

Whole School Music Curriculum Overview of Knowledge

	Unit 1	Unit 2	Unit 3
Nursery	Nursery rhymes		
Reception	Music and Movement	Musical Stories	Big Band
Knowledge	<p>To know that the beat is the steady pulse of a song.</p> <p>To recognise music that is 'fast' or 'slow.'</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>To know that signals can tell us when to start or stop playing.</p>	<p>To understand that a piece of music can tell a story with sounds.</p> <p>To know that different instruments can sound like a particular character.</p> <p>To understand what 'high' and 'low' notes are.</p>	<p>To know that an orchestra is a big group of people playing a variety of instruments together.</p> <p>To know that music often has more than one instrument being played at a time.</p> <p>To understand that performing means playing a finished piece of music for an audience.</p>
Year 1	Pulse and Rhythm	Timbre and Rhythmic Pattern	Pitch and Tempo
Knowledge	<p>To know that rhythm means a pattern of long and short notes.</p> <p>To know that pulse is the regular beat that goes through music.</p> <p>To understand that the pulse of music can get faster or slower.</p> <p>To know that a piece of music can have more than one section, eg a versed and a chorus.</p>	<p>To know that an instrument or rhythm pattern can represent a character in a story.</p> <p>To know that my voice can create different timbres to help tell a story.</p> <p>To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</p>	<p>To understand that tempo can be used to represent mood or help tell a story.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that following a leader when we perform helps everyone play together accurately</p>
Year 2	Musical Me	West African Call and Response Song	On the Island: British Songs and Sounds
Knowledge	<p>To understand that 'melody' means a tune.</p> <p>To know that 'notation' means writing music down so that someone else can play it.</p> <p>To understand that 'accompaniment' can mean playing instruments along with a song.</p>	<p>To know that dynamics can change the effect a sound has on the audience.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>To understand that structure means the organisation of sounds within</p>	<p>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.</p> <p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that a composition is a collection of musical elements, like the</p>

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	To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	music, eg a chorus and verse pattern in a song. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that an instrument can be matched to an animal noise based on its timbre.	melody, percussion, dynamics etc that together make a piece of music.
Year 3	Creating Compositions in Response to Animation	Pentatonic Melodies and Composition	Jazz
Knowledge	To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble.	To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	To understand that 'syncopation' means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and a fast tempo. 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 'scat singing' is using made-up words to create the sound of an instrument playing.
Year 4	Ukulele		
	To know how to use your thumb to play strings on the ukulele. To learn each string's note and play simple compositions to build confidence on the instrument. To be introduced to singing while playing the ukulele. To participate in group singing, including singing in canon. To begin creating simple compositions using open strings. To begin learning how to read music, including understanding crotchets and semiquavers. To develop ukulele playing skills by using the flying thumb style. To start fretting with the non-strumming hand.		

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	<p>To compose more complex pieces as a class.</p> <p>To enhance performance skills in both playing and singing, culminating in a performance for parents.</p> <p>To play more complex pieces on the ukulele, utilizing chords and chord changes.</p> <p>To play at a faster tempo while coordinating chord changes and singing simultaneously.</p> <p>To build confidence in reading music and understanding rhythms.</p> <p>To prepare for another concert for parents, showcasing singing and playing skills.</p>		
Year 5	Blues	South and West Africa	Composition for the Festival of Colour
Knowledge	<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p>	<p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p> <p>To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that poly-rhythms means many rhythms played at once.</p>	<p>To know that a vocal composition is a piece of music created only using voices.</p> <p>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.</p> <p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways</p> <p>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.</p>
Year 6	Advanced Rhythms	Theme and Variations (Pop Art)	Composing and Performing a Leaver's Song
Knowledge	<p>To know that the conductor beats time to help the performers work well together.</p> <p>To understand that improvisation means making up music 'on the spot'.</p> <p>To understand that texture can be created by adding or removing</p>	<p>To know that a 'theme' is a main melody in a piece of music.</p> <p>To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</p> <p>To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</p>	<p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>

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	<p>instruments in a piece and can create the effect of dynamic change.</p> <p>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.</p>	<p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p>	<p>To know that chord progressions are represented in music by Roman numerals.</p> <p>To understand that all types of music notation show note duration.</p>
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