



HOLLY PRIMARY SCHOOL

Happiness Pride Commitment

Music

Progression of Knowledge

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

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 – What we know / understand and can recall

| EYFS | 1 | 2 | 3 | 4 | 5 | 6 |
|--|--|---|--|---|--|---|
| Nursery – good listening means being quiet and attentive. Reception – good listening includes talking about what is heard; notice music can be fast or slow. | Know 5 songs by heart and something about each (style or purpose). Name common classroom instruments and recognise their sounds. | Recognise choruses and call-and-response; identify that songs belong to styles. | Recall five songs and their artist/composer and genre. Discuss one song in depth: lyrics and where you hear texture, dynamics, tempo, rhythm and pitch. Identify sections (intro, verse, chorus). Name instruments you hear. | Spot style indicators and name some. Explain how musical dimensions are used (texture, dynamics, tempo, rhythm, pitch). Name instruments you hear; place familiar pieces broadly in time and style. | Explain why featured songs were written (purpose/context). Identify other songs in the same genre. Describe relevant historical or social context. | Discuss 3–4 studied songs in detail. Articulate your own musical identity and influences. |

Disciplinary Knowledge – How we use it / apply it / work like a musician

| EYFS | One | Two | Three | Four | Five | Six |
|---|--|---|---|---|---|---|
| Move and dance in different ways; begin to move rhythmically; imitate movements in response to music; use movement to express feelings; create movement to music. | Enjoy moving to music (dance, march, pretend). Say whether you like a piece and why. | Explain how a song tells a story or describes an idea; say whether the music sounds old or new; respond with thoughts and feelings. | Identify and move to the pulse; discuss what lyrics mean; share how the song makes you feel; listen respectfully to others. | Use musical vocabulary to describe how dimensions work together and how the music makes you feel. | Compare two songs in the same style (similarities/differences, standout features); move to the pulse with ease; discuss messages in songs using musical language. | Use a wide musical vocabulary to appraise and explain how/why the music makes you feel. |

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 – What we know / understand and can recall

| EYFS | One | Two | Three | Four | Five | Six |
|--|--|--|---|--|--|---|
| Nursery – people move in different ways. Reception – people can dance and choose how to move to music. | Understand steady beat (pulse). Create rhythms from words and names. Know: Beat = regular pulse; Rhythm = long/short sounds; Pitch = high/low. | Rhythm patterns differ from the pulse. Add high/low (pitch) in singing/playing. Know: Tempo = speed; Duration = length of sounds/silences. | Know the difference between pulse and rhythm. Pulse, rhythm and pitch combine to form a song. Know: Dynamics (loud/quiet), Texture (layers), Tempo changes, Melody (sequence of notes). | Pulse, rhythm and pitch work together. Rhythm = patterns over the pulse. Pitch creates melodies. Know: Dynamics (how hard/soft), Structure (sections), Harmony (two or more notes together). | All dimensions interact (pulse, rhythm, pitch, tempo, dynamics, texture, structure). Symbols show a range of dynamics. Harmony usually sounds stable/pleasant. | All dimensions combine to create pieces and songs; apply them with control. |

Disciplinary Knowledge – How we use it / apply it / work like a musician

| EYFS | One | Two | Three | Four | Five | Six |
|---------------------------------------|--|--|---|---|---|---|
| Join in with dancing and music games. | Find the pulse; clap back and sing simple rhythms. | Copy short rhythmic phrases while keeping the beat; create simple rhythms for others; echo-sing short patterns; join vocal warm-ups. | Clap and say back rhythms; lead simple class rhythms; copy back pitch on instruments; copy back vocal warm-ups. | Create ideas for others to copy using two notes; echo without notation; use question-and-answer with two notes. | Copy rhythms including syncopation; copy 1-, 2- and 3-note riffs by ear and from notation; lead Q&A with three notes. | Lead by inventing advanced rhythms; copy two-note riffs and answer using four notes; copy four riffs by ear and notation. |

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 – What we know / understand and can recall

| EYFS | One | Two | Three | Four | Five | Six |
|--|--|--|--|---|---|--|
| Nursery – good singing is joining in. Reception – good singers make appropriate sounds at the right time (or stay silent). | Good singers join in as part of a group. | Unison is everyone singing together; songs may include rapping/speaking. Warm up voices. | Choirs sing as a group led by a conductor; songs affect how we feel; good singers listen to each other; always warm up to keep voices healthy. | A solo makes a thinner texture than a large group; there are different ways to keep your voice healthy. | Good singing keeps an internal pulse; songs may have different vocal roles (lead, backing, rap); always warm up before singing. | How you sing communicates feeling and context; describe vocal features (unison, solo, lead, backing, rap); explain why and how we warm up. |

Disciplinary Knowledge – How we use it / apply it / work like a musician

| EYFS | One | Two | Three | Four | Five | Six |
|---|---|--|---|---|---|--|
| Sing to oneself and make up simple songs; begin to recite well-known poems. | Sing high and low notes; make different vocal sounds; start and stop with a leader. | Find a comfortable singing position; start/stop with a leader; control volume as directed. | Sing in unison and simple two parts; use good posture; follow a leader; explore solo; sing increasingly in tune; keep internal pulse. | Re-join confidently if lost; listen to the group and blend. | Sing in unison and backing vocals; use good posture; rap and sing solo confidently; understand your role in the ensemble. | Plan and lead a vocal warm-up; sing expressively with control and blend. |

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 – What we know / understand and can recall

| EYFS | One | Two | Three | Four | Five | Six |
|--|---|--|---|---|---|-----|
| Nursery – my body can be an instrument. Reception – percussion instruments are struck/shaken to make sound. | Notes have names; name the instruments you play; treat instruments with care and respect. | The notes on your instrument have names. | Class instruments (e.g. glockenspiel, recorder) have specific parts and techniques. | People play many instruments, including famous musicians; include the voice as an instrument. | Different systems exist for writing music (staff notation and symbols). Treble-stave note names: C D E F G A B C. | |

Disciplinary Knowledge – How we use it / apply it / work like a musician

| EYFS | One | Two | Three | Four | Five | Six |
|--|--|---|---|---|--|--|
| Explore percussion; tap simple repeated rhythms. | Play a simple part with a song; choose a one-note/simple/medium part; follow start/stop signals. | Play in time with the pulse; choose an appropriate differentiated part; follow start/stop and dynamic instructions. | Play any differentiated part (one-note/simple/medium or melody) from memory or notation; rehearse and perform within the unit song; follow musical direction. | Lead playing by cueing entries in the instrumental section. | Play with correct technique; select a suitably challenging part; lead a rehearsal. | Play two instruments (e.g. glockenspiel and recorder) accurately; perform melody and accompaniment across two instruments. |

IMPROVISATION

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.

Substantive Knowledge – What we know / understand and can recall

| EYFS | One | Two | Three | Four | Five | Six |
|---|--|--|--|--|--|---|
| Nursery – experiment with body percussion. Reception – experiment with body/instrument sound combinations. | Improvisation is making up your own tune on the spot; it isn't written down; everyone can improvise. | Everyone can improvise using one or two notes. | Using one or two notes confidently is better than many; sticking to the given notes avoids clashing. | You can use familiar riffs in your improvisations. | Know three well-known improvising musicians; recognise style in improvisation. | Using 1–3 notes confidently can be more musical than using many; reuse learned riffs and licks. |

Disciplinary Knowledge – How we use it / apply it / work like a musician

| EYFS | One | Two | Three | Four | Five | Six |
|---|--|--|---|--|--|---|
| Make music with body percussion alongside songs and chants. | Clap your own answer (word rhythms); improvise using one or two notes. | Echo then respond using one or two notes; take turns to improvise. | Copy back using two notes; play your own answer using two notes; take turns to improvise using three notes. | Copy back using two/three notes; improvise answers using three/four notes. | Question-and-answer using 3–4 notes (often starting on G as a home note); improvise within the style of the music. | Improvise fluently in Bossa Nova and Swing feels using D E G A B (pentatonic) as appropriate to the unit. |

COMPOSITION

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.

Substantive Knowledge – What we know / understand and can recall

| EYFS | One | Two | Three | Four | Five | Six |
|--|-----------------------|--|--|--|---|--|
| Nursery – making music is enjoyable. Reception – when you create music, you are a musician. | Everyone can compose. | Composing is like writing a musical story. | A composition is your music kept in some way (audio, symbols, letters); it can be performed again. | A composition is your music kept in some way; there are different ways to record it. | A composition has pulse, rhythm and pitch shaped by tempo, dynamics, texture and structure; there is a link between sound and symbol. | As Y5, with increasing independence and control. |

Disciplinary Knowledge – How we use it / apply it / work like a musician

| EYFS | One | Two | Three | Four | Five | Six |
|---|--|--|--|---|--|--|
| Sequence sounds to create a beat; repeat short rhythmic/melodic patterns; begin to read pictorial notation (e.g. colour bells, story maps). | Help create a simple melody using 1–3 notes; write down note letters/symbols and edit if needed. | Help create three simple melodies using 1, 3 or 5 notes. | Create at least one simple melody using 1, 3 or 5 notes; plan a section to perform; reflect on pulse, rhythm, pitch, dynamics, tempo; record using appropriate notation. | Reflect and refine; record the piece recognising the link between sound and symbol. | Create melodies up to five notes with rhythms that fit the unit style; use the home note to support structure; refine how the melody connects with the song. | Explain the function of the home note and structure of the melody; record clearly (staff/graphic/audio) showing the sound–symbol link. |

PERFORMANCE

NC – KS1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes. 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 – What we know / understand and can recall

| EYFS | One | Two | Three | Four | Five | Six |
|---|--|--|--|--|--|--|
| Nursery – people can watch me perform. Reception – I can speak/sing/chant; creating sounds is good; I can perform to others. | A performance is sharing music with an audience. | A performance can be a special occasion for class/year/school; the audience may include parents and friends. | Plan what you will perform; audiences may include people you don't know. | A performance can be informal; sing/rap/play with confidence; communicate feelings, thoughts and ideas; plan for the occasion. | Everything to be performed must be planned and learnt. | Performing is sharing music with belief; communicate ideas, thoughts and feelings. |

Disciplinary Knowledge – How we use it / apply it / work like a musician

| EYFS | One | Two | Three | Four | Five | Six |
|---|---|--|---|--|---|---|
| Clap short patterns; perform songs, rhymes and stories with others; move in time when appropriate; perform solo or in groups. | Choose a learnt song and perform; add ideas; record and describe how it felt. | Choose and perform; add ideas and style; record and reflect on feelings. | Choose what to perform and create a running order; communicate meaning and articulate words clearly; choose best position; record and evaluate (WWW/EBI). | Present a performance designed to engage the audience. | Discuss venue use (acoustics, staging); record and compare; evaluate musically (WWW/EBI). | Plan for school or off-site venues; review performances of other year groups and offer constructive feedback. |

READING Formal NOTATION.

NC – KS2 Use and understand staff and other musical notations

Substantive Knowledge – What we know / understand and can recall

| EYFS | One | Two | Three | Four | Five | Six |
|------|-----|-----|---|---------------------------------------|--|---|
| N/A | N/A | N/A | Stave has lines and spaces; notes shown as dots; pitch changes with position (5-note range). Values: crotchet=1, minim=2; matching rests. | Consolidate Y3 knowledge and fluency. | Treble spaces FACE; lines EGBDF; recognise note names; values include semibreve=4, quaver=1/2, semiquaver=1/4; matching rests. | Fluent treble reading within an octave; accurate understanding of common note values and rests. |

Disciplinary Knowledge – How we use it / apply it / work like a musician

| EYFS | One | Two | Three | Four | Five | Six |
|------|-----|-----|---|---|---|---|
| N/A | N/A | N/A | Identify stave and treble clef; use dot notation for higher/lower pitch; distinguish crotchets and paired quavers; chant words to rhythms linking syllables to notes. | Distinguish minims, crotchets, paired quavers and rests; read/perform pitch in a 5-note range; follow simple rhythmic scores to a steady beat; maintain your part in an ensemble. | Identify and explain differences between common note values and rests; explain 3/4 vs 4/4; read/perform pitched notation in a single octave; sight-read short rhythmic phrases. | Identify, explain and perform using semibreves, minims, crotchets, quavers, semiquavers and rests; read/perform pitch within an octave; read from rhythm cards and 4-part rhythmic scores; play a notated four-bar phrase naming notes, pitch and duration. |

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 – What we know / understand and can recall

| EYFS | One | Two | Three | Four | Five | Six |
|--|--|--|---|---|---|--|
| Music can be listened to on digital devices; someone created the music you hear. | Technology can create/manipulate sounds and rhythms; instruments can connect to devices for recording. | Apps/software can compose and arrange using different sounds; microphones capture and amplify sound. | MIDI lets instruments and computers communicate; effects (e.g. reverb, distortion) change timbre. | DAWs are for recording, editing and mixing; loops are short repeating sections. | Synthesizers can create many sounds, including imitations; technology allows sampling and remixing. | Technology can control live performance (e.g. MIDI controllers); production covers recording, editing, mixing and mastering. |

Disciplinary Knowledge – How we use it / apply it / work like a musician

| EYFS | One | Two | Three | Four | Five | Six |
|--|--|--|---|---|---|--|
| Nursery – listen to music on digital devices. Reception – access music on digital devices. | Create and record simple pieces; explore instruments/music from different cultures; use simple loop tools. | Record your own sounds; move audio between apps; use sequencing and arranging tools. | Use basic tools in a DAW; record, edit and arrange simple pieces; use features to shape sounds. | Use DAW features with increasing confidence; edit to change atmosphere/effect; share digital music. | Use technology to demonstrate musical understanding; create original pieces for a given genre/context; create new sounds by manipulating waveforms. | Master key DAW features; refine and enhance compositions in post-production; present for showcasing. |

Key Vocabulary

| EYFS | One | Two | Three | Four | Five | Six |
|--|---|--|---|--|--|--|
| Sing; loud/soft; medium; solo; group; shake; tap; ring; bang; quiet. | Dimensions: pulse, rhythm, pitch, melody. Skills: improvise, compose. Instruments: bass guitar, drums, decks, singers, keyboard, percussion, trumpets, saxophones. Styles: rap, blues, Baroque, Latin, Irish folk, funk, groove. General: audience, imagination, perform. | Dimensions: dynamics, tempo. Instruments: electric guitar, glockenspiel. Style: reggae. General: question and answer, performance. | Dimensions: structure, texture. Theory: intro, verse, chorus, hook, riff; quaver, crotchet, minim, semibreve. Skills: appraising. Instruments: recorder, synthesizer, organ, backing vocals. Scale: pentatonic. Style: disco. | Instruments: digital/electronic sounds, turntables, synthesizers, backing vocal, piano, organ, acoustic guitar. General: by ear, notation, birdsong, civil rights, racism, equality, solo, unison, rhythm patterns, rapping, lyrics, choreography. | Dimensions: timbre. Theory: bridge, backbeat, amplifier, syncopation, tune/head, verse, interlude, tag ending, unison, groove, bass line, harmony. Instruments & equipment: strings, brass section, synthesizer, decks, backing loops, scratching, cover. Styles: old-school hip-hop, Bossa Nova, rock, swing, big band, solo, ballad, soul. | Dimensions: style indicators, producer, groove, solo, ostinato, phrases, unison. Styles: urban gospel, Motown, blues, jazz, neo-soul; themes: gender equality. |

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

Glossary

| EYFS | ONE | TWO |
|---|--|--|
| <p>Sing – using your voice to make a tune.</p> <p>Loud / Soft / Quiet / Medium – words describing dynamics, meaning how loud or quiet a sound is.</p> <p>Solo – one person performing alone.</p> <p>Group – several performers making music together.</p> <p>Shake / Tap / Ring / Bang – different ways of making sounds that give instruments their timbre (sound quality).</p> | <p>Pulse – the steady beat of the music.</p> <p>Rhythm – long and short sounds organised over the pulse.</p> <p>Pitch – how high or low a sound is.</p> <p>Melody – a tune made from a sequence of pitches.</p> <p>Improvise – make up music spontaneously.</p> <p>Compose – create your own musical piece to be performed again.</p> <p>Bass guitar – a low-pitched guitar that usually plays the bass line.</p> <p>Drums – percussion instruments that keep the beat and add rhythm.</p> <p>Decks – DJ turntables/controllers used to play and manipulate recordings.</p> <p>Keyboard – an electronic or acoustic key-based instrument (e.g., digital keyboard, piano).</p> <p>Percussion – instruments sounded by striking, shaking or scraping; tuned or untuned.</p> <p>Trumpets – high brass instruments with bright tone.</p> <p>Saxophones – reed instruments common in bands and jazz ensembles.</p> <p>Singers (voice) – the human voice used as an instrument.</p> <p>Rap – rhythmic, rhyming speech performed over a beat; a key part of hip-hop culture.</p> <p>Blues – expressive African-American style using 'blue notes' and common forms like the 12-bar pattern.</p> <p>Baroque – ornate Western classical music from about 1600–1750.</p> <p>Latin – umbrella for Latin-American styles, often with Afro-Latin rhythms and Spanish/Portuguese lyrics.</p> <p>Irish folk – traditional Irish dance music (jigs, reels) and song passed down orally.</p> <p>Funk – rhythm-driven dance music with syncopated bass and drums and an emphasis on the groove.</p> <p>Groove – the compelling rhythmic feel created when musicians lock into a unified rhythm.</p> <p>Audience – people who listen to a performance.</p> <p>Imagination – creative thinking in music-making.</p> <p>Perform – to share your music with others.</p> | <p>Dynamics – how loud or quiet music is.</p> <p>Tempo – the speed of the music.</p> <p>Electric guitar – a guitar that uses pickups and an amplifier to produce sound.</p> <p>Glockenspiel – a tuned percussion instrument with metal bars.</p> <p>Reggae – Jamaican popular music with strong off-beat chords ('skank'), deep bass and a relaxed tempo.</p> <p>Question and answer – two musical phrases that respond to each other (call and response).</p> <p>Performance – presenting your music to an audience.</p> |

| THREE | FOUR |
|--|--|
| <p>Structure – how music is organised into sections.</p> <p>Intro – the opening section that sets up the song.</p> <p>Verse – the storytelling section; music often repeats while lyrics change.</p> <p>Chorus – the main repeated idea with usually the same lyrics each time.</p> <p>Hook – a catchy idea designed to be memorable.</p> <p>Riff – a short repeating musical idea.</p> <p>Ostinato – a persistently repeated musical pattern.</p> <p>Quaver – an eighth-note; typically half a beat in common time.</p> <p>Crotchet – a quarter-note; typically one beat.</p> <p>Minim – a half-note; typically two beats.</p> <p>Semibreve – a whole-note; typically four beats.</p> <p>Appraising – listening and talking about music using musical vocabulary.</p> <p>Recorder – an end-blown woodwind played by covering finger holes.</p> <p>Synthesizer – an electronic instrument that generates/reshapes sounds.</p> <p>Organ – a keyboard instrument producing sustained tones (pipes or electronic).</p> <p>Backing vocals – supporting vocal parts under/around the lead.</p> <p>Pentatonic scale – a five-note scale used worldwide.</p> <p>Disco – 1970s dance music with steady four-on-the-floor drum and strong bass lines.</p> | <p>Digital/electronic sounds – sounds created or processed by electronic instruments or software.</p> <p>Turntables – DJ equipment used to play/control records (also for scratching).</p> <p>Synthesizers – electronic keyboards that generate/shape sounds.</p> <p>Backing vocal – supporting vocal part that complements the lead.</p> <p>Piano – an acoustic keyboard instrument with hammers striking strings.</p> <p>Organ – a keyboard instrument producing sustained tones.</p> <p>Acoustic guitar – a hollow-body guitar that produces sound acoustically.</p> <p>By ear – learning/performing music without notation.</p> <p>Notation – written symbols representing musical sounds.</p> <p>Solo – one performer featured.</p> <p>Unison – everyone performing the same part together.</p> <p>Rhythm patterns – repeated rhythmic ideas.</p> <p>Rapping – rhythmic spoken-word over music.</p> <p>Lyrics – the words of a song.</p> <p>Choreography – planned movement/dance to music.</p> <p>Birdsong – natural sounds used as a topic in listening/appraising.</p> <p>Civil rights / Racism / Equality – social themes explored through listening and discussion.</p> |

| FIVE | SIX |
|---|--|
| <p>Timbre – the colour/quality of a sound that lets us tell instruments/voices apart.</p> <p>Bridge – a contrasting section that adds new material before returning to the chorus.</p> <p>Backbeat – accents on beats 2 and 4 in 4/4.</p> <p>Syncopation – stressing off-beats to create rhythmic interest.</p> <p>Tune/Head – the main melody, especially in jazz.</p> <p>Interlude – a short instrumental passage between sections.</p> <p>Tag ending – a brief final phrase added to close a song.</p> <p>Groove – the compelling rhythmic feel created by the rhythm section.</p> <p>Bass line – a low-pitched pattern underpinning harmony and rhythm.</p> <p>Harmony – two or more notes sounding together as chords.</p> <p>Strings – the orchestral string family (e.g., violins, violas, cellos, double bass).</p> <p>Brass section – group of brass instruments (trumpets, trombones, etc.).</p> <p>Synthesizer – an electronic instrument that generates/reshapes sounds.</p> <p>Deck – DJ turntable/controller used for playing/manipulating recordings.</p> <p>Backing loops – short pre-recorded patterns that repeat to support a track.</p> <p>Scratching – DJ technique of moving a record back and forth to create rhythmic sounds.</p> <p>Cover – a new performance/recording of an existing song.</p> <p>Old-school hip-hop – early hip-hop with rapping, DJ scratching and looped drum breaks.</p> <p>Bossa Nova – Brazilian style blending samba rhythm with jazz harmony in a relaxed feel.</p> <p>Rock – guitar-led popular style with strong backbeat.</p> <p>Swing – jazz style with a swung rhythmic feel, often played by big bands.</p> <p>Big band – large jazz ensemble (saxes/trumpets/trombones + rhythm section) performing arranged swing/jazz.</p> <p>Ballad – a song that tells a story; in pop often a slower, emotive number.</p> <p>Soul – African-American style fusing gospel vocals with R&B/jazz elements; emotive singing and strong rhythm section.</p> | <p>Style indicators – musical clues (instrumentation, rhythm, harmony) that identify a style.</p> <p>Producer – person overseeing the creative and technical process of recording.</p> <p>Solo – one featured performer.</p> <p>Unison – everyone performing the same part together.</p> <p>Ostinato – a repeating musical pattern.</p> <p>Phrases – musical 'sentences' forming complete ideas.</p> <p>Groove – compelling rhythmic feel created by tight interaction of instruments.</p> <p>Urban gospel – modern gospel mixing Christian themes with R&B/hip-hop production.</p> <p>Motown – polished Detroit soul with catchy melodies and tight arrangements.</p> <p>Blues – expressive African-American style using blue notes and emotional themes.</p> <p>Jazz – American music based on improvisation, swing rhythm and rich harmony.</p> <p>Neo-soul – modern soul blending classic soul aesthetics with contemporary R&B and hip-hop production.</p> <p>Gender equality – a social theme often explored in listening/appraising.</p> |

Music Technology Vocabulary and Glossary

| 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 | Zoo time - Friendship - Reggae |
| | Christmas Performance | Singing – BBC See Sun Explorers | 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 - BBC Heroes of Troy | 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 | Play Recorder 2 | Fresh Prince of Bel Air (Hip Hop) | | Christmas Performance | - Singing / Listen & Appraise | Music & Me (women in Music) |

Deeper Thinking Questions

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...?

Year 7

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: |