



MUSIC COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 2

Intent:

To instil in our students a love of music and a wide range of genres. To modernise the music curriculum to bring it in line with advancements in musical tastes, technology and potential future careers to provide creative, contemporary and engaging musical opportunities for our students. To provide musical performance opportunities that showcase the talents our outstanding students possess, promote Applebee Wood in the wider community and develop confidence and self-esteem within our students.

		Cycle A (2025-2026)	Cycle B (2026-2027)	Cycle C (2027-2028)	Cycle D (2028-2029)	Running throughout each cycle
Autumn	1	Theme – Europe Creating Music <i>*National Curriculum coverage to be taught at differentiated Developmental steps. *</i> <i>To improvise and compose music for a range of purposes using the interrelated dimensions of music (Exploring music across Europe).</i>	Theme – Going Green Creating Music <i>*National Curriculum coverage to be taught at differentiated Developmental steps. *</i> <i>To improvise and compose music for a range of purposes using the interrelated dimensions of music (Recycled orchestra).</i>	Theme - Maps Creating Music <i>*National Curriculum coverage to be taught at differentiated Developmental steps. *</i> <i>To improvise and compose music for a range of purposes using the interrelated dimensions of music (Adventure focus – building suspense using element focus).</i>	Theme – Water Creating Music <i>*National Curriculum coverage to be taught at differentiated Developmental steps. *</i> <i>To improvise and compose music for a range of purposes using the interrelated dimensions of music (Water soundscape, rain makers).</i>	The following are the inter-related dimensions of music which should be taught and revisited / interwoven throughout the cycles: - Rhythm - A combination of long and short sounds. - Beat - The steady pulse that runs throughout a piece of music. - Texture - The layers of sound in a piece of music and the relationship between them. - Duration - The length of time that a note is held or played for. - Dynamics - The variation in volume of the sounds or notes in a piece of music. - Pitch - How high or low a note is. - Tempo - The speed of a piece of music.
	2	Theme – Victorian Britain Singing/Playing and Performing <i>*National Curriculum coverage to be taught at differentiated Developmental steps. *</i> <i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (Nativity X).</i>	Theme – Stone Age to Iron Age Singing/Playing and Performing <i>*National Curriculum coverage to be taught at differentiated Developmental steps. *</i> <i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i>	Theme – Our Local History Singing/Playing and Performing <i>*National Curriculum coverage to be taught at differentiated Developmental steps. *</i> <i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i>	Theme – Anglo Saxons Singing/Playing and Performing <i>*National Curriculum coverage to be taught at differentiated Developmental steps. *</i> <i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i>	
Spring	1	Theme – Volcanoes and Earthquakes Musical Journeys <i>*National Curriculum coverage to</i>	Theme – The United Kingdom Musical Journeys <i>*National Curriculum coverage to be taught at differentiated</i>	Theme – Our World Musical Journeys <i>*National Curriculum coverage to be taught at differentiated</i>	Theme – North and South America Musical Journeys <i>*National Curriculum coverage to be taught at differentiated</i>	The following are musical skills (national curriculum) which should be taught and revisited / interwoven throughout the cycles: - Individual

		be taught at differentiated Developmental steps. * <i>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (e.g. Bjork - inspired by volcanic landscape).</i>	Developmental steps. * <i>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Traditional folk music across regions of the UK).</i>	Developmental steps. * <i>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (World music/instruments of the world).</i>	Developmental steps. * <i>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (North America e.g. Roots music, South America- e.g. Samba, Cumbia).</i>	Performance - Group Performance - Improvisation - Appraisal and Evaluation - Listening - Singing - Composing - Playing Instruments
	2	Theme – Ancient Greece Musical Journeys *National Curriculum coverage to be taught at differentiated Developmental steps. * <i>Develop an understanding of the history of music (Ancient Greece – instrumental, singing).</i>	Theme – Mayan Civilisation Musical Journeys *National Curriculum coverage to be taught at differentiated Developmental steps. * <i>Develop an understanding of the history of music (Mayan instruments – wind/percussion).</i>	Theme – Vikings Musical Journeys *National Curriculum coverage to be taught at differentiated Developmental steps. * <i>Develop an understanding of the history of music (Viking instruments – string, wind, percussion, e.g. lute).</i>	Theme – Roman Empire (Britain) Musical Journeys *National Curriculum coverage to be taught at differentiated Developmental steps. * <i>Develop an understanding of the history of music (instruments – wind, string, organs e.g. Roman tuba, cornu).</i>	
Summer	1	Theme – Where We Live Listening *National Curriculum coverage to be taught at differentiated Developmental steps. * <i>Listen with attention to detail and recall sounds with increasing aural memory (local soundscape).</i>	Theme – What's the difference? Listening *National Curriculum coverage to be taught at differentiated Developmental steps. * <i>Listen with attention to detail and recall sounds with increasing aural memory (soundscape country vs. city).</i>	Theme – Land Listening *National Curriculum coverage to be taught at differentiated Developmental steps. * <i>Listen with attention to detail and recall sounds with increasing aural memory (local soundscapes).</i>	Theme – Settlements Listening *National Curriculum coverage to be taught at differentiated Developmental steps. * <i>Listen with attention to detail and recall sounds with increasing aural memory (e.g. rural/urban sounds).</i>	
	2	Theme – Ancient China Sounds and Symbols *National Curriculum coverage to be taught at differentiated Developmental steps. * <i>To use and understand staff and other musical notations (e.g. create a musical score involving elements from Ancient China – learners to match</i>	Theme – Ancient Egypt Sounds and Symbols *National Curriculum coverage to be taught at differentiated Developmental steps. * <i>To use and understand staff and other musical notations (e.g. create a Hieroglyphic or Pyramid musical score – learners to match each</i>	Theme – The Battle of Britain Sounds and Symbols *National Curriculum coverage to be taught at differentiated Developmental steps. * <i>To use and understand staff and other musical notations (e.g. creative musical score e.g. plane movement – learners to match each symbol to a</i>	Theme – Changes in Social History Sounds and Symbols *National Curriculum coverage to be taught at differentiated Developmental steps. * <i>To use and understand staff and other musical notations (e.g. create an electronic/traditional score – learners to match symbols to a specific sound</i>	

		<i>each symbol to a specific sound or instrument).</i>	<i>symbol to a specific sound or instrument).</i>	<i>specific sound or instrument).</i>	<i>or instrument).</i>	
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