

## Knowledge and Skills Sequencing Document

### Music National Curriculum Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

	Music
Intent	<p><b>To nurture children's appreciation for the universal language of music, empowering them to develop their creativity and self-confidence.</b></p> <p>Children will develop an appreciation of music by performing, listening to, reviewing and evaluating music from a range of historical periods, genres, styles and traditions, written by composers from across the world. From Nursery to year 6 children will build their listening and appraising, singing, performing, composing and improvising skills, becoming increasingly familiar with the inter-related dimensions of music (rhythm, pitch, duration, dynamics, tempo, timbre and texture). They will also develop their knowledge of musical theory and notation and have the opportunity to access and make progress in at least one musical instrument.</p>

<b>Curriculum Drivers</b>	Reading, Force for Positive Change
<b>Knowledge Threads</b>	The areas of learning in Music are sequenced and linked through the study of: <b>music theory &amp; notation, instruments &amp; instrument families</b> and the <b>history &amp; evolution of music</b> .
<b>Music theory &amp; notation</b>	<ul style="list-style-type: none"> <li>To know that there are different ways of writing music, moving from simple, graphic scores to standard notation.</li> <li>To read graphic scores and traditional staff to replicate rhythmic and melodic patterns using their voice or an instrument. To use them as a means of recording their own ideas.</li> <li>To examine the fundamentals of music, understanding and communicating in the language of music and using it to interpret musical compositions.</li> <li>To make reference to the inter-related dimensions of music: rhythm, pitch, duration, dynamics, tempo, timbre and texture.</li> <li>To explore compositional and structural elements such as song form, tempo, notes, chords, key signatures, intervals and scales.</li> </ul>
<b>Instruments &amp; instrument families</b>	<ul style="list-style-type: none"> <li>To know that there are 5 main families of instrument: strings, woodwind, brass, keyboards and percussion.</li> <li>To identify common instruments that fall into one of the above categories, both visually and aurally.</li> <li>To recognise the ways that musicians play these instruments and how they can manipulate and change the sound they produce.</li> <li>To understand scientifically <i>how</i> a sound is produced on a range of instruments and the processes involved.</li> <li>To explore instruments beyond those found in conventional western music to broaden their knowledge and appreciation of instrumentation from across the globe.</li> </ul>
<b>History &amp; evolution of music</b>	<ul style="list-style-type: none"> <li>To develop an understanding of the history of music.</li> <li>To recognise and understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</li> <li>To place compositions and songs in artistic, historical, social and political contexts, building meaningful and memorable connections between events or periods in history and the music of the time.</li> <li>To gain knowledge of important moments in the evolution of music and of key musicians and composers, in a range of styles.</li> <li>To explore a range of musical genres, becoming increasingly familiar with their distinct features and style indicators.</li> </ul>
<b>Child Initiated</b>	<ul style="list-style-type: none"> <li>There must be enough scope in the medium term planning to allow children's interests and enquiry to be explored although all knowledge threads and music skills are covered.</li> </ul>

<b>Music Skills</b>	<b>The Big Music Ideas</b>
<b>Listening</b>	Our children will expand their musical horizons by learning to listen critically, gaining a deeper understanding of how music is constructed and its impact on the listener. They will listen with concentration and understanding to a broad range of high-quality live

	and recorded music, recalling sounds with growing aural memory and demonstrating increasing attentional to detail. They will draw on their developing knowledge of music theory, genres and style indicators when discussing the pieces that they listen to.
<b>Singing</b>	Our children will learn to use their voices expressively by singing songs and speaking chants or rhymes. They will develop their vocal production over time, demonstrating increasing accuracy, fluency, control and expression. In the process, the principles of good singing will be instilled in them: warm ups, breathing, posture, dynamics, phrasing, context and vocal health. Through good vocal production, careful listening and well-developed sense of pitch, our children will be able to sing in harmony by the end of year 6.
<b>Performing</b>	Our children will have the opportunity to perform in both solo and ensemble contexts, playing both tuned and untuned instruments with increasing accuracy, fluency, control and expression. In the process, the principles of performance will be instilled in them: developing stagecraft, encouraging peer feedback and seeking out opportunities for collaboration. Our children will read and play according to notation, beginning with simple graphic and rhythmic scores before progressing onto standard staff notation. They will also develop facility in the basic skills of a selected musical instrument over a sustained period of learning.
<b>Composing</b>	Our children will experiment with, create, select and combine sounds in response to a range of stimuli, composing music for a variety of purposes. Our children will develop the craft of creating their own rhythms and melodies, fashioning them into short pieces. They will become familiar with a range of styles and genres, developing their aural understanding and musical memory to inform their composition work. They will practise recalling melodic shapes, harmonic sequences, rhythmic patterns and sections of their compositions. They will record their ideas using notation appropriate to the year group they are in.
<b>Improvising</b>	Our children will create improvisations within given parameters to build on or extend existing musical ideas. These improvisations can be either vocal or instrumental and will initially take the form of simple question and answer phrases to form a musical conversation and then 'on-the-spot' responses using a limited note range. As they grow in confidence as performers, they will not only start to use a wider range of notes but also incorporate other techniques, varying the dynamics and articulation of their improvisations.

## Music Knowledge Progression

**Knowledge Threads - Across every year group the following knowledge threads will be explored:**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<b>All About Me Harvest Festival</b> Past and Present People, Culture and Community	<b>In the Woods Christmas</b> The Natural World People, Culture and Community	<b>People Who Help Us Chinese New Year</b> Past Present People, Culture and Community	<b>At the Farm</b> The Natural World	<b>In the Garden</b> The Natural World People, Culture and Community	<b>Journeys and Transport</b> People, Culture and Community
Reception	<b>My Family</b> Past and Present People, Culture and Community	<b>Winter Diwali</b> The Natural World People, Culture and Community	<b>Amazing people</b> Past and Present	<b>Growing Easter</b> The Natural World People, Culture and Community	<b>Tales from around the world Eid-UI-Fitr</b> People, Culture and Community	<b>Under the Sea and at the Seaside</b> The Natural World People, Culture and Community
<b>Y1</b>	<b>What's that weather?</b>	<b>Toy Story: to Infinity and Beyond</b>	<b>London's Burning</b>	<b>Animal Kingdom</b>	<b>Secret Garden</b>	<b>There's No Place Like Home</b>
	Science Geography RE	History RE	History DT	Science RE	Science DT	Geography DT RE
<b>Y2</b>	<b>Who are we?</b>	<b>Gunpowder, Treason and Plot</b>	<b>Glockenspiel</b>		<b>Reduce, Reuse, Recycle</b>	<b>A Pirate's Life for Me</b>
	Geography Science	History RE	Whole class instrumental lessons		Science DT	Geography DT RE
<b>Y3</b>	<b>Ukulele 1</b>		<b>Ukulele 2</b>		<b>Let It Grow</b>	<b>Groovy Greeks</b>
	Whole class instrumental lessons (Enfield Music Service)		Whole class instrumental lessons (Enfield Music Service)		Science DT RE	History DT
<b>Y4</b>	<b>Invaders &amp; Settlers: Romans</b>	<b>Our Changing world</b>	<b>Guitar</b>		<b>Buzzers, Bulbs and Batteries</b>	<b>Viva Espana</b>
	History Geography RE	Science x2 Geography	Whole class instrumental lessons		Science DT	Science RE Geography
<b>Y5</b>	<b>Food Glorious Food</b>	<b>Young Voices</b>	<b>Keyboard 1</b>		<b>Earth and Space</b>	<b>An African Kingdom: Ancient Egypt</b>
	Science DT RE	Ensemble singing Harmonies Counterpoints	Whole class instrumental lessons		History RE	History Science
<b>Y6</b>	<b>Evolution and Inheritance</b>	<b>World War 2</b>	<b>Keyboard 2</b>	<b>Empires and Enfield</b>	<b>The Source of Life</b>	<b>Leavers' Production</b>
	Science RE	History DT	Whole class instrumental lessons	History Geography RE	Geography RE	Ensemble singing Solo singing

Year 1 Autumn 1			
Learning Journey		Key Knowledge	Key Vocabulary
What's The Weather?		<ul style="list-style-type: none"> <li>- <i>Rain, Rain Go Away</i> and <i>It's Raining, It's Pouring</i> are traditional children's songs about the weather.</li> <li>- <i>I Can Sing a Rainbow</i>, <i>Singing in the Rain</i>, <i>I Can See Clearly Now</i> and <i>Sunshine on a Rainy Day</i> are 20<sup>th</sup> century popular music songs which relate to the weather.</li> <li>- <i>I Can Sing a Rainbow</i> and <i>Singing in the Rain</i> both featured in 1950s films, <i>Pete Kelly's Blues</i> and <i>Singing in the Rain</i> respectively.</li> <li>- A cover version of a song is a version of a song recorded by a singer or band who did not originally perform the song.</li> <li>- <i>I Can See Clearly Now</i> was written by Johnny Nash and later covered by Jimmy Cliff. Both that and <i>Sunshine on a Rainy Day</i> are examples of soul music.</li> <li>- Soul music is known for powerful, fluid vocalists singing about love, family and problems in the world, with the keyboard, electric organ, saxophone, trumpet, electric bass and guitar all being typical instruments.</li> <li>- Soul music has an emphasis on the backbeat - beats two and four of a bar.</li> <li>- The chorus is the most memorable part of a song and is usually repeated several times.</li> </ul>	rhythm, pulse/beat, <b>melody</b> (tune) <b>tempo</b> (speed) <b>dynamics</b> (volume) <b>lyrics, chorus, soul music, backbeat, cover version</b> Instrument families: strings, woodwind, brass, percussion
National Curriculum Content	<ul style="list-style-type: none"> <li>- use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul> <p><b>Previous Links:</b> Reception – Winter and Seasonal Changes</p>		
Force for Positive Change		➤ <i>I Can See Clearly Now</i> songs about how the sunlight helps you to feel better and see more clearly. What brings you sunshine in your life? How can you bring sunshine to others?	
Music skills		Skill Assessment	
Listening		<ul style="list-style-type: none"> <li>• Talk about a piece of music and explore the feelings, thoughts and emotions it evokes.</li> <li>• Attempt to use some musical vocabulary when describing a piece, e.g. tempo, pulse/beat, pitch, dynamics.</li> <li>• Explore children's songs from local, national and pupils' own heritages, as well as some popular music.</li> </ul>	
Singing		<ul style="list-style-type: none"> <li>• Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</li> <li>• Sing simple songs with a very small range and then slightly wider.</li> <li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing.</li> </ul>	
Performing		<ul style="list-style-type: none"> <li>• Follow pictures and symbols to guide singing and playing.</li> </ul>	
Composing		<ul style="list-style-type: none"> <li>• Create musical sound effects and short sequences of sounds in response to stimuli.</li> </ul>	
Improvising		<ul style="list-style-type: none"> <li>•</li> </ul>	

Year 2 Summer 1			
Learning Journey		Key Knowledge	Key Vocabulary
Reduce, Reuse, Recycle		<ul style="list-style-type: none"><li>- <i>Reduce, Reuse, Recycle</i> is a song about the importance of the 3 Rs: reducing consumption, reusing whenever possible, and recycling.</li><li>- It's written in the style of a <i>mambo</i>, which is a form of Cuban dance music.</li><li>- <i>The 3 R's</i> is a song written by American singer-songwriter and multi-instrumentalist Jack Johnson on the same theme, written for the soundtrack of the animated film <i>Curious George</i>.</li><li>- It is written in the soft-rock/acoustic pop style that Jack is known for, with instrumentation typical of the genre: piano, acoustic guitar, and drum kit.</li><li>- It borrows its chorus from Bob Dorough's <i>Three is a Magic Number</i>, written for the American series of animated educational shorts <i>Multiplication Rock</i>, to teach children the 3 times table.</li><li>- In 1989, the American hip-hop/rap group De La Soul released <i>The Magic Number</i>, which samples Bob Dorough's original and again uses the same chorus, only with slightly altered lyrics.</li><li>- 'Improvise' means to create music on the spot, usually within certain guidelines.</li><li>- 'Pentatonic' means a scale consisting of 5 notes (in this case, G A B D E).</li><li>- A 'cover version' means a version of a song recorded by a singer/group who did not record the original song.</li><li>- 'Instrumental' means a piece/section of music that is performed only on instruments (no voice).</li></ul>	pulse, rhythm, pitch, tempo, rhythm, melody, cover version, lyrics, verse, chorus, improvisation, solo, pentatonic, soft-rock, acoustic pop, mambo, hip-hop, rap, instrumental
National Curriculum Content	<ul style="list-style-type: none"><li>- use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>- play tuned and untuned instruments musically</li><li>- listen with concentration and understanding to a range of high-quality live and recorded music</li></ul> <p>Previous Links:</p>		
Force for Positive Change		➤ Popular music can be used as a means of raising awareness for issues affecting the world and its inhabitants. Which other global issues could we use music to talk about?	
Music skills		Skill Assessment	
Listening		<ul style="list-style-type: none"><li>• Identify and describe some of the layers (texture) in a piece, e.g. voices (male/female) and instruments.</li><li>• Attempt to use some musical vocabulary when describing a piece, e.g. tempo, pulse/beat, pitch, dynamics.</li><li>• Explore children's songs from local, national and other heritages, as well as some popular music.</li></ul>	
Singing		<ul style="list-style-type: none"><li>• Control vocal pitch and match the pitch they hear with accuracy.</li><li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing.</li></ul>	
Performing		<ul style="list-style-type: none"><li>• Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</li><li>• Perform short copycat rhythm patterns accurately, led by the teacher.</li></ul>	
Composing		<ul style="list-style-type: none"><li>•</li></ul>	
Improvising		<ul style="list-style-type: none"><li>• Work with a partner to improvise simple question and answer phrases, creating a musical conversation.</li></ul>	

Year 4 Autumn 1			
Learning Journey		Key Knowledge	Key Vocabulary
Romans & Settlements		<ul style="list-style-type: none"><li>- It is relatively straightforward to find out what music from the last 150 years sounds like due to advances in technology and the establishment of standard notation.</li><li>- It is far more challenging to find out what music was like from further back in history but there are specialist musicians who have used primary sources to try and recreate it.</li><li>- The construction of instruments at the time would have been dictated by the materials available (e.g. wood, ivory, bronze), which were limited compared to the present day.</li><li>- Many of the instruments that are believed to have existed during Roman times have their own Latin names and modern equivalents, e.g. the <i>cornu</i> and the modern trumpet, and these instruments can be categorised into the same families as modern instruments.</li><li>- Music was believed to be an integral part of Roman society, played at occasions like weddings, funerals, banquet and to accompany dances, plays and poetry readings.</li><li>- By modern standards, Roman music was simple and <i>monophonic</i>, i.e. one melodic line with no additional harmony or counterparts (i.e. mono – one, phonic – sound).</li><li>- Hans Zimmer is the composer of many well-loved soundtracks such as <i>Jurassic Park</i>, <i>Lord of the Rings</i>, <i>Mission: Impossible</i> and <i>Harry Potter</i>, as well as <i>Gladiator</i>.</li><li>- <i>Ostinato</i> means a repeated rhythm.</li></ul>	rhythm, pulse, timbre melody, harmony, <b>monophonic</b> , soundtrack graphic score, dynamics, tempo, texture, lyrics unison, ostinato
National Curriculum Content	<ul style="list-style-type: none"><li>- <b>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></li><li>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>- develop an understanding of the history of music.</li></ul> <p><b>Previous Links:</b> Y2 – Gunpowder, Treason &amp; Plot</p>		Instrument families: strings, woodwind, brass, percussion
Force for Positive Change		➤ Understanding history and how this influences the present develops students’ perspective as an opportunity to learn from the past and make informed decisions.	Roman instruments: <b>cymbalas, cornu, tympanum, syrinx, aulos, cithara</b>
Music skills		Skill Assessment	
Listening		<ul style="list-style-type: none"><li>• Describe contrasting dynamics (<i>forte</i>/<i>piano</i>) and articulation (<i>staccato</i>/<i>legato</i>).</li><li>• Analyse and explore different pieces’ musical concepts and style.</li><li>• Begin to place pieces in their historical, cultural and global context, understanding how they fit in the global musical narrative.</li></ul>	
Singing		<ul style="list-style-type: none"><li>• Sing a widening range of unison songs of varying styles and structures, tunelessly and with expression.</li><li>• Vary dynamics of singing from <i>piano</i> (quite) to <i>forte</i> (loud).</li></ul>	
Performing		<ul style="list-style-type: none"><li>• Follow and perform simple rhythmic scores to a steady beat.</li><li>• Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li></ul>	
Composing		•	
Improvising		•	