

MUSIC

Knowledge Sequencing Document

Music National Curriculum Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

	Music
Curriculum Principles:	-Awe and Wonder -Enquiry Based Learning -Equality of Opportunity
Intent	<p style="text-align: center;">To nurture children’s appreciation for the universal language of music, empowering them to develop their creativity and self-confidence.</p> <p>Children will develop an appreciation of music by performing, listening to, reviewing and evaluating music from a range of historical periods, genres, styles and traditions, written by composers from across the world. From Nursery to year 6 children will build their listening and appraising, singing, performing, composing and improvising skills, becoming increasingly familiar with the inter-related dimensions of music (rhythm, pitch, duration, dynamics, tempo, timbre and texture). They will also develop their knowledge of musical theory and notation and have the opportunity to access and make progress in at least one musical instrument.</p>

Knowledge Threads	The areas of learning in Music are sequenced and linked through the study of: music theory & notation, instruments & instrument families and the history & evolution of music .
Music theory & notation	<ul style="list-style-type: none"> • To know that there are different ways of writing music, moving from simple, graphic scores to standard notation. • To read graphic scores and traditional staff to replicate rhythmic and melodic patterns using their voice or an instrument. To use them as a means of recording their own ideas. • To examine the fundamentals of music, understanding and communicating in the language of music and using it to interpret musical compositions. • To make reference to the inter-related dimensions of music: rhythm, pitch, duration, dynamics, tempo, timbre and texture. • To explore compositional and structural elements such as song form, tempo, notes, chords, key signatures, intervals and scales.

<p>Instruments & instrument families</p>	<ul style="list-style-type: none"> • To know that there are 5 main families of instrument: strings, woodwind, brass, keyboards and percussion. • To identify common instruments that fall into one of the above categories, both visually and aurally. • To recognise the ways that musicians play these instruments and how they can manipulate and change the sound they produce. • To understand scientifically <i>how</i> a sound is produced on a range of instruments and the processes involved. • To explore instruments beyond those found in conventional western music to broaden their knowledge and appreciation of instrumentation from across the globe.
<p>History & evolution of music</p>	<ul style="list-style-type: none"> • To develop an understanding of the history of music. • To recognise and understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. • To place compositions and songs in artistic, historical, social and political contexts, building meaningful and memorable connections between events or periods in history and the music of the time. • To gain knowledge of important moments in the evolution of music and of key musicians and composers, in a range of styles. • To explore a range of musical genres, becoming increasingly familiar with their distinct features and style indicators.
<p>Child Initiated</p>	<ul style="list-style-type: none"> • There must be enough scope in the medium term planning to allow children’s interests and enquiry to be explored although all knowledge threads and music skills are covered.

<p>Music Skills</p>	<p>The Big Music Ideas</p>
<p>Listening</p>	<p>Our children will expand their musical horizons by learning to listen critically, gaining a deeper understanding of how music is constructed and its impact on the listener. They will listen with concentration and understanding to a broad range of high-quality live and recorded music, recalling sounds with growing aural memory and demonstrating increasing attentional to detail. They will draw on their developing knowledge of music theory, genres and style indicators when discussing the pieces that they listen to.</p>
<p>Singing</p>	<p>Our children will learn to use their voices expressively by singing songs and speaking chants or rhymes. They will develop their vocal production over time, demonstrating increasing accuracy, fluency, control and expression. In the process, the principles of good singing will be instilled in them: warm ups, breathing, posture, dynamics, phrasing, context and vocal health. Through good vocal production, careful listening and well-developed sense of pitch, our children will be able to sing in harmony by the end of year 6.</p>
<p>Performing</p>	<p>Our children will have the opportunity to perform in both solo and ensemble contexts, playing both tuned and untuned instruments with increasing accuracy, fluency, control and expression. In the process, the principles of performance will be instilled in them: developing stagecraft, encouraging peer feedback and seeking out opportunities for collaboration. Our children will read and play according to notation, beginning with simple graphic and rhythmic scores before progressing onto standard staff notation. They will also develop facility in the basic skills of a selected musical instrument over a sustained period of learning.</p>
<p>Composing</p>	<p>Our children will experiment with, create, select and combine sounds in response to a range of stimuli, composing music for a variety of purposes. Our children will develop the craft of creating their own rhythms and melodies, fashioning them into short pieces. They</p>

	will become familiar with a range of styles and genres, developing their aural understanding and musical memory to inform their composition work. They will practise recalling melodic shapes, harmonic sequences, rhythmic patterns and sections of their compositions. They will record their ideas using notation appropriate to the year group they are in.
Improvising	Our children will create improvisations within given parameters to build on or extend existing musical ideas. These improvisations can be either vocal or instrumental and will initially take the form of simple question and answer phrases to form a musical conversation and then 'on-the-spot' responses using a limited note range. As they grow in confidence as performers, they will not only start to use a wider range of notes but also incorporate other techniques, varying the dynamics and articulation of their improvisations.

Music Knowledge Progression

Knowledge Threads - Across every year group the following knowledge threads will be explored:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Year A	Marvellous Me	Winter	Space	People who help us	Traditional Tales	Under The Sea
Reception content in red	Happy and you know it- Me! - Name song - I Am Special Sing – Play instruments - Tap rhythms – Express feelings	Are you sleeping baby bear? - Winter - Christmas songs Sing – Mark pulse – Call and response – Tap rhythms	Zoom Zoom Zoom - Twinkle Twinkle - On a Rocket Ship - Sun, Moon, Stars Pitch match – Mark pulse – Sing in group/solo	Miss Polly - Wheels on the bus - People who help us - When I Grow Up Pitch match – Mark pulse – Movement/listening games	Little Red Riding Hood - Cake For Grandma - I Love Red Play with control – Listen with attention - Perform in group/solo	Animals in the Ocean - Down in the Deep - Under the Sea Play with control – Create own songs – Replicate choreographed dances
EYFS Year B	Marvellous Me	Traditional Tales	Amazing Africa	Here We Go!	Mini-beasts	My World
Reception content in red	Family Proud So Many Colours We Are Family	He Went Higher Goldilocks & the 3 Bears Three Little Pigs Fee-Fi-Fo-Fum	AwoNye Naaki Le Oshe Baba Che Che Kule Travel around the world	The Way The Bunny Hops - Transportation Song Bear Hunt Travel song	Hungry Caterpillar 5 Little Caterpillars Wiggly Woo Incy Wincy Superworm	Here is the Beehive The Bees Go Buzzing Who Took The Cookie? Reduce Reuse Recycle
Y1	Whatever the Weather	Blast from the Past	Incredible Inventions	The Secret Garden	There's No Place Like Home	Animal Kingdom
	Nursery rhymes about the weather Soundscapes	Nursery rhymes about toys Toy Story soundtrack Christmas songs	Rosie Revere, Engineer Raps and chants Body percussion	Nursery rhymes about seeds, plants and gardening <i>I Like The Flowers</i> – rounds	Traditional songs from England, Scotland and Ireland Country music	Banana Rap Zootime Peter & The Wolf
Y2	Heroes of History	Poles Apart	Fire, Fire!	Spring Has Sprung	Coming To England	Natural World
	Songs celebrating achievement in sport Counterpoints	Songs about Judaism and Jewish celebrations <i>Frozen</i> soundtrack	Counting in groups of three Ascending melodies 17 th century instruments	Whole class glockenspiel lessons		Reuse, Reuse, Recycle Improvising Pentatonic scales
Y3	Let There Be Light	Stones and Bones	Rivers Run Deep	Animal Magic!	Let It Grow	May The Force Be With You!
	<i>This Little Light of Mine</i> Songs about Diwali Pitch and dynamics	<i>Blackbird</i> : a study into the music of <i>The Beatles</i>	Whole class recorder lessons		<i>Spring</i> by Vivaldi Baroque music Concertos	Ancient Egypt Instruments of the past Rest bars and improvising
Y4	Groovy Greeks	Our Changing World	Brilliant Bodies	Romans on the Rampage	Buzzers, Bulbs and Batteries	Sounds Familiar!
	Songs about war and invasion in Ancient Greece Counterpoints & polyrhythms	<i>Earth Song</i> and <i>Heal The World</i> Chordal accompaniments Improvising	Whole class ukulele lessons		Doctor Who Theme Music technology Found sounds	A study into the opera <i>Carmen</i> by French composer Georges Bizet
Y5	Settling Saxons & Scots	Vicious Vikings	Force of Nature	The Windrush	Reach for the Stars	All Grow, All Change!
	Whole class guitar lessons	Young Voices: Ensemble singing Harmonies and counterpoints	Whole class guitar lessons	Reggae and its sub-genres: Dub and lovers rock Bob Marley and Protoje	<i>Earth</i> by Hans Zimmer <i>Mars, Bringer of War</i> by Gustav Holst	Hip-hop/rap: links to graffiti <i>Fresh Prince of Bel Air</i> and <i>A Tribe Called Quest</i>
Y6	Benin: An African kingdom	Wars Through Time	South America	Fit and Fabulous	Go Compare!	CSEye investigates
	Whole class djembe lessons	<i>Bella Ciao</i> (trad. Italian) Antiwar songs by Bob Dylan, Edwin Starr and John Lennon	A study into <i>The Little Train of Caipira</i> by Brazilian composer Heitor Villa-Lobos	Whole class keyboard lessons		Year 6 production Ensemble singing Solo singing

EYFS Autumn 1 (Year A)		
Learning Journey		Key Knowledge
Marvellous Me		<p><i>Happy and you know it</i> – A popular traditional repetitive children’s song. It follows the structure “If you’re happy and you know it...” followed by an action which children perform as well as sing, usually starting with ‘clap your hands’, then ‘stomp your feet’ and ‘shout Hooray!’ Using the same pattern, it can be adapted with children’s own suggestions for actions.</p> <p><i>Me!</i> – This song introduces the body parts (see key vocabulary). The verses follow the structure “This is my...” followed by a different body part, which children point to as they sing. It also has some actions (wiggle, point, etc) that children perform between verses.</p> <p><i>Name song</i> – This song celebrates different names, following the structure “My name’s _____ and it’s a great name, it’s a great name and it’s mine” in the verse with the chorus “It’s my name and I don’t wanna change it, it’s my name, it will always be mine”.</p> <p><i>I Am Special</i> – This song celebrates how important and special everyone is and follows the same melody as <i>Zoom, Zoom, Zoom</i>, and the verse opening with “I, I, I, I’m special as can be”. The following verses replace ‘I’ with ‘you’ and ‘we’.</p>
EYFS Statutory Framework	<p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>	
Force for Positive Change		➤
Music skills		Skill Assessment
Singing	<ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person (‘pitch match’) • Sing the melodic shape (e.g. up and down, down and up) of familiar songs 	
Playing	<ul style="list-style-type: none"> • Plays a given instrument to a steady beat • Able to illustrate a favourite song, nursery rhyme or action song by playing an instrument to the beat of the song • Tap rhythms to accompany words, such as the syllables of names, objects, animals and song lyrics 	
Responding	<ul style="list-style-type: none"> • Create their own songs or improvise a song around one they know • Explore and engage in music making and dance, performing solo or in groups • Listen attentively, move to and talk about music, expressing their feelings and responses 	
Notes:		
Content in red is targeted at reception.		

Year 2 Autumn 1		
Learning Journey		Key Knowledge
Heroes of History		
National Curriculum Content	<p>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>- listen with attention to detail and recall sounds with increasing aural memory</p> <p>- develop an understanding of the history of music.</p> <p>Previous Links:</p>	<p><i>Olé, Olé, Olé</i> is a chant used in sport and especially football. <i>Olé</i> is a Spanish interjection used to cheer on or praise a performance commonly used in bullfighting and flamenco dance.</p> <p>The popular version of the <i>Olé, Olé, Olé</i> chant was first used in a 1985 song written by the Belgians Roland Verlooven and Grand Jojo called <i>Anderlecht Champion</i> as "Allez, Allez, Allez" (French), but became "Olé" (Spanish) in the version <i>E Viva Mexico</i> for the Mexico '86 World Cup.</p> <p><i>Waka Waka (This Time for Africa)</i> is a song by Colombian singer Shakira, featuring the South African band Freshlyground. It was released as the official song of the 2010 FIFA World Cup, which was held in South Africa.</p> <p>It blends traditional African music with Afro-Colombian rhythms.</p> <p><i>Oh Africa</i> is a song by the artist Akon and Keri Hilson from the The Official 2010 FIFA World Cup Album. It was released to raise funds to aid underprivileged children in Africa.</p> <p><i>Three Lions</i> is a song by the English comedians David Baddiel and Frank Skinner and the rock band The Lightning Seeds. It was released on 20 May 1996 to mark the England football team's participation in that year's UEFA European Championship, which England was hosting.</p> <p>Towards the end of the song, it uses counterpoints, where the chorus of "Three Lions on a shirt" is sung at the same time as the repeated line "It's coming home, it's coming".</p>
Force for Positive Change		➤
Music skills		Skill Assessment
Listening		<ul style="list-style-type: none"> • Explore pieces from national and other heritages, popular music and western classical tradition. • Refer to basic structural features, e.g. introduction, verse, chorus, when describing a piece of music. • Describe contrasting dynamics (<i>forte/piano</i>) and articulation (<i>staccato/legato</i>).
Singing		<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures, tunefully and with expression. • Sing rounds and partner songs in different time signatures.
Performing		<ul style="list-style-type: none"> • Follow and perform simple rhythmic scores to a steady beat. • Play and perform melodies following staff notation using a small range.
Composing		•
Improvising		•
Notes:		

Year 2 Autumn 2			
Learning Journey		Key Knowledge	Key Vocabulary
Poles Apart		<p><i>Shalom Chaverim</i> (aka <i>Shalom My Friend</i>) is a traditional Hebrew folk song. The translation of the Hebrew text is basically: "Goodbye and be safe my friends. Until we meet again, have peace." It can be sung as a <i>round</i>: a piece in which multiple voices sing the same melody but start at different times. When each singer gets to the end of the song, they start again.</p> <p><i>Festival of Lights</i> is a children's song written by Cheryl Lavender about the Jewish festival <i>Chanukah</i> (Hanukkah). It mentions important features of the festival, including the <i>menorah</i> (candle holder with nine candles), <i>dreidel</i> (four-sided spinning top) and <i>hora</i> (folk dance).</p> <p><i>Do You Want To Build a Snowman?</i> is a song composed by Kristen Anderson-Lopez and Robert Lopez for the Disney film <i>Frozen</i>.</p> <p>It has a mixture of solo (individual), duet (two) and choral (larger group) parts.</p>	<p>pulse, rhythm, pitch, tempo, dynamics, texture, chorus, verse, lyrics, melody, round, harmony, counterpoints, solo, choral</p>
National Curriculum Content	<p>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>- develop an understanding of the history of music.</p> <p>Previous Links:</p>		
Force for Positive Change		➤	
Music skills		Skill Assessment	
Listening		<ul style="list-style-type: none"> Identify and describe some of the layers (<i>texture</i>) in a piece, e.g. voices (male/female) and instruments. Attempt to use some musical vocabulary when describing a piece: tempo, pulse/beat, pitch, dynamics. Explore children's songs from local, national and other heritages, as well as some popular music. 	
Singing		<ul style="list-style-type: none"> Control vocal pitch and match the pitch they hear with accuracy. Sing a wide range of call and response songs, to control pitch and to match the pitch they hear with accuracy. Know the meaning of dynamics (<i>loud/quiet</i>) and tempo (<i>fast/slow</i>) and demonstrate these when singing 	
Performing		<ul style="list-style-type: none"> Play repeated rhythm patterns (<i>ostinati</i>) using body percussion and classroom percussion. Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. 	
Composing		•	
Improvising		•	
Notes:			

Year 4 Autumn 2			
Learning Journey		Key Knowledge	Key Vocabulary
Our Changing World			
National Curriculum Content	<p>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>- improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>- use and understand staff and other musical notations</p> <p>Previous Links: Reception – My Family (Jackson 5) Y2 – Reduce, Reuse, Recycle (songs to raise awareness of environmental matters)</p>	<ul style="list-style-type: none"> - As a teenager in the 1970s, Michael Jackson was part of <i>The Jackson 5</i> with his siblings. - <i>Heal the World</i> is taken from his 1991 album <i>Dangerous</i>. It is a song steeped with anti-war lyrics and Jackson's wish for humanity of making the world a better place. - He also created the Heal the World Foundation, a charitable organization which was designed to improve the lives of children. - <i>Earth Song</i> is taken from his 1995 album <i>HIStory: Past, Present and Future, Book I</i>. - It is a ballad that incorporates elements of blues, gospel and opera. Though Jackson had a long history of releasing socially conscious songs, <i>Earth Song</i> was his first to overtly discuss the environment and animal welfare. - Standard notation symbols and their values: <i>semibreve</i> – 4 beats, <i>minim</i> – 2 beats, <i>crotchet</i> – 1 beat, as well as the equivalent rests. - On a conventional staff, specific pitches/notes correspond to the lines (E G B D F) and spaces (F A C E) - An accidental is a sign placed immediately to the left of (or above) a note to show that the note must be changed in pitch. A sharp (#) raises a note by a semitone. 	<p>rhythm, pulse, timbre melody, harmony, dynamics, tempo, texture, lyrics, ballad, choir, solo, ensemble, blues, gospel, opera, stave, improvise, accidentals, sharp, semitone, legato (smooth), staccato (detached)</p> <p>Instrument families: strings, woodwind, brass, percussion</p>
Force for Positive Change		➤ Popular music can be used as a means of raising awareness for issues affecting the world and its inhabitants. Which issues would you use music to tell the world about?	
Music skills		Skill Assessment	
Listening		<ul style="list-style-type: none"> • Refer to basic structural features, e.g. introduction, verse, chorus, when describing a piece of music. • Analyse and explore different pieces' musical concepts and style. • Explore pieces from national and other heritages, popular music and western classical tradition. 	
Singing		<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures, tunefully and with expression. • Vary dynamics of singing from piano (quite) to forte (loud). 	
Performing		<ul style="list-style-type: none"> • Play and perform melodies following staff notation using a small range as a whole-class or in small groups. • Follow and perform simple rhythmic scores to a steady beat. 	
Composing		<ul style="list-style-type: none"> • 	
Improvising		<ul style="list-style-type: none"> • Become more skilled in improvising using voices or instruments. • Invent short 'on-the-spot' responses using a limited note-range. • Improvise on a limited range of pitches on the instrument, beginning to make use of musical features including smooth (<i>legato</i>) and detached (<i>staccato</i>). 	
Notes:			