

Castle Primary's *Music* Curriculum
Skills Progression

Year 1/2	Year 3/4	Year 5/6
<p>1. Performing</p> <ul style="list-style-type: none"> a. sing with good diction. b. begin to be able to sing in tune songs with a limited range; c. sing in time to a steady beat. d. name a variety of instruments; e. perform with a good sense of beat and rhythm; f. perform together in an ensemble; g. change the tempo or dynamics while playing an instrument. <p>2. Listening</p> <ul style="list-style-type: none"> a. begin to recognise different genres of music; b. begin to recognise instruments being played in a piece of music; c. express their opinion about pieces of music. <p>3. Composing</p> <ul style="list-style-type: none"> a. compose a simple tune using three or four notes; b. create sound effects for a picture or story, thinking about how music can create a mood; c. write down their compositions using symbols, pictures or patterns. <p>4. Notation</p> <p>5. Knowledge of Music</p>	<p>1. Performing</p> <ul style="list-style-type: none"> a. sing with good diction; b. sing in tune songs with a limited range; c. sing a song with two or more parts; d. perform with expression; e. use correct technique to play instruments. <p>2. Listening</p> <ul style="list-style-type: none"> a. find the beat in a piece of music; b. explain the tempo, dynamics and duration of a piece of music; c. begin to recognise some orchestral instruments in a piece of music. d. recognise a range of music genres. e. recognise instruments being played in a piece of music; f. express their opinion about pieces of music using appropriate musical vocabulary; g. discuss similarities and differences in pieces of music. <p>3. Composing</p> <ul style="list-style-type: none"> a. compose a tune using eight notes; b. compose music that has a recognisable structure (beginning, middle and end). <p>4. Notation</p> <ul style="list-style-type: none"> a. recognise crotchets, quavers, semibreves and crotchet rests; b. begin to be able to recognise some notes on a treble clef staff. <p>5. Knowledge of Music</p> <ul style="list-style-type: none"> a. name some composers and genres of music from different eras. 	<p>1. Performing</p> <ul style="list-style-type: none"> a. sing with good diction; b. sing in tune; c. sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch; d. perform with accuracy and expression, showing an understanding of the context of the music; e. use correct technique to play instruments with improved confidence and accuracy. <p>2. Listening</p> <ul style="list-style-type: none"> a. find the beat in a piece of music; b. explain the tempo, dynamics, metre, timbre and duration of a piece of music; c. recognise orchestral instruments and describe their effect in a piece of music. d. recognise a range of music genres (including from around the world) and describe their characteristics; e. name a variety of composers and artists associated with different genres of music; f. recognise instruments being played in a piece of music; g. express their opinion about pieces of music using appropriate musical vocabulary; h. discuss similarities and differences in pieces of music and explain how composers and performers achieve this. <p>3. Composing</p> <ul style="list-style-type: none"> a. create more complex tunes, thinking about their audience; b. add lyrics to a composition; c. compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics. <p>4. Notation</p> <ul style="list-style-type: none"> a. recognise crotchets, quavers, semibreves, crotchet and quaver rests; b. recognise notes on a treble clef staff; c. understand that notes are positioned differently on a bass clef; d. read, and play from, music notation; e. record their own compositions using music notation. <p>5. Knowledge of Music</p> <ul style="list-style-type: none"> a. name some composers and genres of music from different eras; b. name different musical periods.

Castle Primary's *Music* Curriculum

Long-Term Knowledge Plan A

	Year 1/2	Year 3/4		Year 5/6	
Autumn Term	Skills: 1; a, b, c, e, g / 2; b / 3; a, c	Skills: 1; a, b, c, d, e / 2; a, b, d, e, f, g / 3; a, b, / 4; a / 5; a		Skills: 1; c, d, e / 2; a, b, d, e, f, g, h / 3; a, c / 4; a, b, d, e / 5; a, b	
	Our Bodies (All about me) & Christmas Songs	African Music & Christmas Songs		Electronic Music & Christmas Songs	
	Knowledge: Performing & Composing: <ul style="list-style-type: none"> Learn about singing/tapping in time, pitch and vocal health. (Metronome) Making different sounds (body percussion, making instruments – shakers) and volumes of sounds. Using knowledge of rhythm to create a beat using symbols, pictures or patterns. Listening: <ul style="list-style-type: none"> Explore and understand tapping simple rhythms at different tempos; individually and in unison. Basic recognition of instruments in songs, e.g. piano, guitar, violin, voice 	Knowledge: <ul style="list-style-type: none"> Able to play simple rhythms using the Cajon/Djembe or similar. Learn call and response technique; e.g 'Kye Kye Kule' Learn to sing in group e.g 'Banaha' Learn and explain musical notation especially crochets, quavers, semibreves and crotchet rests. Ability to identify the differences and similarities of instruments, tempo and tune between African and Samba traditional music. How music is used in African Festivals Knowledge of Western African musical traditions African Learn about singing/tapping in time, pitch and vocal health. 		Knowledge: <ul style="list-style-type: none"> Ability to maintain and alter tempo and dynamics when playing using a metronome to keep in time Create a piece (beginning, middle, end) of electronic music using online computer software. BBC: Play it Understand the differences between 2/4, 3/4 and 4/4 time signatures. Write complex rhythms/melodies and play correctly. Aware of electronic music and DJ's at festivals and where their influences are inherited Look into how music is created and performed using technology e.g. DJ's at festivals - not using instruments Learn about singing/tapping in time, pitch and vocal health. 	
Spring Term	Skills: 1; b, c, e, g / 2; a, b, c / 3; a, b	Skills: 1; a, b, c, d, e / 2; a, b, c, d, e, f, g / 3; a, b / 4; a / 5; a		Skills: 1; d / 2; a, b, c, d, e, f, g, h / 3; a, b / 4; b, d / 5; a, b	
	Outer Space/Pitch	Musical Theory: Pulse and Metre 1	Jazz/Blues	Pop	Musical Theory: Tonality
	Knowledge: Performing & Composing: <ul style="list-style-type: none"> Explore and create your own responses, melodies and rhythms. Learn how to change the pitch of our singing voices Listening: <ul style="list-style-type: none"> Learn what pitch is and how we can recognise high, middle and low sounds and instruments Recognise and understand the different sounds of instruments, including detecting instruments by ear. Think about how music can create a mood e.g. Gustav Holst - The Planets Appraising: <ul style="list-style-type: none"> Begin to talk about the music and how it makes us feel. 	Knowledge: <ul style="list-style-type: none"> Explore steady beats known as 'pulse', and explore rhythm Find the pulse and explore rhythm in a piece of music Explore how music is organised and look at music with 4, 2 and 3 beats in a bar Using body percussion to keep in time Identify how many beats are in each bar for different pieces of music 	Knowledge: <ul style="list-style-type: none"> Able to sing along to songs in tune and with expression. Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Research and understand the use of instruments and techniques when playing. Understand 12 Bar Blues and simple music chords/melodies Demonstrate an understanding of the music and how it makes you feel. Identify some composers and genres of music. 	Knowledge: <ul style="list-style-type: none"> Sing three-part rounds, partner songs, and songs with a verse and a chorus Further understand the differences between semibreves, minims, crochets and crotchet rests, paired quavers and semiquavers. Recognise how popular musical instruments have changed. Guitar, piano, synthesiser Reason as to why some music is popular. catchy melody, repetitive. Identify musical eras and how popular music is similar from 1920s to today, Pachelbel - Canon in drop d & Maroon 5 - Memories. Use knowledge of instruments used in popular music to identify the correct musical period. 	Knowledge: <ul style="list-style-type: none"> Introduced to melody; how it is made, why it is used and where we often hear it. We will be singing together and listening to a musical extract Learn how to play a melody on a xylophone Learn how composers use melody within music to tell a story or express an emotion Explore the effect of moving between major and minor keys on emotional response Explore the limitations of our voices as we explore different ways to use it for melodies and improvise tunes
Summer Term	Skills: 1; a, c, d, e, f / 2; b, c / 3; a, b, c	Skills: 1; a, c, d, e / 2; a, b, c, d, e, f, g / 3; a, b / 4; a, b / 5; a		Skills: 1; a, b, c, d, e / 2; a, b, d, e, f, g, h / 3; a, b, c / 4; a, b, c, d, e / 5; a, b	
	Traditional Tales/End of Year Performance	Tudor Music/Recorder Stage 1		Recorder Stage 2 & Musical Performance	
	Knowledge: Performing & Composing: <ul style="list-style-type: none"> Playing body percussion, an instrument or singing in a class group/band. Create sound effects for a picture or story Use prompts for own performance Listening: <ul style="list-style-type: none"> Think about how music can create a mood e.g Peter and the Wolf Basic recognition of instruments in songs Appraising: <ul style="list-style-type: none"> Able to describe in detail the music and how it makes us feel. 	Knowledge: <ul style="list-style-type: none"> Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets) Look at the progression of music. e.g. Greensleeves by Henry VII Compose and perform a musical tune that fits Tudor or Elizabethan Music Able to discuss similarities and differences between Tudor court music Identify song compositions in 4/4 and 3/4 Identify some composers, Henry the VII, Thomas Tallis, William Byrd 	Knowledge: <ul style="list-style-type: none"> To understand how to hold and blow into the recorder. To know how to place the fingers and blow correctly to make the note. To play a simple tune using the notes B, A and G by changing the fingering. To play simple tunes with notes of short and long duration. To read the standard notation for a crotchet rest and play simple tunes which include crotchet rests. To play tunes using the notes B, A and G. 	Knowledge: <ul style="list-style-type: none"> Further understanding on how to hold and blow into the recorder. Albe to place the fingers and blow correctly to make the note. To play more complex tunes using the notes B, A and G by changing the fingering. To play more complex tunes with notes of short and long duration. To read the standard notation for a crotchet rest and play more complex tunes which include crotchet rests. To play tunes using the notes B, A, G, F, E, D and C Learn about singing/tapping in time, pitch and vocal health. 	

Castle Primary's *Music* Curriculum

Long-Term Knowledge Plan B

	Year 1/2	Year 3/4		Year 5/6	
Autumn Term	Skills: 1; a, b, c, e, g / 2; b / 3; a, c	Skills: 1; a, c, d, e / 2; a, b, c, d, e, f, g / 3; a, b / 4; a, b / 5; a		Skills: 1; c, d, e / 2; a, b, d, e, f, g, h / 3; a, c / 4; a, b, d, e / 5; a, b	
	Our Bodies (Under the Sea) & Christmas Songs	War Time Songs & Christmas Songs		Music Technology & Christmas Songs	
	Knowledge: Performing & Composing: <ul style="list-style-type: none"> Making different sounds (body percussion, making instruments – shakers) and volumes of sounds. Maintaining pulse and identifying strong beats Understanding how sound and pulse is represented by symbols Listening: <ul style="list-style-type: none"> Have an understanding and identifying tempo Basic recognition of instruments in songs, e.g. piano, guitar, violin, voice 	Knowledge: <ul style="list-style-type: none"> Understand the context wartime songs were written in Review and make sense of products of a different era and how songs may contain lyrics we wouldn't consider suitable these days Talk about why they think people might have liked a particular song during wartime. compose wartime sounds to understand the sounds and surroundings children faced during the war Learn some WW2 songs understand why these songs were taught at school and how they helped children Learn about singing/tapping in time, pitch and vocal health. 		<ul style="list-style-type: none"> Knowledge: <ul style="list-style-type: none"> Able to play complex melodies & rhythms using technology software, e.g. Audacity, DreamPipe Fun Listening and detecting synthesisers in music e.g. Smalltown Boy - Bronski Beat Understand the differences between semibreves, minims, crotchets and crotchet rests paired quavers and semiquavers. Look at electronic advances in music throughout different eras e.g. guitar amps, analogue to digital, Acoustic to Electric Learn about singing/tapping in time, pitch and vocal health. 	
Spring Term	Skills: 1; b, c, e, g / 2; a, b, c / 3; a, b	Skills: 1; a, b, c, d, e / 2; a, b, c, d, e, f, g / 3; a, b / 4; a / 5; a		Skills: 1; d / 2; a, b, c, d, e, f, g, h / 3; a, b / 4; b, d / 5; a, b	
	CityScape/Timbre	Rock & Roll	Musical Theory: Pitch	Musical Theory: Harmony	Poetry
	Knowledge: Performing & Composing: <ul style="list-style-type: none"> Creating their own sound effects using their voices, bodies and untuned instruments Listening: <ul style="list-style-type: none"> Identify different soundscapes in songs. Recognise and understand the different sounds of instruments, including detecting instruments by ear. Identify ambient sounds and the effect they have on the piece of music Understand ambient sounds can be used to enhance a film score Appraising: <ul style="list-style-type: none"> Begin to talk about the music and how it makes us feel. 	Knowledge: <ul style="list-style-type: none"> Compose and perform a musical tune that fits the associated genre Ability to identify the genre from the use of Electric guitar, 135bpm, and 12 bar blues. Understand musical structures. Look at similarities and differences between songs. (12 bar blues, electric guitar, lyrics) teachrock.org/lesson/how-to-study-rock-and-roll/ Identify the beat and basic tempo in songs Understand the meaning of tempo, dynamics and duration in music. Identify composers that influenced the beginning of rock'n'roll. e.g. Chuck Berry (1957), Hound dog - Elvis, Twist and Shout - The Beatles 	Knowledge: <ul style="list-style-type: none"> Look at what pitch is and how we can recognize high, middle and low sounds Explore what types of instruments make high pitched sounds and how these can be used in a musical story Explore what types of instruments make low pitched sounds and how this can be used in a musical story Understand how high and low pitches can work together to create a musical story Learn and practise how to follow the pitch of a piece of music Creating low and high pitched sounds using objects 	Knowledge: <ul style="list-style-type: none"> Explore vocal range with a stretching warm up Learn to sing songs in canon Explore the meaning of using chords and harmony in a song Understand the importance of bass lines in song and how it can convey a range of moods Investigate the importance of the 'third' interval, and apply it to create a new part in a song Review understanding of thirds and how they can help us harmonise Develop a song through the use of harmony 	Knowledge: <ul style="list-style-type: none"> Write song lyrics that are fitting to a certain style/genre of music. Finding a clear link between lyrics and genres, and poetry. Find a connection between lyrics, music and feelings. Express opinions about the music and how the lyrics link to poetry before and after hearing the music. Aware of how pop music can influence a group. Understand how lyrics can be related to certain points in history. e.g. Elton John, Candle in the Wind about Marilyn Monroe
Summer Term	Skills: 1; a, c, d, e, f / 2; b, c / 3; a, b, c	Skills: 1; c, d, e / 2; a, b, d, e, f, g / 3; a, b, / 4; a / 5; a		Skills: 1; a, b, c, d, e / 2; a, b, d, e, f, g, h / 3; a, b, c / 4; a, b, c, d, e / 5; a, b	
	Orchestral	Musical Theory: Rhythm 1	Samba Music	History of Music & Musical Performance	
	Knowledge: Performing & Composing: <ul style="list-style-type: none"> Playing body percussion, an instrument or singing in a class group/band. Use symbols, pictures or patterns as prompts for own performance Listening: <ul style="list-style-type: none"> Able to recognise instruments by picture and understand how they are played. Know the five main instrument families: strings, woodwind, brass, keyboards, and percussion Basic recognition of instruments in songs Appraising: <ul style="list-style-type: none"> Able to describe in detail the music and how it makes us feel. 	Knowledge: <ul style="list-style-type: none"> Learn how to keep a steady pulse in newly learnt songs Start to use musical symbols to perform rhythms Begin to clap rhythmic patterns in a call and response pattern Learn what improvising means and how to create a rhythmic pattern Looking at Samba music and layering different rhythms over the top of each other Use instruments to create Samba breaks Perform a piece of music with planned rhythmic patterns 	Knowledge: <ul style="list-style-type: none"> Ability to maintain and alter tempo and dynamics when playing Samba rhythms with Samba Instruments - Tamborim, Agogo, Chocalho, Guiro Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Ability to maintain and alter tempo and dynamics when playing African/Samba rhythms Learn call and response technique; e.g 'Kye Kye Kye' Learn about the knowledge of the roots of Samba Music. 	Knowledge: <ul style="list-style-type: none"> Compose music that shows a variation of timbre dynamics. Ability to determine and explain the tempo, dynamics, metre, timbre and duration. Detect musical instruments in certain genres, including orchestra. e.g string, woodwind, percussion Be familiar with musical scores including, treble/bass clef. Identify musical genres from different eras. Ability to identify different genres from around the world by the use of instruments, tempo and tune. Learn about singing/tapping in time, pitch and vocal health. 	

Music Vocabulary Map

EYFS	KS1		KS2			
<ul style="list-style-type: none"> ● Fast ● Slow ● Loud ● Quiet ● Beat ● High ● Low 	<ul style="list-style-type: none"> ● Pitch ● Tempo ● Dynamics ● Unison ● Beat ● Note ● Orchestra 	<ul style="list-style-type: none"> ● Pattern ● Rhythm ● Repeat ● Rest ● Sequence ● Melody ● Tune ● Chant 	<ul style="list-style-type: none"> ● Timbre ● Choir ● Chord ● Duet ● Pulse ● Tempo ● Forte ● Piano ● Harmony ● Posture ● Ensemble ● Melody 	<ul style="list-style-type: none"> ● Crescendo ● Decrescendo ● Major ● Minor ● Octave ● Off Beat ● Time Signature 	<ul style="list-style-type: none"> ● Percussion ● String ● Brass ● Woodwind ● Composer ● Accompaniments ● Composition 	<ul style="list-style-type: none"> ● Notation ● Notes ● Treble Clef ● Bass Clef ● Bar ● Scale ● Semibreve ● Minim ● Crotchet ● Quaver

Please note that each unit covered will have topic specific vocabulary.