

Planning and Progression: Music



FS	Topics	Y1/2		Y3/4		Y5/6	
My World, Seasons and Celebrations Where Does the Snow Go? Traditional Tales, Marvellous Mini-beasts Fun on the Farm		CYCLE A London Move It, Me On My Map Scented Garden, Seaside	CYCLE B Toys, Under the Sea Springfield to India Wriggle and Crawl	CYCLE A Natural Disasters Explorers, South America (Rainforest) Water (Rivers), Ancient Egypt	CYCLE B The Mayan Civilisation, Chocolate Grimsby's Fishing Industry, Our Local Area Prehistoric Britain, Coastlines	CYCLE A WW2 Extreme Environments, Shackleton Olympic Legacies	CYCLE B Town and Country, Guy Fawkes Viking Raiders, Fair Trade Keen To Be Green
<p>Declarative Knowledge To begin to recognise the sounds of musical instruments and different styles of music.</p>	Listening and Responding	<p>Declarative Knowledge To know five songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.</p>	<p>Declarative Knowledge To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song. Know that songs and sounds can make you feel different things e.g. happy, energetic or sad</p>	<p>Declarative Knowledge To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: - The style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) - Identify the structure of the songs (intro, verse, chorus etc.) - Name some of the instruments used in the songs - The historical context of the songs. What else was going on at this time, musically and historically? - Know and talk about that fact that we each have a musical identity.</p>			
<p>Procedural Knowledge To find the pulse in different ways: marching, tapping, jumping, blinking, animal movements etc. To identify high and low sounds. To clap rhythms.</p>		<p>Procedural Knowledge To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To identify the pulse in different pieces of music. To identify long and short sounds To learn how songs can tell a story or describe an idea. To listen to their own and each other's performance and identify where and how improvements can be made.</p>	<p>Procedural Knowledge To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turns to discuss how the song or music makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To listen to their own and each other's performance and identify where and how improvements can be made. To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). To talk about the music and how it makes them feel. To use musical vocabulary.</p>	<p>Procedural Knowledge To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Use musical words when talking about the songs. Talk about the music and how it makes you feel, using musical language to describe the music.</p>			
<p>Declarative Knowledge Pulse is a steady beat and is a musical heartbeat that never stops Rhythm is long and short sounds that happen over the pulse (steady beat). Rhythm changes and pulse stays the same. Pitch is high and low sounds. If we sing a song we need all three.</p>	Performing	<p>Declarative Knowledge To confidently sing or rap five songs from memory and sing them in unison. A performance is sharing music with other people, called an audience. Learn the names of the notes in their instrumental part from memory or when written down. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</p>	<p>Declarative Knowledge The instruments used in class. A singing group is called a choir A leader or conductor is a person who the choir or group follow Singing and playing in a group is fun You must listen to each other To know why you must warm up your voice. To know and have planned everything that will be performed. To sing or rap words clearly and play an instrument with confidence. Songs can make you feel different things e.g. happy, energetic or sad Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice.</p>	<p>Declarative Knowledge To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice. To know about the style of the songs so you can represent the feeling and context to your audience</p>			
<p>Procedural Knowledge To find their singing voice and begin to sing confidently. To sing a melody at their own pitch. To begin to show an awareness of pulse and rhythm when singing and playing. Learn to start and stop singing when following a leader.</p>		<p>Procedural Knowledge Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. Learn to perform a rhythm to a given pulse. Learn about voices and instruments making notes of different pitches (high and low). Learn that they can make different types of sounds with their instrument (pluck and strum) and voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing and correct playing position. Learn to start and stop singing and playing when following a leader. Treat instruments carefully and with respect.</p>	<p>Procedural Knowledge To treat instruments carefully and with respect. Play differentiated parts on a tuned/untuned instrument from memory or using notation. To rehearse and perform their part. To listen to and follow musical instructions from a leader. To sing in unison and in simple two-parts. To demonstrate a good singing and playing posture. To follow a leader when singing and playing. To have an awareness of the pulse internally when singing and playing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.</p>	<p>Procedural Knowledge To sing in unison and to sing backing vocals. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.</p>			

<p>Declarative Knowledge Composing is like writing a story with music. Everyone can compose.</p>	Composing	<p>Declarative Knowledge Composing is like writing a story with music. Everyone can compose.</p>	<p>Declarative Knowledge To know and be able to talk about A composition: music that is created by you and kept in some way. It is like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>Declarative Knowledge To know and be able to talk about A composition: music that is created by you and kept in some way. It is like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol. Performing is sharing music with an audience with belief A performance does not have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music.</p>
<p>Procedural Knowledge To play instruments in different ways and create sound effects.</p>		<p>Procedural Knowledge Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Procedural Knowledge Help create at least one simple melody or musical piece using notes and sounds learnt Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Perform to an audience. Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created.</p>	<p>Procedural Knowledge Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>