

At Patrington Church of England Primary Academy our curriculum is designed to: inspire enthusiasm for learning, build on achievement and support pupil well-being and happiness to allow our learners a safe environment within which to flourish.

We follow our Christian Values of Trust, Friendship and Perseverance to strive to ensure that: Everyone Belongs, Everyone Cares and Everyone Tries.

We recognise that we are educating children for an unrecognisable future and in order to be prepared for this we identified the following golden threads which are woven throughout our broad and balanced Curriculum:

Our Golden Threads through our curriculum

Foster curiosity.

Learn to disagree respectfully.

Be open to another way.

Find your wonderful - ambition and self worth

Within our inclusive environment our curriculum allows all children to ensure that Equity, Curiosity and Ambition are nurtured.

“And Jesus said to him, If you can? All things are possible to those who believe.” Mark 9:23

At Patrington Primary Academy, we live out our curriculum intent in Music through helping our children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Intent

We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will also learn how music can be written down.

Implementation

The school has developed a progression adapted around Kapow's scheme for the Model Music Curriculum follows a **differentiated**, spiral approach to musical learning which responds to the national requirements for musical education. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing for increasing musical confidence, while constantly being gently challenged to go further.

Impact

After leaving Patrington Primary Academy at the end of Key Stage Two, pupils should be equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

Children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the national curriculum for Music.

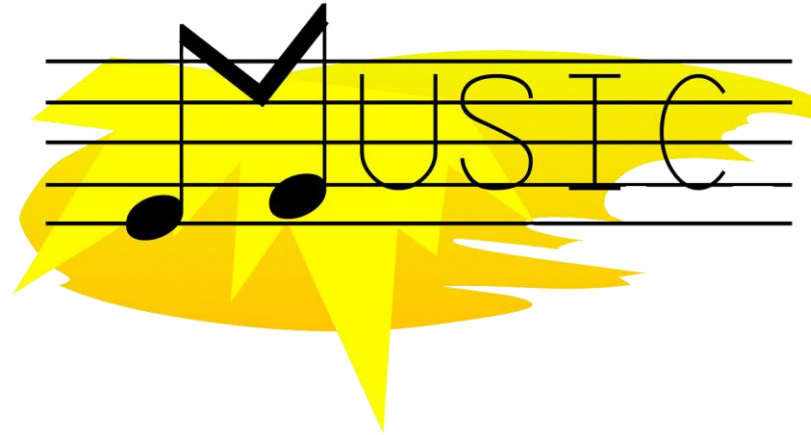
Substantive knowledge in Music

Substantive knowledge focuses on developing children's skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

Disciplinary knowledge in Music

Disciplinary knowledge in music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

Year One



Substantive knowledge

Autumn**(Autumn 1) Pulse and rhythm (All about me)**

To know that rhythm means a pattern of long and short notes.

To know that pulse is the regular beat that goes through music.

To understand that the pulse of music can get faster or slower.

To know that a piece of music can have more than one section, eg a versed and a chorus.

(Autumn 2) Musical vocabulary (Under the sea)

To understand that pitch means how high or low a note sounds.

To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.

To know that music has layers called 'texture'.

Spring**(Spring 1) Timbre and rhythmic patterns (Fairytale)**

To know that an instrument or rhythm pattern can represent a character in a story.

To know that my voice can create different timbres to help tell a story.

To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.

(Spring 2) Pitch and tempo (Superheroes)

To understand that tempo can be used to represent mood or help tell a story.

To understand that 'tuned' instruments play more than one pitch of notes.

To know that following a leader when we perform helps everyone play together accurately.

Summer**(Summer 1) Classical music, dynamics and tempo (Animals)**

To understand that sounds can be adapted to change their mood, eg through dynamics or tempo.

To know that sounds can help tell a story.

To know that tempo is the speed of the music.

To know that dynamics means how loud or soft a sound is.

(Summer 2) Vocal and body sounds (By the sea)

To know that dynamics can change how someone listening feels about music.

To know that your voice can be used as a musical instrument.

To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.

To understand that music can be represented by pictures or symbols.

Key vocabulary

Autumn**(Autumn 1) Pulse and rhythm (All about me)**

Rhythm, pulse

(Autumn 2) Musical vocabulary (Under the sea)

Pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic, score

Spring**(Spring 1) Timbre and rhythmic patterns (Fairytale)**

Timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, french horn, flute

(Spring 2) Pitch and tempo (Superheroes)

Accelerando, high pitched, low pitch, perform, performance, pitch, pitch pattern, tempo

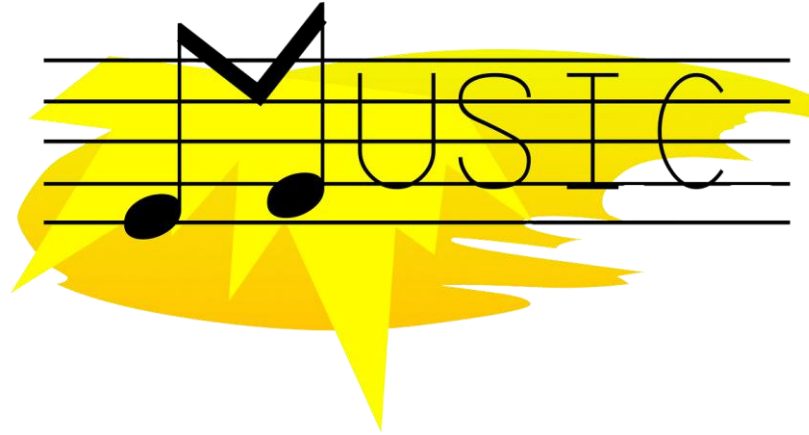
Summer**(Summer 1) Classical music, dynamics and tempo (Animals)**

Fast, slow, quiet, dynamics, tempo, musical composition

(Summer 2) Vocal and body sounds (By the sea)

Body, percussion, dynamics, graphic score, instruments, pitch, seaside sounds, tempo, timbre

Year Two



Substantive knowledge

Autumn**(Autumn 1) African call and response song**

To know that dynamics can change the effect a sound has on the audience.

To know that the long and short sounds of a spoken phrase can be represented by a rhythm.

To understand that structure means the organisation of sounds within 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.

(Autumn 2) Orchestral instruments

To know that musical instruments can be used to create 'real life' sound effects.

To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.

To know that stringed instruments, like violins, make a sound when their strings vibrate.

To know that a brass instrument is played by vibrating your lips against the mouthpiece.

To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.

Spring**(Spring 1) Musical me**

To understand that 'melody' means a tune.

To know that 'notation' means writing music down so that someone else can play it.

To understand that 'accompaniment' can mean playing instruments along with a song.

To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.

(Spring 2) Dynamics, timbre, tempo and motifs

To know that a 'soundscape' is a landscape created using only sounds.

To know that a composer is someone who creates music and writes it down.

To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.

Summer**(Summer 1) On this island: British songs and sounds**

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.

To know that 'duration' means how long a note, phrase or whole piece of music lasts.

To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.

(Summer 2) Myths and legends

To know that a graphic score can show a picture of the structure of music.

To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.

To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.

Key vocabulary

Autumn**(Autumn 1) African call and response song**

Timbre, dynamics, tempo, call and response, rhythm, structure

(Autumn 2) Orchestral instruments

Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo

Spring**(Spring 1) Musical me**

Rhythm, pulse, dynamics, timbre, beat, melody, notation

(Spring 2) Dynamics, timbre, tempo and motifs

Soundscape, timbre, dynamics, tempo, motif

Summer**(Summer 1) On this island: British songs and sounds**

Composition, duration, dynamics, inspiration, pitch, structure, tempo, texture, timbre

(Summer 2) Myths and legends

Beat, compose, composition, dynamics, graphic, score, legend, melody, myth, notation, pitch, rhythm, stave, notation, structure, tempo

Year Two

Disciplinary knowledge

Listening

- Recognising timbre changes in music they listen to.
- Recognising structural features in music they listen to.
- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Identifying melodies that move in steps.
- Listening to and repeating a short, simple melody by ear.
- Suggesting improvements to their own and others' work.

Composing

- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Successfully combining and layering several instrumental and vocal patterns within a given structure.
- Creating simple melodies from five or more notes.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using letter name and graphic notation to represent the details of their composition.
- Beginning to suggest improvements to their own work.

Performing

- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.
- Singing back-short melodic patterns by ear and playing short melodic patterns from letter notation.

African call and response song

- ✓
- ✓
- ✓
- ✓
-
- ✓
- ✓

- ✓
-
-
- ✓
- ✓
- ✓
-

- ✓
- ✓
- ✓
- ✓
-
-
-

Orchestral instruments

- ✓
- ✓
- ✓
- ✓
-
-
- ✓

- ✓
-
-
- ✓
-
-
-

-
-
-
-
-
- ✓
-

Musical me

- ✓
- ✓
-
- ✓
- ✓
- ✓
- ✓

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

Dynamics, timbre, tempo and motifs

- ✓
- ✓
- ✓
- ✓
-
-
- ✓

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
-

- ✓
-
-
-
-
- ✓
-

On this island: British songs and sounds

-
-
- ✓
- ✓
-
-
-

- ✓
- ✓
-
- ✓
-
-
-

- ✓
- ✓
-
-
-
- ✓
-

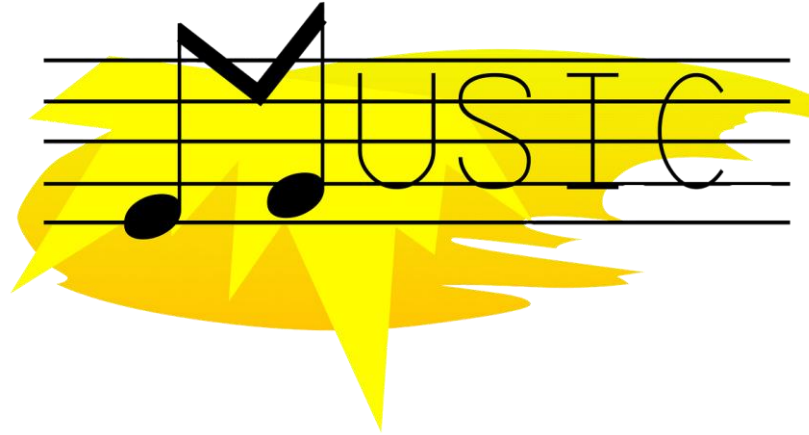
Myths and legends

- ✓
- ✓
- ✓
- ✓
-
-
- ✓

- ✓
- ✓
-
- ✓
- ✓
-
-

-
-
-
-
-
- ✓
- ✓

Year Three



Substantive knowledge

Autumn**(Autumn 1) Composition Notation: Ancient Egypt**

To know that simple pictures can be used to represent the structure (organisation) of music.

To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.

To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

(Autumn 2) Creating compositions in response to an animations

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 an ensemble is a group of musicians who perform together.

Spring**(Spring 1) Ballads**

To know that an ensemble is a group of musicians who perform together.

To know that an ensemble is a group of musicians who perform together.

To know that an ensemble is a group of musicians who perform together.

(Spring 2) Pentatonic melodies and composition

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 know that some traditional music around the world is based on five notes called a 'pentatonic' scale.

Summer**(Summer 1) Jazz**

To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.

To know that Ragtime is piano music that uses syncopation and a fast tempo.

To know that Ragtime is piano music that uses syncopation and a fast tempo.

To know that 'scat singing' is using made-up words to create the sound of an instrument playing.

(Summer 2) Traditional instruments and improvisation

To know that 'scat singing' is using made-up words to create the sound of an instrument playing.

To know that 'scat singing' is using made-up words to create the sound of an instrument playing.

To know that 'scat singing' is using made-up words to create the sound of an instrument playing.

To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.

To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.

Key vocabulary

Autumn**(Autumn 1) Composition Notation: Ancient Egypt**

features, notation, repeating, unison, composition, structure, repetition, melody, tempo, compose, ensemble, minor key

(Autumn 2) Creating compositions in response to an animations

Influence, listen, dynamics, timbre, pitch, repeated rhythm, pattern, notation, ensemble, compose

Spring**(Spring 1) Ballads**

Ballad, ensemble, compose

(Spring 2) Pentatonic melodies and composition

Tempo, crescendo, dynamics, timbre, duration

Summer**(Summer 1) Jazz**

Call and response, jazz, motif, Ragtime, rhythm, scat, singing, straight, quaver, swung, quaver, syncopation

(Summer 2) Traditional instruments and improvisation

Bollywood, drone, dynamics, notation, rag, sitar, tabla, tanpura, tala, tempo

Year three

Disciplinary knowledge

Listening

Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary

Understanding that music from different parts of the world, and different times, has different features.

Recognising and explaining the changes within a piece of music using musical vocabulary.

Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.

Beginning to show an awareness of metre.

Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.

Composing

Composing a piece of music in a given style with voices and instruments.

Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).

Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.

Suggesting and implementing improvements to their own work, using musical vocabulary.

Performing

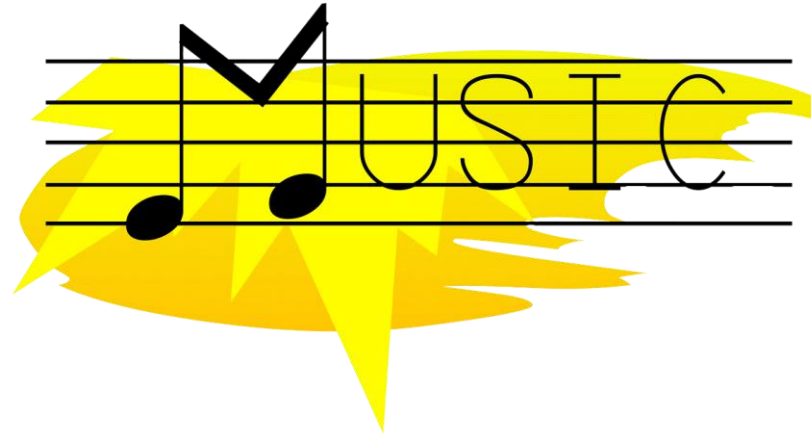
Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.

Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.

Composition Notation: Ancient Egypt		✓	✓		✓	✓	✓	✓	✓		✓	✓	✓
<i>Creating compositions in response to an animations</i>	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	
Ballads	✓		✓	✓	✓	✓	✓				✓	✓	
Pentatonic melodies and composition	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓
Jazz	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Traditional instruments and improvisation	✓	✓	✓	✓		✓	✓		✓			✓	✓

Year Four



Substantive knowledge

Autumn**(Autumn 1) Adapting and transposing motifs (Romans)**

To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).

To know that 'transposing' a melody means changing its key, making it higher or lower pitched.

To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.

(Autumn 2) Haiku, music and performance

To know that a glissando in music means a sliding effect played on instruments or made by your voice.

To know that expressive language (like a poem) can be used as inspiration for composing music.

To understand that both instruments and voices can create audio effects that describe something you can see.

To know that grouping instruments according to their timbre can create contrasting 'textures' in music.

Spring**(Spring 1) Changes in pitch, tempo and dynamics (Rivers)**

To know that when you sing without accompaniment it is called 'A Capella'

To understand that harmony means playing two notes at the same time, which usually sound good together.

An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.

To know that 'performance directions' are words added to music notation to tell the performers how to play.

(Spring 2) Body and tuned percussion (Rainforests)

To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.

To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.

To know that a 'loop' in music is a repeated melody or rhythm.

To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.

Summer**(Summer 1) Rock and Roll**

To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.

To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.

To know that playing in time means all performers playing together at the same speed.

To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.

(Summer 2) Samba and Carnival sounds (South America)

To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.

To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.

To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.

Key vocabulary

Autumn**(Autumn 1) Adapting and transposing motifs (Romans)**

Backing track, bass line, beat, call and response, compose, crotchet, dotted, minim, flats, graphic notation, in-time, in-tune, key, key signature, loop

(Autumn 2) Haiku, music and performance

Hanami, cherry, blossom, pitch, sound, glissando, pizzicato, composer, composition, col legno, haiku, syllables, melody, dynamics, tempo

Spring**(Spring 1) Changes in pitch, tempo and dynamics (Rivers)**

a cappella, breathing dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer

(Spring 2) Body and tuned percussion (Rainforests)

Pitter patter, raindrop, clapping, clicking body, percussion, tempo, rhythm, boom, snap, structure, texture, contrast, higher

Summer**(Summer 1) Rock and Roll**

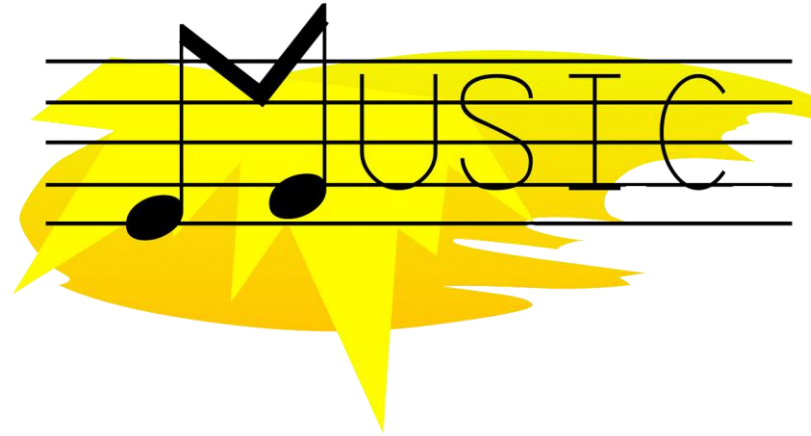
Rock and roll, hand, jive, 1950's, tempo, dynamic, notation, style

(Summer 2) Samba and Carnival sounds (South America)

Agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome

Year Four	Disciplinary knowledge																	
	Listening									Composing						Performing		
	Recognising the use and development of motifs in music	Identifying gradual dynamic and tempo changes within a piece of music	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Identifying common features between different genres, styles and traditions of music	Recognising, naming and explaining the effect of the interrelated dimensions of music.	Identifying scaled dynamics (crescendo/decrescendo) within a piece of music	Using musical vocabulary to discuss the purpose of a piece of music.	Using musical vocabulary when discussing improvements to their own and others' work.	Composing a coherent piece of music in a given style with voices, bodies and instruments	Beginning to improvise musically within a given style.	Developing melodies using rhythmic variation, transposition, inversion, and looping.	Creating a piece of music with at least four different layers and a clear structure	Suggesting improvements to others work, using musical vocabulary.	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.	Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	Playing syncopated rhythms with accuracy, control and fluency.
Adapting and transposing motifs (Romans)	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
Haiku, music and performance					✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			
Changes in pitch, tempo and dynamics (Rivers)	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Body and tuned percussion (Rainforests)	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓
Rock and Roll			✓	✓	✓	✓	✓	✓							✓	✓	✓	
Samba and Carnival sounds (South America)			✓	✓	✓	✓	✓		✓		✓		✓	✓				

Year Five



Substantive knowledge

Autumn**(Autumn 1) Composition notation - Vikings**

To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.

To know that different notes have different durations, and that crotchets are worth one whole beat.

To know that different notes have different durations, and that crotchets are worth one whole beat.

To know that different notes have different durations, and that crotchets are worth one whole beat.

(Autumn 2) Musical theatre

To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.

To know that choreography means the organisation of steps or moves in a dance.

To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.

Spring**(Spring 1) The Blues**

To understand that a chord is the layering of several pitches played at the same time.

To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.

To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.

To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down

(Spring 2) Composition to represent the festival of colour - Holi

To know that a vocal composition is a piece of music created only using voices.

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.

To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.

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.

Summer**(Summer 1) South and West Africa**

To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.

To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.

To understand that major chords create a bright, happy sound.

To know that poly-rhythms means many rhythms played at once.

(Summer 2) Looping and Remixing

To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.

To know that a loop is a repeated rhythm or melody, and is another word for ostinato.

To know that remix is music that has been changed, usually so it is suitable for dancing to.

Key vocabulary

Autumn**(Autumn 1) Composition notation - Vikings**

Composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined

(Autumn 2) Musical theatre

Action, song, Backdrop, Book, musical, Character, song, Choreographer, Composer, Comic, opera, Costumes, Designer, Dialogue, Director, Duet, Ensemble, Hip-hop, musical

Spring**(Spring 1) The Blues**

Blues, chord, 12-bar, Blues, bar, scale, Blues, scale, bent, notes, ascending, scale, descending, scale, improvisation

(Spring 2) Composition to represent the festival of colour - Holi

Synesthesia, dynamics, Holi, graphic score, vocal, composition, performance

Summer**(Summer 1) South and West Africa**

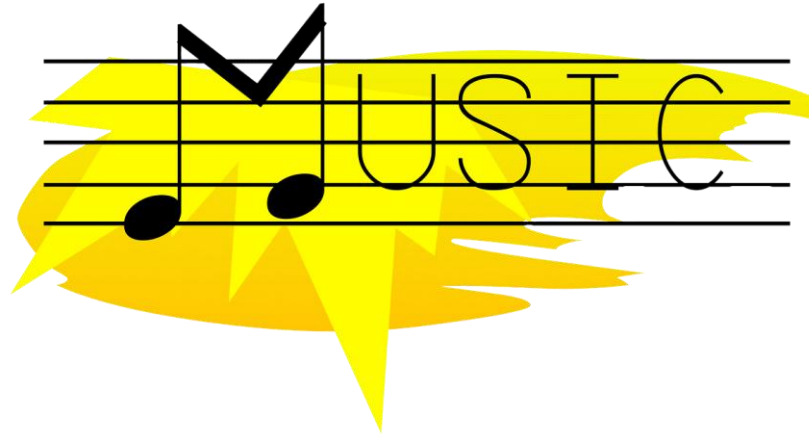
a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master, drummer, syncopation, metronome

(Summer 2) Looping and Remixing

Accuracy, backbeat, body, percussion, fragment, layers, loop, looped, rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff

Year Five	Disciplinary knowledge													
	Listening				Composing						Performing			
	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.	Comparing, discussing and evaluating music using detailed musical vocabulary.	Recognising, naming and explaining the effect of the interrelated dimensions of music.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	Improvising coherently within a given style.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Using staff notation to record rhythms and melodies.	Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.	Suggesting and demonstrating improvements to own and others' work vocabulary.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Using staff notation to record rhythms and melodies.
Composition notation (Vikings)		✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	
Musical theatre	✓		✓	✓	✓				✓	✓	✓	✓		
The Blues	✓	✓	✓			✓			✓	✓	✓	✓	✓	✓
Composition to represent the festival of colour (Holi)		✓	✓	✓	✓				✓		✓	✓		
South and West Africa	✓	✓	✓			✓	✓				✓	✓	✓	✓
Looping and Remixing	✓		✓	✓	✓	✓	✓		✓		✓	✓		

Year Six



Substantive knowledge

Autumn**(Autumn 1) Dynamics, pitch and texture
(Theme: Coast - Fingal's Cave by Mendelssohn)**

To know that the conductor beats time to help the performers work well together.

To understand that improvisation means making up music 'on the spot'.

To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.

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.

(Autumn 2) Songs of World War 2

To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2

To know that the Solfa syllables represent the pitches in an octave.

A 'counter-subject' or 'counter-melody' provides contrast to the main melody.

To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

Spring**(Spring 1) Film music**

To know that a film soundtrack includes the background music and any songs in a film.

To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.

To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.

To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.

(Spring 2) Theme and variations (Theme: Pop Art)

To know that a 'theme' is a main melody in a piece of music.

To know that 'variations' in music are when a main melody is changed in some way throughout the piece.

To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.

To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.

Summer**(Summer 1) Baroque (Pre-classical)**

To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.

To know that music in which very similar parts are introduced one by one to overlap is called a canon.

To know that ground bass is a repeating melody played on a bass instrument in Baroque music.

To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.

To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one

(Summer 2) Composing and performing a 'Leavers' song

To know that a chord progression is a sequence of chords that repeats throughout a song.

To know that a melody can be adapted by changing its dynamics, pitch or tempo.

To know that chord progressions are represented in music by Roman numerals.

To understand that all types of music notation show note duration.

Key vocabulary

Autumn**(Autumn 1) Dynamics, pitch and texture
(Theme: Coast - Fingal's Cave by Mendelssohn)**

Audio/video, depicting, texture, pitch, dynamics, conductor, improvisation, notation, graphic score, composition, practising, group work, ensemble

(Autumn 2) Songs of World War 2

Music morale, Britain, troops, frontline, Vera Lynn, contrast, tempo, higher and lower, diaphragm, melody, phrase, graphic

Spring**(Spring 1) Film music**

Accelerando body percussion brass characteristics chords chromatics clashing composition convey crescendo descending dynamics emotion imagery

(Spring 2) Theme and variations (Theme: Pop Art)

3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch pizzicato, pulse, quaver

Summer**(Summer 1) Baroque (Pre-classical)**

Baroque, bass, clef, canon, fugue, ground bass, opera, oratorio, polyphonic, recitative

(Summer 2) Composing and performing a 'Leavers' song

Baroque, bass, clef, canon, fugue, ground bass, opera, oratorio, polyphonic, recitative

Year Six	Disciplinary knowledge																
	Listening							Composing						Performing			
	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts	Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.	Identifying the way that features of a song can complement one another to create a coherent overall effect..	Use musical vocabulary correctly when describing and evaluating the features of a piece of music.	Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.	Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	Improvising coherently and creatively within a given style, incorporating given features.	Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure	Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.	Recording own composition using appropriate forms of notation and/or technology and incorporating.	Constructively critique their own and others' work, using musical vocabulary	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.	Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.	Performing a solo or taking a leadership role within a performance.	Performing with accuracy and fluency from graphic and staff notation and from their own notation.
Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	✓		✓		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓
Songs of World War 2	✓	✓	✓	✓	✓					✓			✓	✓		✓	✓
Film music	✓	✓	✓	✓	✓		✓	✓			✓	✓		✓		✓	
Theme and variations (Theme: Pop Art)	✓	✓	✓	✓	✓		✓	✓		✓		✓	✓	✓	✓		
Baroque (Pre-classical)	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓		✓	
Composing and performing a Leavers' song		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓