



HOLLY PRIMARY SCHOOL

Happiness Pride Commitment

Music

Progression of Knowledge

Key substantive and disciplinary knowledge to be taught in each year group.

Holly Primary School
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LISTENING & APPRAISING / HISTORY

NC – KS1 - listen with concentration and understanding to a range of high-quality live and recorded music.
NC – KS2 - listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music.

Substantive Knowledge

EYFS	1	2	3	4	5	6
<p>Nursey Know that good listening involves being quiet.</p> <p>Reception Know that good listening involves being quiet and talking about what they have heard.</p> <p>Know that music can be played at different speeds.</p>	<p>Know 5 songs off by heart and something about them.</p> <p>Know that the instruments they use have their own sounds and names.</p>	<p>Know that some songs have a chorus or a response/answer part. Know that songs have their own musical style.</p>	<p>Know five songs from memory, who sang them or wrote them and the genre.</p> <p>Know about one song in detail and be able to talk about: lyrics, musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm, and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Know that each instrument has a name and be able to name some that I hear in a song</p>	<p>Know that songs have style indicators and be able to name some of them.</p> <p>Know the musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm, and pitch).</p> <p>Know that each instrument has a name and be able to name the instruments I hear in a song</p>	<p>Know that the featured songs were made for a reason.</p> <p>Know that other songs match the genre of the featured song, and name some.</p> <p>Know that songs have a historical context and be able to talk about what was happening in society when the song was written.?</p>	<p>Know three or four songs they have listened to and talk about them in detail.</p> <p>Know that we have a musical identity and be able to talk about it</p>

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Disciplinary Knowledge

EYFS	One	Two	Three	Four	Five	Six
<p>Know how to move and dance in different ways.</p> <p>Know how to begin to move rhythmically, imitate movements in response to music.</p> <p>Know how to use movement to express feelings.</p>	<p>Know how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Know how to say if they like the music.</p>	<p>Know how songs can tell a story or describe an idea.</p> <p>Know how the music sounds old or new.</p> <p>Know how to respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Know how to identify and move to the pulse.</p> <p>Know how the words can mean something in a song.</p> <p>Know how to take it in turns to discuss how the song makes them feel.</p> <p>Know how to Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>Know how the musical dimensions work together in the Unit songs.</p> <p>Know how to talk about the music and how it makes them feel.</p> <p>Know how to try to use musical words.</p>	<p>Know how to talk about the musical dimensions working together in the Unit songs.</p> <p>Know about the message of songs.</p> <p>Know how to move to the pulse with ease.</p> <p>Know how to compare two songs in the same style, talking about what stands</p>	<p>Know how to use a range of musical words when talking about the songs.</p> <p>Know how to talk about the music and how it makes you feel, using musical language to describe the music.</p>

Music Progression Document



Know how to create movement in response to music.					out musically in each of them, their similarities and differences.	
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GAMES & MUSICIANSHIP

NC – KS1 – experiment with, create, select, and combine sounds using the inter-related dimensions of music.

NC – KS2 - organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Substantive Knowledge

EYFS	One	Two	Three	Four	Five	Six
<p><u>Nursery</u> Know that people move in different ways.</p> <p><u>Reception</u> Know that people can dance and move in different ways.</p> <p>Know that I can choose how to move to the music.</p>	<p>Know that music has a steady pulse, like a heartbeat.</p> <p>Know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <ul style="list-style-type: none"> • Know that Beat is the regular pulse of the music. • Know that Rhythm is the combination of long and short sounds. • Know that Pitch is High and low sounds. 	<p>Know that Rhythms are different from the steady pulse.</p> <p>Know that we can add high and low sounds, pitch, when we sing and play our instruments.</p> <ul style="list-style-type: none"> • Know Tempo is the speed of the music. • Know Duration is how the long or short the sound is. 	<p>Know that there is difference between pulse and rhythm.</p> <p>Know that pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat.</p> <p>Know that there is difference between a musical question and an answer.</p> <ul style="list-style-type: none"> • Know Dynamics is loud and quiet sounds. • Know that Texture is the layers of sound. • Know that Tempo can change. • Know that Melody is the sequence of notes and rhythms. 	<p>Know that pulse, rhythm and pitch work together to create music.</p> <p>Know that Rhythm is the long and short patterns over the pulse.</p> <p>Know that Pitch is High and low sounds that create melodies.</p> <ul style="list-style-type: none"> • Know that Dynamics is how hard or soft the sound is, not just volume. • Know that Structure is the different sections of the music. • Know that Harmony is the sounding of two or more notes together. 	<p>Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and that they connect in a song.</p> <ul style="list-style-type: none"> • Know that symbols are used to show a range of Dynamics. • Know that Harmony normally sounds pleasant 	<p>Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or piece of music.</p>

Disciplinary Knowledge

EYFS	One	Two	Three	Four	Five	Six
<p>Know how to enjoy joining in with dancing and playing games.</p>	<p>Know how to find the pulse, clap back simple rhythms and sing simple rhythms.</p>	<p>Know how to copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</p> <p>Know how to create simple rhythms for people to copy back.</p> <p>Know how to listen and sign back.</p> <p>Know how to copyback 'la', whilst marching the steady beat.</p>	<p>Know how to clap and say back rhythms.</p> <p>Know how to lead the class using their simple rhythms.</p> <p>Know how to copy back pitch with instruments.</p> <p>Know to copy-back vocal warmups.</p>	<p>Know how to create musical ideas for the group to copy or respond to using two notes:</p> <p>Know how to listen and sign back without notation.</p> <p>Know how to Question and answer using two different notes.</p>	<p>Know how to copy back rhythms based on the words of the main song, which include syncopation / off beat.</p> <p>Know how to copy back one-note riffs using simple and syncopated rhythm patterns.</p> <p>Know how to copy back two-note riffs by ear and with notation.</p> <p>Know how to copy back three-note riffs by ear and with notation Know how</p>	<p>Know how to lead the class by inventing more advanced rhythms for others to copy back.</p> <p>Know how to copy back two-note riffs by ear and with question and answer using four different notes.</p> <p>Know how to copy back four riffs by ear and with notation.</p>

		Know how to Listen and sing back, with different vocal warm-ups.			to lead and take part in Question and answer using three different notes.	
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SINGING						
NC – KS1 Use voices expressively and creatively by singing songs and speaking chants and rhymes.						
NC – KS2 Use their voices with increasing accuracy, fluency, control, and expression.						
Substantive Knowledge						
EYFS	One	Two	Three	Four	Five	Six
<p><u>Nursery</u> Know that good singing is joining in.</p> <p><u>Reception</u> Know that good singers make an appropriate noise, or are silent, at the appropriate time.</p>	Know that good singers join in when they can as part of the group.	<p>Know that unison is everyone singing at the same time.</p> <p>Know that songs include other ways of using the voice e.g., rapping (spoken word).</p> <p>Know that we need to warm up our voices.</p>	<p>Know that singing in a group can be called a choir.</p> <p>Know that the leader or conductor is a person who the choir or group follow.</p> <p>Know that songs can make you feel different things e.g., happy, energetic or sad.</p> <p>Know that good singers listen to each other.</p> <p>Know that you must warm up your voice to keep it healthy.</p>	<p>Know that a solo singer makes a thinner texture than a large group.</p> <p>Know that there are different ways of keeping your voice healthy.</p>	<p>Know that good singing keeps an internal pulse.</p> <p>Know that songs may have different voices in different parts.</p> <p>Know what the song is about and the meaning of the lyrics.</p> <p>To know that warming up the voice is important each time we sing.</p>	<p>Know that how you sing the song can represent the feeling and context to your audience.</p> <p>Know about a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features of the vocals - Singing in unison, the solo, lead vocal, backing vocals or rapping. </p> <p>Know that it is important to warm up our voices and be able to explain how and why</p>
Disciplinary Knowledge						
EYFS	One	Two	Three	Four	Five	Six
<p>Know how to sing to myself and make up simple songs.</p> <p>Know how to begin to recite well known poems.</p>	<p>Know how to sing notes of different pitches (high and low).</p> <p>Know how to make different types of sounds with their voices.</p> <p>Know how to start and stop singing when following a leader.</p>	<p>Know how to find a comfortable singing position.</p> <p>Know how to start and stop singing when following a leader.</p> <p>Know how to control volume following a leaders' instruction.</p>	<p>Know how to sing in unison and in simple two-parts.</p> <p>Know how to demonstrate a good singing posture.</p> <p>Know how to follow a leader when singing.</p> <p>Know how to enjoy exploring singing solo.</p>	<p>Know how to re-join the song if lost.</p> <p>Know how to listen to the group when singing.</p>	<p>Know how to sing in unison and to sing backing vocals.</p> <p>Know how to use a good singing posture.</p> <p>Know how to rap and sing solo.</p> <p>Know how you fit into the group whilst singing.</p>	<p>Know how to lead a way of warming up the voice.</p>

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			Know how to sing with awareness of being 'in tune'.			
			Know how to have an awareness of the pulse internally when singing			

PLAYING						
NC – KS1 - play tuned and untuned instruments musically.						
NC – KS2 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression						
Substantive Knowledge						
EYFS	One	Two	Three	Four	Five	Six
<p><u>Nursery</u> Know that my body can be an instrument.</p> <p><u>Reception</u> Know that percussion instruments are banged.</p>	<p>Know that notes have names.</p> <p>Know the names of the instruments they are playing.</p> <p>Know that instruments are treated carefully and with respect.</p>	<p>Know that the notes of their instrument have names.</p>	<p>Know that the instruments used in class (a glockenspiel, a recorder) have specific features – the parts and how to play them</p>	<p>Know that other people play different instruments.</p> <p>Know that some musicians are famous and be able to...name the instruments, including the voice, that they play</p>	<p>Know that there are different ways of writing music down – e.g., staff notation, symbols.</p> <p>Know that the names on the Treble staff are the notes C, D, E, F, G, A, B + C</p>	
Disciplinary Knowledge						
EYFS	One	Two	Three	Four	Five	Six
<p>Know how to experiment with a range of percussion instruments.</p> <p>Know how to tap out simple repeated rhythms.</p>	<p>Know how to play a tuned instrumental part with the song they perform.</p> <p>Know how to play one of the differentiated parts (a one-note part, a simple part, medium part) which matches their ability.</p> <p>Know how to listen to and follow stop/start musical instructions from a leader.</p>	<p>Know how to play the part in time with the steady pulse.</p> <p>Know how to play one of the differentiated parts (a one-note part, a simple part, medium part) which matches their ability.</p> <p>Know how to listen to and follow stop/start/dynamic musical instructions from a leader.</p>	<p>Know how to play any one, or all differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>Know how to rehearse and perform their part within the context of the Unit song.</p> <p>Know how to listen to and follow musical instructions from a leader.</p>	<p>Know how to lead the playing by making sure everyone plays in the playing section of the song.</p>	<p>Know how to play a glock with the correct technique within the context of the Unit song.</p> <p>Know how to select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>Know how to lead a rehearsal session.</p>	<p>Know how to play two musical instruments (glock and recorder) with the correct technique within the context of the Unit song.</p> <p>Know how to play both the melody and accompaniment part on two different instruments.</p>

IMPROVISATION						
<p>NC – KS1 Experiment with, create, select, and combine sounds using the inter-related dimensions of music. NC – KS2 Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>						
Substantive Knowledge						
EYFS	One	Two	Three	Four	Five	Six
<p><u>Nursery</u> Know that they can experiment with making music with their bodies.</p> <p><u>Reception</u> Know that they can experiment with making music and sound combinations with their bodies and instruments.</p>	<p>Know that Improvisation is about making up your own tunes on the spot.</p> <p>Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Know that everyone can improvise!</p>	<p>Know that everyone can improvise, and you can use one or two notes.</p>	<p>Know that using one or two notes confidently is better than using five.</p> <p>Know that if you improvise using the notes you are given, you cannot make a mistake</p>	<p>Know that you can use some of the riffs you have heard in your improvisations.</p>	<p>To know three well-known improvising musicians.</p>	<p>Know that using one, two or three notes confidently is better than using five.</p> <p>Know that you can use some of the riffs and licks you have learnt in your improvisations.</p>
Disciplinary Knowledge						
EYFS	One	Two	Three	Four	Five	Six
<p>Know how to use their body (percussion) to make music along with given music, singing or chanting.</p>	<p>Know how to clap your own answer (rhythms of words).</p> <p>Know how to improvise in response using one or two notes.</p>	<p>Know how to Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>Know how to take it in turns to improvise using one or two notes.</p>	<p>Know how Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</p> <p>Know how to use your instruments, listen, and play your own answer using two different notes.</p> <p>Know how to take it in turns to improvise using three different notes.</p>	<p>Know how Sing, Play and Copy Back – Listen and copy back using instruments, using two/three different notes.</p> <p>Know how to use your instruments, listen, and play your own answer using two/three different notes.</p> <p>Know how to take it in turns to improvise using three / four different notes.</p>	<p>Know how to question and answer using instruments. Use three /four notes in your answer. Always start on a G.</p> <p>Know how to Use three notes in your answer. Know how to Improvise using three / four notes.</p> <p>Know how to improvise within the stylistic features of the music.</p>	<p>Know how to Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>

COMPOSITION						
<p>NC – KS1 Experiment with, create, select, and combine sounds using the inter-related dimensions of music. NC – KS2 Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>						
Substantive Knowledge						
EYFS	One	Two	Three	Four	Five	Six
<p><u>Nursery</u> Know that making music can be enjoyable.</p> <p><u>Reception</u> Know that they are musicians when they create music.</p>	<p>Know that everyone can compose.</p>	<p>Know that composing is like writing a story with music.</p>	<p>Know that a composition is music that is created by you and kept in some way.</p> <p>Know that compositions can be played or performed again to your friends.</p> <p>Know that there are different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>Know that a composition is music that is created by you and kept in some way.</p> <p>Know that there are different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture, and structure.</p> <p>Know that there is connection between sound and symbol.</p>	<p>Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</p> <p>Know that there is connection between sound and symbol.</p>
Disciplinary Knowledge						
EYFS	One	Two	Three	Four	Five	Six
<ul style="list-style-type: none"> • Know how to begin to sequence sounds to create a rhythm or beat. • Know how to repeat (short rhythmic and melodic) patterns. • Know how to begin to read pictorial representations of music. (e.g., colour coded bells, music story maps) 	<p>Know how to help to create a simple melody using one, two or three notes.</p> <p>Know how the notes of the composition can be written down and changed if necessary.</p>	<p>Know how to help create three simple melodies with the Units using one, three or five different notes.</p>	<p>Know how to create at least one simple melody using one, three or five different notes.</p> <p>Know how to plan and create a section of music that can be performed within the context of the unit song.</p> <p>Know how it was created. Know how to listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Know how to record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).</p>	<p>Know how to listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Know how to record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).</p>	<p>Know how to create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Know how the keynote or home note works with the structure of the melody.</p> <p>Know how to listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>	<p>Know the function of the keynote or home note and the structure of the melody.</p> <p>Know how to record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).</p>

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PERFORMANCE						
<p>NC – KS1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes. play tuned and untuned instruments musically.</p> <p>NC – KS2 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p>						
Substantive Knowledge						
EYFS	One	Two	Three	Four	Five	Six
<p><u>Nursery</u> Know that people can watch me perform.</p> <p><u>Reception</u> Know that I can use my voice to speak/sing/chant.</p> <p>Know that creating sounds with different instruments is good.</p> <p>Know that I can perform to others.</p>	<p>Know that a performance is sharing music with other people, called an audience.</p>	<p>Know that a performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>Know that an audience can include your parents and friends.</p>	<p>Know that you need to know and have planned everything that will be performed.</p> <p>Know that a performance can be a special occasion and involve an audience including people you don't know.</p>	<p>Know that a performance doesn't have to be a drama! It can be to one person or to each other.</p> <p>Know that you must sing or rap the words clearly and play with confidence.</p> <p>Know that performance involves communicating feelings, thoughts and ideas about the song/music.</p> <p>Know that it is planned and different for each occasion.</p>	<p>Know that everything that will be performed must be planned and learned.</p>	<p>Know that performing is sharing music with an audience with belief.</p> <p>Know that a performance involves communicating ideas, thoughts, and feelings about the song/music</p>
Disciplinary Knowledge						
EYFS	One	Two	Three	Four	Five	Six
<p>Know how to clap short rhythmic patterns.</p> <p>Know how to perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Know how I can explore and engage in music making and dance, performing solo or in groups.</p>	<p>Know how to choose a song they have learnt and perform it.</p> <p>Know how to add their ideas to the performance.</p> <p>Know how to record the performance and say how they were feeling about it.</p>	<p>Know how to choose a song / piece they have learnt and perform it.</p> <p>Know how to add their ideas and style to the performance.</p> <p>Know how to record the performance and say how they were feeling about it.</p>	<p>Know how to choose what to perform and create a programme.</p> <p>Know how to communicate the meaning of the words and clearly articulate them.</p> <p>Know how to talk about the best place to be when performing and how to stand or sit.</p> <p>Know how to record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>Know how to present a musical performance designed to capture the audience.</p>	<p>Know how to talk about the venue at school and how to use it to best effect.</p> <p>Know how to record the performance and compare it to a previous performance.</p> <p>Know how to discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>Know how to talk about the venue at school or off-site and how to use it to best effect.</p> <p>Review the performance of other year groups and offer constructive feedback.</p>

Commented [MM7]: Could there be a difference between y5 and y6 here?

READING Formal NOTATION.						
NC – KS2 Use and understand staff and other musical notations						
Substantive Knowledge						
EYFS	One	Two	Three & Four	Five & Six		
N/A	N/A	N/A	Know that a staff has lines and spaces. Know that music can be written as dots. Know that where the dots are on a staff shows different pitch of the note (5notes) Know that Crotchets are 1 beat notes, Minims are 2 beat notes, and these notes have rests.	Know that the spaces on a staff are FACE Know that the lines on a staff are CEGBD Know the notes names for their placement on the staff. Know that Semibreves are 4 beat notes, quavers are ½ beat notes, and semi-quavers are ¼ beat notes, and these notes have rests.		
Disciplinary Knowledge						
EYFS	One	Two	Three	Four	Five	Six
N/A	N/A	N/A	Know how to identify and describe the staff and treble clef. Know how to use dot notation to show higher or lower pitch. Know and identify the difference between crotchets and paired quavers. Know how to chant words to rhythms and link each syllable to a musical note.	Know and identify the difference between minims, crotchets, paired quavers, and their rests. Know how to read and perform pitch notation within a 5 note defined range. Know how to follow and perform simple rhythmic scores to a steady beat. Know how to maintain individual part whilst playing as an ensemble.	Know and identify further differences between Semibreves, minims, crotchets, semiquavers, and crotchet rests. Know and explain the difference between ¾ and 4/4-time signatures. Know how to read and perform pitched notation in a single octave range. Know how to read and play short rhythmic phrases from sight using conventional symbols and note durations.	Know, identify and explain further differences between semibreves, minims, crotchets, quavers, semiquavers, and their equivalent rests. Know how to read and perform pitch notation within an octave. Know how to read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts. Know how to read and play from notation, a four-bar phrase. Know how to identify the note names, pitch, and duration in the phrase.

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Commented [MM8]: Know and explain?

MUSIC TECHNOLOGY						
NC – KS1 - experiment with, create, select and combine sounds using the inter-related dimensions of music.						
NC – KS2 – use technology appropriately & understand and explore how music is created, produced and communicated						
Substantive Knowledge						
EYFS	One	Two	Three	Four	Five	Six
<p>Know that music can be listened to on digital devices.</p> <p>Know that someone has created the music they are listening to.</p>	<p>Know that music technology can be used to create and manipulate different sounds and rhythms.</p> <p>Know that musical instruments can be connected to computers or other devices to produce and record music.</p>	<p>Know that music software and apps can be used to compose and arrange music using different instruments and sounds.</p> <p>Know that microphones are used to capture and amplify sound, allowing musicians to be heard more clearly.</p>	<p>Know that MIDI (Musical Instrument Digital Interface) technology allows electronic instruments and computers to communicate and control each other.</p> <p>Know that music technology can be used to add effects and modify the sound of instruments, such as reverb or distortion.</p>	<p>Know that digital audio workstations (DAWs) are software programs used for recording, editing, and mixing music.</p> <p>Know that music technology can be used to create and manipulate loops, which are short repeating sections of music.</p>	<p>Know that synthesizers are electronic musical instruments that can create a wide range of sounds, including imitating traditional instruments.</p> <p>Know that music technology can be used to sample and remix existing recordings, allowing for creative reinterpretation of music.</p>	<p>Know that music technology can be used to create and control live performances through tools like MIDI controllers and software.</p> <p>Know that music production involves various processes, such as recording, editing, mixing, and mastering, to create a finished piece of music.</p>
Disciplinary Knowledge						
EYFS	One	Two	Three	Four	Five	Six
<p>Nursery</p> <p>Know how to listen to music on digital devices.</p> <p>Reception</p> <p>Know how to access music on digital devices.</p>	<p>Know how to create and record simple musical compositions.</p> <p>Know how to explore instruments and music from different cultures.</p> <p>Know how to use tools such as Loop within the software.</p>	<p>Know how to record own sounds.</p> <p>Know how to use own compositions between applications.</p> <p>Know how to use the tools available within the app / software such as sequencing and arranging.</p>	<p>Know how to use the basic tools in more advanced Digital Audio Workstation.</p> <p>Know how to record, edit and arrange simple musical compositions.</p> <p>Know how to use some features to change the sounds produced.</p>	<p>Know how to utilise the features of the DAW.</p> <p>Know how to edit musical compositions to change atmosphere and effect.</p> <p>Know how to share digital music.</p>	<p>Know how to use music technology to demonstrate musical understanding.</p> <p>Know how to create original compositions to meet a given genre or context.</p> <p>Know how to create 'new' sounds using features such as manipulation and waveform.</p>	<p>Know how to master use of the features in the given DAW.</p> <p>Know how to refine and enhance musical compositions in post-production.</p> <p>Know how to present compositions for effective sharing and showcasing.</p>

Commented [MM10]: Any others for this section?

Key Vocabulary

EYFS	One	Two	Three	Four	Five	Six
Sing, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring, bang.	<p>Dimensions Pulse, Rhythm, Pitch Melody</p> <p>Skills Improvise Compose</p> <p>Instruments bass guitar, drums, decks, singers, keyboard, percussion, trumpets, saxophones,</p> <p>Styles Rap, Blues, Baroque, Latin, Irish Folk, Funk, groove,</p> <p>General audience, imagination. perform,</p>	<p>Dimensions Dynamics, Tempo,</p> <p>Instruments electric guitar, glockenspiel.</p> <p>Styles Reggae,</p> <p>General question and answer, performance,</p>	<p>Dimensions Structure, Texture</p> <p>Theory intro/introduction, verse, chorus, hook, riff</p> <p>Skills Appraising</p> <p>Instruments Recorder, synthesizer, organ, backing vocals, pentatonic scale,</p> <p>Styles disco.</p> <p>Quaver Crotchet Minim Semibreve</p>	<p>Instruments digital/electronic sounds, turntables, synthesizers, backing vocal, piano, organ, acoustic guitar.</p> <p>General by ear, notation, birdsong, civil rights, racism, equality, solo, unison, rhythm patterns, rapping, lyrics, choreography,</p>	<p>Dimensions Timbre</p> <p>Theory bridge, backbeat, amplifier, syncopation, tune/head, verse, interlude, tag ending, unison, groove, bass line, harmony.</p> <p>Instruments & Equipment strings, cover, brass section, synthesizer, deck, backing loops, scratching, cover,</p> <p>Styles Old-school Hip Hop, Bossa Nova, Rock, Swing, Big bands, solo, ballad, Soul,</p>	<p>Dimensions style indicators, cover, dimensions of music, producer, groove, solo, ostinato, phrases, unison,</p> <p>Styles Urban Gospel, Motown, Blues, Jazz, gender equality, Neo Soul</p>

The Interrelated Dimensions of Music (Dimensions) Definitions

• **Pulse** – the regular heartbeat of the music; its steady beat. • **Rhythm** – long and short sounds or patterns that happen over the pulse. • **Pitch** – high and low sounds. • **Tempo** – the speed of the music; fast or slow or in-between. • **Dynamics** – how loud or quiet the music is. • **Timbre** – all instruments, including voices, have a certain sound quality e.g., the trumpet has a very different sound quality to the violin. • **Texture** – layers of sound. Layers of sound working together make music very interesting to listen to. • **Structure** – every piece of music has a structure e.g., an introduction, verse and chorus ending. • **Notation** – the link between sound and symbol

EYFS	One	Two	Three	Four	Five	Six
<p>Keyboard: A digital musical instrument with a set of keys that produce different sounds.</p> <p>Beat: The steady pulse or rhythm in music.</p> <p>Tempo: The speed at which music is played or performed.</p> <p>Sound: Vibrations that travel through the air and can be heard.</p>	<p>Melody: A sequence of musical notes played one after another to create a tune.</p> <p>Instrument: A device or object that produces musical sounds, such as a keyboard, guitar, or drum.</p> <p>Note: A symbol representing a specific pitch and duration in sheet music.</p> <p>Rhythm: The pattern of long and short sounds and silences in music.</p>	<p>Genre: A category or style of music, such as pop, rock, classical, or jazz.</p> <p>Pitch: How high or low a sound is.</p> <p>Rest: A symbol in sheet music indicating a silence or pause in the music.</p> <p>Composition: Creating or writing a piece of music.</p>	<p>Digital Audio Workstation (DAW): Software or computer program used for recording, editing, and producing music.</p> <p>Sound Effect: A digitally created or recorded sound used to enhance or accompany music.</p> <p>Track: A separate recording or layer of sound in a music composition.</p> <p>Loop: A repeating section of music that plays continuously.</p>	<p>MIDI (Musical Instrument Digital Interface): A protocol that allows electronic musical instruments and computers to communicate with each other.</p> <p>Mixing: Adjusting the volume, balance, and effects of different tracks in a music composition.</p> <p>Editing: Modifying or changing parts of a recording or composition using digital tools.</p> <p>Arrangement: Organizing and structuring the different sections of a musical composition.</p>	<p>Sampling: Taking a small portion or snippet of sound from an existing recording and using it in a new composition.</p> <p>Automation: Controlling and adjusting various parameters (volume, panning, effects) in a DAW over time.</p> <p>Equalization (EQ): Adjusting the balance of frequencies (bass, midrange, treble) in a sound or track.</p> <p>Compression: Reducing the dynamic range of a sound or track by decreasing the volume of louder parts.</p>	<p>Synthesis: Creating new sounds by combining or manipulating existing sounds using digital tools.</p> <p>MIDI Controller: A device, such as a keyboard or pad, used to play and control MIDI instruments or software.</p> <p>Chord: Three or more notes played together to create harmony.</p> <p>Scale: A sequence of musical notes arranged in ascending or descending order.</p>

Cycle A				Cycle B			
	Autumn	Spring	Summer		Autumn	Spring	Summer
KS1	Hey, you - Pulse, Rhythm and Pitch	In the Groove - Various Styles	Round & Round - Bosso Nova & Latin	KS1	Hands Feet Heart - South African	I Wanna Play in a Band - Children's Rock	Zootime - Friendship - Reggae
	Christmas Performance	Singing	Your Imagination		Christmas Performance	Singing	Friendship Song
LKS2	Let Your Spirit Fly (Pop)	Play Glockenspiel	The Dragon Song (Kindness & Friendship)	LKS2	Mamma Mia (pop)	Play Glockenspiel	Lean on Me – Soul & Gospel
	Christmas Performance	Singing Listen and Appraise	Bringing us Together		Christmas Performance	Singing / Listen Appraise	Blackbird - Beatles & Civil Rights1
UKS2	Play Recorder 1	Music Technology	Happiness (pop / Motown)	UKS2	Play Recorder	Music Technology	You've got a Friend (Carole King)
	Christmas Performance	Singing Listen and Appraise	Fresh Prince of Bel Air (Hip Hop)		Christmas Performance	- Singing / Listen & Appraise	Music & Me (women in Music)
Deeper Thinking Questions				Year 7			
Can you...: Perform the melody? Perform the accompaniment part? As a group, recreate...? Show me the rhythm before... and after...? Show me how... changes? Show me a similar...? Show me the original/feature of...? Show me the part that... performed? Show me what would happen if...? Show me the changes that you made...? Show me the most important rhythm/melody? Show me the least effective rhythm/melody? Make improvements to...?				Learn how to create a CuBase project. Arrange a blues piece using pre-recorded audio. Compose and input a rhythm using a digital audio workstation, arrange a piece of music using audio loops. Use Cubase tools to cut, copy, fade and cut audio loops. Recognise different tonalities through listening; Compose using different scales. Use melody, tonality, and harmony to create different moods. Learn how TV themes have been created. Create own TV themes. Composing skills – improve skills at developing and refining ideas. Compose a creative response. Use compositional techniques to create atmosphere. Demonstrate knowledge of how to use instruments and resources. Learn how to write for a specific occasion. Use a range of instrumental techniques.			

Technique for playing the Recorder	Technique for playing the Glockenspiel
<ul style="list-style-type: none"> • Posture: Sit with your back straight and your feet flat on the floor. Hold the recorder with your left hand on top and your right hand on the bottom. • Breathing: Take a deep breath before you start playing. Breathe from your diaphragm, not from your chest. This will give you a fuller sound. • Mouth positioning: Place the mouthpiece of the recorder between your lips, with your top teeth resting on the top edge of the mouthpiece. Shape your lips into a small "o" shape. • Fingering: Cover the holes on the recorder with your fingers according to the notes you want to play. Use the pads of your fingers, not the tips, to cover the holes completely. • Articulation: Use your tongue to start and stop the airflow to create different articulations, such as staccato or legato. • Intonation: Listen carefully to the pitch of the notes you play and adjust your finger placement and breath support to produce a clear and in-tune sound. • Practice: 	<ul style="list-style-type: none"> • Posture: Sit with your back straight and your feet flat on the floor. Hold the mallets with a relaxed grip, using your wrists to control the movement. • Bar placement: Each metal bar on the glockenspiel produces a specific pitch. Locate the bar you need to play and strike it with the appropriate mallet. • Striking technique: Use a firm, but gentle touch when striking the bars. Allow the mallet to bounce off the bar after striking it to produce a sustained tone. • Articulation: Use different mallet techniques to produce different articulations, such as staccato or legato. • Dynamics: Vary the volume of your playing by adjusting the force with which you strike the bars. • Practice:

Vocabulary	Listen, Appraise & History	Games & Musicianship	Singing	Playing	Improvisation	Composition	Performance	Reading Formal Notation	Music Technology
Substantive Knowledge									
Sing, loud sounds, soft sounds, medium, hard, solo, group, shake, tap, ring, quiet,	<p><u>Nursery</u> Know that good listening involves being quiet.</p> <p><u>Reception</u> Know that good listening involves being quiet and talking about what they have heard.</p> <p>Know that music can be played at different speeds.</p>	<p><u>Nursery</u> Know that people move in different ways.</p> <p><u>Reception</u> Know that people can dance and move in different ways.</p> <p>Know that I can choose how to move to the music.</p>	<p><u>Nursery</u> Know that good singing is joining in.</p> <p><u>Reception</u> Know that good singers make an appropriate noise, or are silent, at the appropriate time.</p>	<p><u>Nursery</u> Know that my body can be an instrument.</p> <p><u>Reception</u> Know that percussion instruments are banged.</p>	<p><u>Nursery</u> Know that they can experiment with making music with their bodies.</p> <p><u>Reception</u> Know that they can experiment with making music and sound combinations with their bodies and instruments.</p>	<p><u>Nursery</u> Know that making music can be enjoyable.</p> <p><u>Reception</u> Know that they are musicians when they create music.</p>	<p><u>Nursery</u> Know that people can watch me perform.</p> <p><u>Reception</u> Know that I can use my voice to speak/sing/chant.</p> <p>Know that creating sounds with different instruments is good.</p> <p>Know that I can perform to others.</p>	N/A	<p>Know that music can be listened to on digital devices.</p> <p>Know that someone has created the music they are listening to.</p>
Disciplinary Knowledge									
<p>Know how to move and dance in different ways.</p> <p>Know how to begin to move rhythmically, imitate movements in response to music.</p> <p>Know how to use movement to express feelings.</p>	<p>Know how to enjoy joining in with dancing and playing games.</p>	<p>Know how to sing to myself and make up simple songs.</p> <p>Know how to begin to recite well known poems</p>	<p>Know how to experiment with a range of percussion instruments.</p> <p>Know how to tap out simple repeated rhythms.</p>	<p>Know how to use their body (percussion) to make music along with given music, singing or chanting.</p>	<ul style="list-style-type: none"> • Know how to begin to sequence sounds to create a rhythm or beat. • Know how to repeat (short rhythmic and melodic) patterns. • Know how to begin to read pictorial representations of music. (e.g., colour coded bells, music story maps) 	<p>Know how to clap short rhythmic patterns.</p> <p>Know how to perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Know how I can explore and engage in music making and dance, performing solo or in groups.</p>	N/A	<p>Nursery Know how to listen to music on digital devices.</p> <p>Reception Know how to access music on digital devices.</p>	

Commented [MM11]: Does there need to be a difference in the substantive for between year 3 to 4 and then year 5 to 6?

Vocabulary	Listen, Appraise & History	Games & Musicianship	Singing	Playing	Improvisation	Composition	Performance	Reading Formal Notation	Music Technology
Substantive Knowledge									
<p>Dimensions Pulse, Rhythm, Pitch Melody</p> <p>Skills Improvise Compose</p> <p>Instruments bass guitar, drums, decks, singers, keyboard, percussion, trumpets, saxophones,</p> <p>Styles Rap, Blues, Baroque, Latin, Irish Folk, Funk, groove,</p> <p>General audience, imagination, perform</p>	<p>Know 5 songs off by heart and something about them.</p> <p>Know that the instruments they use have their own sounds and names.</p>	<p>Know that music has a steady pulse, like a heartbeat.</p> <p>Know that we can create rhythms from words, our names, favourite food, colours, and animals.</p> <ul style="list-style-type: none"> • Know that Beat is the regular pulse of the music. • Know that Rhythm is the combination of long and short sounds. • Know that Pitch is High and low sounds. 	<p>Know that good singers join in when they can as part of the group.</p>	<p>Know that notes have names.</p> <p>Know the names of the instruments they are playing.</p> <p>Know that instruments are treated carefully and with respect.</p>	<p>Know that Improvisation is about making up your own tunes on the spot.</p> <p>Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Know that everyone can improvise!</p>	<p>Know that everyone can compose.</p>	<p>Know that a performance is sharing music with other people, called an audience.</p>	N/A	<p>Know that music technology can be used to create and manipulate different sounds and rhythms.</p> <p>Know that musical instruments can be connected to computers or other devices to produce and record music.</p>
Disciplinary Knowledge									
	<p>Know how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Know how to say if they like the music.</p>	<p>Know how to find the pulse, clap back simple rhythms and sing simple rhythms.</p>	<p>Know how to sing notes of different pitches (high and low).</p> <p>Know how to make diverse types of sounds with their voices.</p> <p>Know how to start and stop singing when following a leader.</p>	<p>Know how to play a tuned instrumental part with the song they perform.</p> <p>Know how to play one of the differentiated parts (a one-note part, a simple part, medium part) which matches their ability.</p> <p>Know how to listen to and follow stop/start musical instructions from a leader.</p>	<p>Know how to clap your own answer (rhythms of words).</p> <p>Know how to improvise in response using one or two notes.</p>	<p>Know how to help to create a simple melody using one, two or three notes.</p> <p>Know how the notes of the composition can be written down and changed if necessary.</p>	<p>Know how to choose a song they have learnt and perform it.</p> <p>Know how to add their ideas to the performance.</p> <p>Know how to record the performance and say how they were feeling about it.</p>	N/A	<p>Know how to create and record simple musical compositions.</p> <p>Know how to explore instruments and music from different cultures.</p> <p>Know how to use tools such as Loop within the software.</p>

Vocabulary	Listen, Appraise & History	Games & Musicianship	Singing	Playing	Improvisation	Composition	Performance	Reading Formal Notation	Music Technology
Dimensions Dynamics, Tempo,	Substantive Knowledge								
Instruments electric guitar, glockenspiel.	Know that some songs have a chorus or a response/answer part. Know that songs have their own musical style.	Know that Rhythms are different from the steady pulse. Know that we can add high and low sounds, pitch, when we sing and play our instruments. • Know Tempo is the speed of the music. • Know Duration is how the long or short the sound is.	Know that unison is everyone singing at the same time. Know that songs include other ways of using the voice e.g., rapping (spoken word). Know that we need to warm up our voices.	Know that the notes of their instrument have names.	Everyone can improvise, and you can use one or two notes.	Know that composing is like writing a story with music.	Know that a performance can be a special occasion and involve a class, a year group or a whole school. Know that an audience can include your parents and friends.	N/A	Know that music software and apps can be used to compose and arrange music using different instruments and sounds. Know that microphones are used to capture and amplify sound, allowing musicians to be heard more clearly.
Styles Reggae,	Disciplinary Knowledge								
General question and answer, performance,	Know how songs can tell a story or describe an idea. Know how the music sounds old or new. Know how to respond to what they have heard, expressing their thoughts and feelings.	Know how to copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. Know how to create simple rhythms for people to copy back.	Know how to find a comfortable singing position. Know how to start and stop singing when following a leader. Know how to control volume following a	Know how to play the part in time with the steady pulse. Know how to play one of the differentiated parts (a one-note part, a simple part, medium part) which matches their ability. Know how to listen to and follow	Know how to Sing, Play, and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Know how to take it in turns to improvise using one or two notes.	Know how to help create three simple melodies with the Units using one, three or five different notes.	Know how to choose a song / piece they have learnt and perform it. Know how to add their ideas and style to the performance. Know how to record the performance and	N/A	Know how to record own sounds. Know how to use own compositions between applications. Know how to use the tools available within the app

		<p>Know how to listen and sign back.</p> <p>Know how to copyback 'la', whilst marching the steady beat.</p> <p>Know how to Listen and sing back, with different vocal warm-ups.</p>	<p>leaders' instruction.</p>	<p>stop/start/dynamic musical instructions from a leader.</p>			<p>say how they were feeling about it.</p>		<p>/ software such as sequencing and arranging.</p>
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Vocabulary	Listen, Appraise & History	Games & Musicianship	Singing	Playing	Improvisation	Composition	Performance	Reading Formal Notation	Music Technology
Dimensions									
Structure, Texture	Substantive Knowledge								
Theory intro/introduction, verse, chorus, hook, riff	Know five songs from memory, who sang them or wrote them and the genre.	Know that there is difference between pulse and rhythm. Know that pulse, rhythm, and pitch work together to create a song. Know that every piece of music has a pulse/steady beat.	Know that singing in a group can be called a choir. Know that the leader or conductor is a person who the choir or group follow. Know that songs can make you feel different things e.g., happy, energetic, or sad.	Know that the instruments used in class (a glockenspiel, a recorder) have specific features.	Know that using one or two notes confidently is better than using five. Know that if you improvise using the notes you are given, you cannot make a mistake	Know that a composition is music that is created by you and kept in some way. Know that here are different ways of recording compositions (letter names, symbols, audio etc.)	Know that you need to know and have planned everything that will be performed. Know that a performance can be a special occasion and involve an audience including people you don't know.	Know that a staff has lines and spaces. Know that music can be written as dots. Know that where the dots are on a staff shows different pitch of the note (5 notes) Know that Crotchets are 1 beat notes, Minims are 2 beat notes, and these notes have rests.	Know that MIDI (Musical Instrument Digital Interface) technology allows electronic instruments and computers to communicate and control each other. Know that music technology can be used to add effects and modify the sound of instruments, such as reverb or distortion.
Skills Appraising	Know about one song in detail and be able to talk about: lyrics, 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.)	Know that there is difference between a musical question and an answer. • Know Dynamics is loud and quite sounds. • Know that Texture is the layers of sound. • Know that Tempo can change. • Know that Melody is the sequence of notes and rhythms.	Know that good singers listen to each other. Know that you must warm up your voice to keep it healthy.						
Instruments Recorder, synthesizer, organ, backing vocals, pentatonic scale,									
Styles disco.									
Quaver Crotchet Minim Semibreve									
Disciplinary Knowledge									
	Know how to identify and move to the pulse.	Know how to clap and say back rhythms.	Know how to sing in unison and in simple two-parts.	Know how to play anyone, or all differentiated parts on a tuned instrument – a one-	Know how Sing, Play and Copy Back – Listen and copy back using instruments,	Know how to create at least one simple melody using one, three or five different notes.	Know how to choose what to perform and create a programme.	Know how to identify and describe the staff and treble clef.	Know how to use the basic tools in more advanced

	<p>Know how the words can mean something in a song. Know how to take it in turns to discuss how the song makes them feel. Know how to Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>Know how to lead the class using their simple rhythms.</p> <p>Know how to copy back pitch with instruments.</p> <p>Know to copy-back vocal warmups.</p>	<p>Know how to demonstrate a good singing posture. Know how to follow a leader when singing. Know how to enjoy exploring singing solo. Know how to sing with awareness of being 'in tune'. Know how to have an awareness of the pulse internally when singing</p>	<p>note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>Know how to rehearse and perform their part within the context of the Unit song.</p> <p>Know how to listen to and follow musical instructions from a leader.</p>	<p>using two different notes.</p> <p>Know how to use your instruments, listen, and play your own answer using two different notes.</p> <p>Know how to take it in turns to improvise using three different notes.</p>	<p>Know how to plan and create a section of music that can be performed within the context of the unit song. Know how it was created. Know how to listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics, and tempo.</p> <p>Know how to record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation</p>	<p>Know how to communicate the meaning of the words and clearly articulate them.</p> <p>Know how to talk about the best place to be when performing and how to stand or sit.</p> <p>Know how to record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>Know how to use dot notation to show higher or lower pitch.</p> <p>Know and identify the difference between crotchets and paired quavers.</p> <p>Know how to chant words to rhythms and link each syllable to a musical note. Know the difference between crotchets and paired quavers.</p> <p>Know how to chant words to rhythms and link each syllable to a musical note.</p>	<p>Digital Audio Workstation.</p> <p>Know how to record, edit and arrange simple musical compositions.</p> <p>Know how to use some features to change the sounds produced.</p>
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Vocabulary	Listen, Appraise & History	Games & Musicianship	Singing	Playing	Improvisation	Composition	Performance	Reading Formal Notation	Music Technology
Substantive Knowledge									
<p>Instruments digital/electronic sounds, turntables, synthesizers, backing vocal, piano, organ, acoustic guitar.</p> <p>General by ear, notation, birdsong, civil rights, racism, equality, solo, unison, rhythm patterns, rapping, lyrics, choreography,</p>	<p>Know that songs have style indicators and be able to name some of them.</p> <p>Know the musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm, and pitch).</p> <p>Know that each instrument has a name and be able to name the instruments I hear in a song</p>	<p>Know that pulse, rhythm and pitch work together to create music.</p> <p>Know that Rhythm is the long and short patterns over the pulse.</p> <p>Know that Pitch is High and low sounds that create melodies.</p> <ul style="list-style-type: none"> Know that Dynamics is how hard or soft the sound is, not just volume. Know that Structure is the different sections of the music. Know that Harmony is the sounding of two or more notes together. 	<p>Know that a solo singer makes a thinner texture than a large group.</p> <p>Know that there are different ways of keeping your voice healthy.</p>	<p>Know that other people play different instruments.</p> <p>Know that some musicians are famous and be able to...name the instruments, including the voice, that they play</p>	<p>Know that you can use some of the riffs you have heard in your improvisations.</p>	<p>Know that a composition is music that is created by you and kept in some way.</p> <p>Know that compositions can be played or performed again to your friends.</p> <p>Know that here are different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>Know that a performance doesn't have to be a drama! It can be to one person or to each other.</p> <p>Know that you must sing or rap the words clearly and play with confidence.</p> <p>Know that it involves communicating feelings, thoughts and ideas about the song/music.</p> <p>Know that it is planned and different for each occasion.</p>	<p>Know that a stave has lines and spaces.</p> <p>Know that music can be written as dots.</p> <p>Know that where the dots are on a stave shows different pitch of the note (5notes)</p> <p>Know that Crotchets are 1 beat notes, Minims are 2 beat notes, and these notes have rests.</p>	<p>Know that digital audio workstations (DAWs) are software programs used for recording, editing, and mixing music.</p> <p>Know that music technology can be used to create and manipulate loops, which are short repeating sections of music.</p>
Disciplinary Knowledge									
	<p>Know how the musical dimensions work together in the Unit songs.</p> <p>Know how to talk about the music</p>	<p>Know how to create musical ideas for the group to copy or respond to using two notes.</p> <p>Know how to listen and sign back without notation.</p>	<p>Know how to re-join the song if lost.</p> <p>Know how to listen to the group when singing.</p>	<p>Know how to lead the playing by making sure everyone plays in the playing section of the song.</p>	<p>Know how Sing, Play and Copy Back – Listen and copy back using instruments, using two/three different notes.</p>	<p>Know how to listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>Now how to present a musical performance designed to capture the audience.</p>	<p>Know the difference between minims, crotchets, paired quavers and their rests.</p> <p>Know how to read and perform pitch notation within a 5 note defined range.</p>	<p>Know how to utilise the features of the DAW.</p> <p>Know how to edit musical compositions to change</p>

	and how it makes them feel. Know how to try to use musical words.	Know how to Question and answer using two different notes.			Know how to use your instruments, listen and play your own answer using two /three different notes. Know how to take it in turns to improvise using three / four different notes	Know how to record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).		Know how to follow and perform simple rhythmic scores to a steady beat. Know how to maintain individual part whilst playing as an ensemble.	atmosphere and effect. Know how to share digital music.
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Vocabulary	Listen, Appraise & History	Games & Musicianship	Singing	Playing	Improvisation	Composition	Performance	Reading Formal Notation	Music Technology
Substantive Knowledge									
<p>Dimensions</p> <p>Timbre</p> <p>Theory bridge, backbeat, amplifier, syncopation, tune/head, verse, interlude, tag ending, unison, groove, bass line, harmony.</p> <p>Instruments & Equipment strings, cover, brass section, synthesizer, deck, backing loops, scratching, cover,</p>	<p>Know that the featured songs were made for a reason.</p> <p>Know that other songs match the genre of the featured song, and name some.</p> <p>Know that songs have a historical context and be able to talk about what was happening in society when the song was written.?</p>	<p>Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and that they connect in a song.</p> <ul style="list-style-type: none"> Know that symbols are used to show a range of Dynamics. Know that Harmony normally sounds pleasant 	<p>Know that good singing keeps an internal pulse.</p> <p>Know that songs may have different voices in different parts.</p> <p>Know what the song is about and the meaning of the lyrics.</p> <p>To know that warming up the voice is important each time we sing.</p>	<p>Know that there are different ways of writing music down – e.g., staff notation, symbols. Know that the names on the Treble stave are the notes C, D, E, F, G, A, B + C</p>	<p>To know three well-known improvising musicians.</p>	<p>Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</p> <p>Know that there is connection between sound and symbol.</p>	<p>Know that everything that will be performed must be planned and learned.</p>	<p>Know that the spaces on a stave are FACE. Know that the lines on a stave are CEGBD. Know the notes names for their placement on the stave. Know that Semibreves are 4 beat notes, quavers are ½ beat notes, and semi-quavers are ¼ beat notes, and these notes have rests.</p>	<p>Know that synthesizers are electronic musical instruments that can create a wide range of sounds, including imitating traditional instruments. Know that music technology can be used to sample and remix existing recordings, allowing for creative reinterpretation of music.</p>
Disciplinary Knowledge									
<p>Styles</p> <p>Old-school Hip Hop, Bossa Nova, Rock, Swing, Big bands, solo, ballad, Soul</p>	<p>Know how to talk about the musical dimensions working together in the Unit songs.</p> <p>Know about the message of songs.</p>	<p>Know how to copy back rhythms based on the words of the main song, which include syncopation / off beat. Know how to copy back one-note riffs using simple and syncopated rhythm patterns.</p>	<p>Know how to sing in unison and to sing backing vocals.</p> <p>Know how to use a good singing posture.</p>	<p>Know how to play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Know how to select and learn an instrumental</p>	<p>Know how to question and answer using instruments. Use three /four notes in your answer. Always start on a G.</p> <p>Know how to Use three notes in your answer.</p>	<p>Know how to create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Know how the keynote or home</p>	<p>Know how to talk about the venue and how to use it to best effect.</p> <p>Know how to record the performance and compare it to a previous performance.</p>	<p>Know and identify further differences between Semibreves, minims, crotchets, semiquavers, and crotchet rests.</p> <p>Know and explain the difference between ¾ and 4/4-time signatures.</p> <p>Know how to read and perform pitched</p>	<p>Know how to use music technology to demonstrate musical understanding.</p> <p>Know how to create original compositions to meet a</p>

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	<p>Know how to move to the pulse with ease.</p> <p>Know how to compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p>	<p>Know how to copy back two-note riffs by ear and with notation.</p> <p>Know how to copy back three-note riffs by ear and with notation Know how to lead and take part in Question and answer using three different notes.</p>	<p>Know how to rap and sing solo.</p> <p>Know how you fit into the group whilst singing.</p>	<p>part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. Know how to lead a rehearsal session.</p>	<p>Know how to Improvise using three / four notes.</p> <p>Know how to improvise within the stylistic features of the music.</p>	<p>note works with the structure of the melody.</p> <p>Know how to listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>	<p>Know how to discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>notation in a single octave range.</p> <p>Know how to read and play short rhythmic phrases from sight using conventional symbols and note durations conventional symbols and note durations.</p>	<p>given genre or context.</p> <p>Know how to create ‘new’ sounds using features such as manipulation and waveform.</p>
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Vocabulary	Listen, Appraise & History	Games & Musicianship	Singing	Playing	Improvisation	Composition	Performance	Reading Formal Notation	Music Technology
<p>Dimensions</p> <p>style indicators, cover, dimensions of music, producer, groove, solo, ostinato, phrases, unison,</p> <p>Styles</p> <p>Urban Gospel, Motown, Blues, Jazz, gender equality, Neo Soul</p>									
Substantive Knowledge									
	<p>Know three or four songs they have listened to and talk about them in detail.</p> <p>Know that we have a musical identity and be able to talk about it</p>	<p>Know that pulse, rhythm, pitch, tempo, dynamics, texture, and structure work together to create a song or piece of music.</p>	<p>Know that how you sing the song can represent the feeling and context to your audience.</p> <p>Know about a song and be able to talk about: ○ Its main features of the vocals - Singing in unison, the solo, lead vocal, backing vocals or rapping. Know that it is important to warm up our voices and be able to explain how and why</p>	<p>Know that there are different ways of writing music down – e.g., staff notation, symbols.</p> <p>Know that the names on the Treble stave are the notes C, D, E, F, G, A, B + C</p>	<p>Know that using one, two or three notes confidently is better than using five.</p> <p>Know that you can use some of the riffs and licks you have learnt in your improvisations.</p>	<p>Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture, and structure.</p> <p>Know that there is connection between sound and symbol.</p>	<p>Know that performing is sharing music with an audience with belief.</p> <p>Know that a performance involves communicating ideas, thoughts, and feelings about the song/music</p>	<p>Know that the spaces on a stave are FACE.</p> <p>Know that the lines on a stave are CEGBD.</p> <p>Know the notes names for their placement on the stave.</p> <p>Know that Semibreves are 4 beat notes, quavers are 1/2 beat notes, and semi-quavers are 1/4 beat notes, and these notes have rests.</p>	<p>Know that music technology can be used to create and control live performances through tools like MIDI controllers and software.</p> <p>Know that music production involves various processes, such as recording, editing, mixing, and mastering, to create a finished piece of music.</p>
Disciplinary Knowledge									
	<p>Know how to use a range of musical words when talking about the songs.</p> <p>Know how to talk about the music and how it</p>	<p>Know how to lead the class by inventing more advanced rhythms for others to copy back.</p>	<p>Know how to lead a way of warming up the voice.</p>	<p>Know how to play two musical instruments (glock and recorder) with the correct technique within the context of the Unit song.</p>	<p>Know how to Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<p>Know the function keynote or home note and the structure of the melody.</p> <p>Record the composition in any way appropriate</p>	<p>Know how to talk about the venue and how to use it to best effect.</p> <p>Know how to record the performance and compare it to a</p>	<p>Know, identify and explain further differences between semibreves, minims, crotchets, quavers, semiquavers, and their equivalent rests.</p> <p>Know how to read and perform pitch notation within an</p>	<p>Know how to master use of the features in the given DAW.</p> <p>Know how to refine and enhance</p>

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	<p>makes you feel, using musical language to describe the music.</p>	<p>Know how to copy back two-note riffs by ear and with question and answer using four different notes.</p> <p>Know how to copy back four riffs by ear and with notation.</p>		<p>Know how to play both the melody and accompaniment part on two different instruments.</p>		<p>that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).</p>	<p>previous performance.</p> <p>Know how to discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>octave. Know how to read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts. Know how to read and play from notation, a four-bar phrase. Know how to identify the note names, pitch, and duration in the phrase.</p>	<p>musical compositions in post-production.</p> <p>Know how to present compositions for effective sharing and showcasing.</p>
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