that crotchets are worth one whole beat.	To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.	To know that Ragtime is piano music that uses syncopation and a fast tempo.	To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.
		To know that in a ballad, a 'stanza' is a verse.	To know that to perform well, it is important to listen to the other members of your ensemble.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To understand that a pentatonic melody uses only the five notes C D E G A.	To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.	To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'
				To know that written music tells you how long to play a note for.		To know that 'scat singing' is using made-up words to create the sound of an instrument playing.	To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.
							To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.

Year 4		✦ Body and tuned percussion (Rainforests)	Rock and roll	✦ Changes in pitch, tempo and dynamics (Rivers)	Haiku music and performance (Hanami)	✦ Samba and carnival sounds and instruments (South America)	✦ Adapting and transposing motifs (Romans)
Key knowledge from the unit		To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.	To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.	To know that when you sing without accompaniment it is called 'A Capella'.	To know that a glissando in music means a sliding effect played on instruments or made by your voice.	To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.	To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).
		To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.	To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.	To understand that harmony means playing two notes at the same time, which usually sound good together.	To know that expressive language (like a poem) can be used as inspiration for composing music.	To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.	To know that 'transposing' a melody means changing its key, making it higher or lower pitched.
		To know that a 'loop' in music is a repeated melody or rhythm.	To know that playing in time means all performers playing together at the same speed.	An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.	To understand that both instruments and voices can create audio effects that describe something you can see.	To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.	To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.
		To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that grouping instruments according to their timbre can create contrasting 'textures' in music.		

Year 5		✦ Composition notation (Ancient Egypt)	✦ Blues	✦ South and West Africa	✦ Composition to represent the festival of colour (Holi)	Looping and remixing	Musical theatre
Key knowledge from the unit		To know that simple pictures can be used to represent the structure (organisation) of music.	To understand that a chord is the layering of several pitches played at the same time.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.	To know that a vocal composition is a piece of music created only using voices.	To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.	To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.
		To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.	To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a loop is a repeated rhythm or melody, and is another word for ostinato.	To know that choreography means the organisation of steps or moves in a dance.
		To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.	To understand that major chords create a bright, happy sound.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that remix is music that has been changed, usually so it is suitable for dancing to.	To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.
			To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.	To know that poly-rhythms means many rhythms played at once.	To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.		
		To know that simple pictures can be used to represent the structure (organisation) of music.	To understand that a chord is the layering of several pitches played at the same time.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.	To know that a vocal composition is a piece of music created only using voices.	To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.	To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.

✦ NB. Unit appears in the condensed curriculum

Year 6		✦ Advanced rhythms	✦ Dynamics, pitch and texture (Coast-Fingal's Cave)	Songs of World War 2	Film music	✦ Theme and variations (Pop Art)	✦ Composing and performing a Leavers' song
Key knowledge from the unit		To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.	To know that the conductor beats time to help the performers work well together.	To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during VVW2	To know that a film soundtrack includes the background music and any songs in a film.	To know that a 'theme' is a main melody in a piece of music.	To know that a chord progression is a sequence of chords that repeats throughout a song.
		To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972.	To understand that improvisation means making up music 'on the spot'.	To know that the Solfa syllables represent the pitches in an octave.	To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.	To know that 'variations' in music are when a main melody is changed in some way throughout the piece.	To know that a melody can be adapted by changing its dynamics, pitch or tempo.
		To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.	A 'counter-subject' or 'counter-melody' provides contrast to the main melody.	To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.	To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.	To know that chord progressions are represented in music by Roman numerals.
		To know that a quaver is worth half a beat.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.	To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.	To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.	To understand that all types of music notation show note duration.

✦ NB. Unit appears in the condensed curriculum



Music - Instrument playing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1						Guitar
Aut 2						
Spr 1		Drumming				
Spr 2			Harmonica			
Sum 1				Ukulele		Drumming
Sum 2					Ukulele	Dumming