Year 1
Term: Autumn 1

Music Core Knowledge
Keeping the Pulse – My Favourite Things

Core Knowledge

1	**Demonstrate an understanding of pulse** By using parts of the body.
2	**Keep a pulse whilst singing a sound pattern.**
3	**Keep the pulse with a 'thinking voice'.**
4	**Play short rhythms in time with the pulse.**
5	**Demonstrate an understanding of pulse through performance.**

Prior Knowledge

EYFS

Autumn 1: To know that sounds can be copied by my voice, body percussion and instruments.

Autumn 2: To recognise that different sounds can be long or short.

Spring 1 – To know that the beat is the steady pulse of a song.

Key Concepts



- The pulse is the steady beat (the hearts)
- The rhythm – that we say or sing – is "I like cheese".
- We can keep the pulse using our bodies, our voices or our 'thinking voices'.
- The fourth heart is silent – we can still count it in our heads.

Misconceptions Answered

"When I clap along to a song, I clap to the words I hear for the pulse."	The pulse is a steady, continuous beat. It does not always match the rhythm or singing.

Key Vocabulary

	**pulse**	The steady beat that you can feel or clap to in a piece of music.
	**speaking voice**	The voice you use when you are talking.
	**singing voice**	The voice you use when you are singing a song.
	**thinking voice**	The voice in your head that only you can hear.
	**rhythm**	A pattern of long and short sounds and silence.
	**sound pattern**	Sounds that repeat in the same way.

Year 1
Term: Autumn 2

Music Core Knowledge
Tempo – Snail and Mouse

Core Knowledge

1	Use our voices and bodies expressively to explore tempo.
2	Explore a fast and slow tempo using instruments.
3	Perform a song with a fast and slow tempo. *By using instruments.*
4	Perform a song with a fast and slow tempo. *By using instruments and our voices.*
5	Demonstrate fast and slow beats. *By performing using instruments and voices to a story.*

Prior Knowledge

EYFS

- To recognise that music is 'fast' or slow'.

Year 1

- Demonstrate an understanding of pulse.

Key Concepts



- The tempo is the speed of a piece of music
- A piece of music can be **fast** or **slow**.

Misconceptions Answered

? "Fast music means I have to play the instrument loudly."	Tempo is about speed, but not how loud or quiet something is.
? "If I play faster, I should hit my instrument harder."	Hitting it harder does not make the tempo faster!

Key Vocabulary

	**tempo**	The speed of music – how fast or slow it is.
	**fast**	Music played with quick beats.
	**slow**	Music played with slow beats.
	**warm up**	Getting your voice, body and mind ready for playing
	**contrast**	Different parts in a piece of music.
	**pulse**	The steady beat that you can feel or clap to in a piece of music.

Year 1
Term: Spring 1

Music Core Knowledge
Dynamics – Seaside

Core Knowledge

1	**Understand how music can be used to represent an environment.** *By creating a soundscape.*
2	**Understand how music can represent changes in an environment.** *By creating contrasting soundscapes.*
3	**Use instruments, bodies and voices to create a soundscape.**
4	**Identify how dynamics reflect environments.**
5	**Create and represent sounds using symbols.** *By composing and performing a piece of music.*

Prior Knowledge

EYFS

- Autumn 1: To understand that instruments can be played loudly or softly.
- Spring 2: To understand that a piece of music can tell a story with sounds.
- Summer 1: To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).

Key Concepts



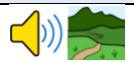
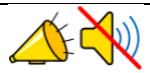



- A soundscape is when we use different instruments to copy the sounds we hear around us.
- Some places are loud, like a busy road. Some places are quiet, like a library. The music we make can also be loud or quiet.

Misconceptions Answered

? "If I play music loud, I should also play it fast."	Dynamics (how loud or quiet the music is) and tempo (how fast or slow the music is) are different. Music can be loud and slow, or fast and quiet.
? "Music can only be loud or quiet."	Very loud and very quiet are two extremes, but music can be somewhere in the middle.

Key Vocabulary

	**soundscape**	A mix of the sounds you can hear around you.
	**symbol**	A picture or sign that tells you what sound to make or how to play.
	**instrument**	Something you use to make music.
	**dynamics**	How loud or quiet the sound is.

Year 1
Term: Spring 2

Music Core Knowledge
Sound patterns – fairytales

Core Knowledge

1	Explore and change dynamics using the voice.
2	Create different sounds with a single instrument.
3	Read rhythmic patterns with sounds and rests.
4	Play sound patterns in time with the pulse.
5	Show awareness of different roles in a group performance.

Prior Knowledge

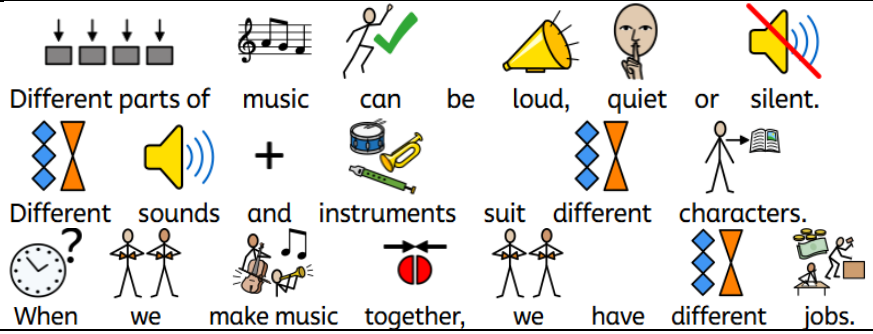
EYFS:

- Autumn 1: To understand that instruments can be played loudly or softly.
- Spring 2: To understand that a piece of music can tell a story with sounds; to know that different instruments can sound like a particular character.

Year 1

- Autumn 1: Demonstrate an understanding of pulse; play short rhythms in time with the pulse.
- Spring 1: Identify how dynamics reflect environments.

Key Concepts



Misconceptions Answered

? "When we play music together, everyone has to do the same thing."	In music, people can do different things at the same time.
? "We don't stop in music – we have to keep singing or playing all the time."	Music has pauses (silences) and stopping is part of the music.

Key Vocabulary

	**instrument**	Something you use to make music.
	**dynamics**	How loud or quiet the sound is.
	**sound pattern**	Sounds that repeat in the same way.
	**character**	A person or animal in a story.
	**voice**	What we use to speak or sing.
	**pause**	A short moment of silence where we stop singing or playing instruments.

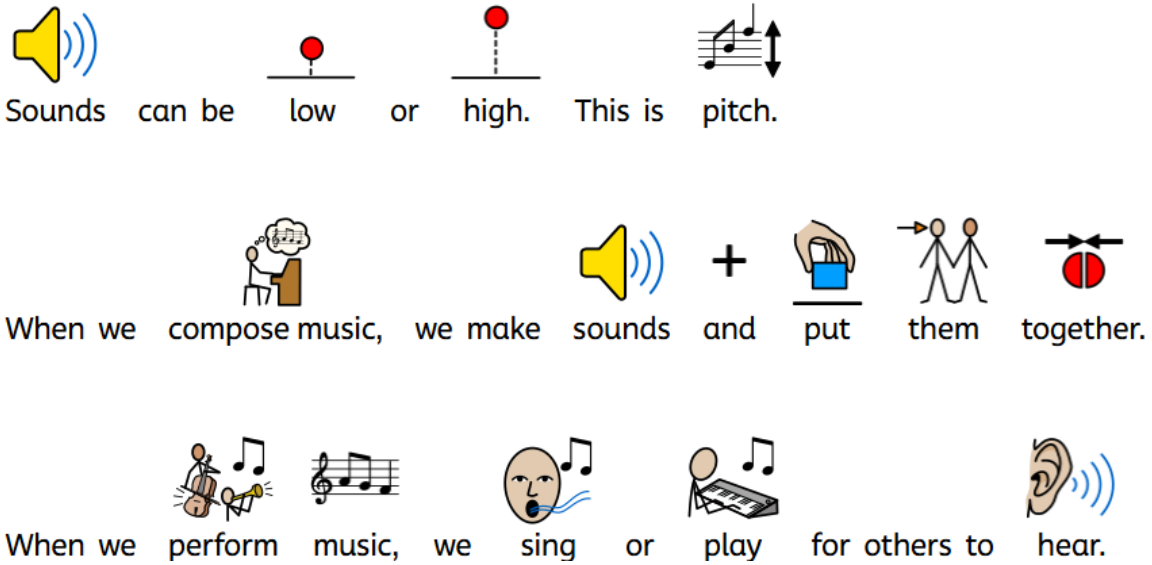
Year 1
Term: Summer 1

Music Core Knowledge
Pitch – superheroes

Core Knowledge

1	Identify high- and low- pitched sounds.
2	Create two-pitch patterns.
3	Change the tempo of a two-pitch pattern.
4	Compose music with a change in pitch and tempo.
5	Perform a piece of music with a change in pitch and tempo.

Prior Knowledge



Prior Knowledge

Year 1

- Autumn 2 – Demonstrate an understanding of pulse; play short rhythms in time with the pulse.
- Autumn 2 – Explore fast and slow tempo using instruments.

Misconceptions Answered

? "High sounds are loud and low sounds are quiet."	Pitch and dynamics are not the same. High sounds and low sounds can be loud or quiet.

Key Vocabulary

pitch	How high or low a sound is.
tempo	The speed of music – how fast or slow it is.
sound pattern	Sounds that repeat in the same way.
compose	Making up your own piece of music.
perform	Playing or singing a piece of music for others to hear.

Year 1
Term: Summer 2

Music Core Knowledge
Pitch – superheroes

Core Knowledge

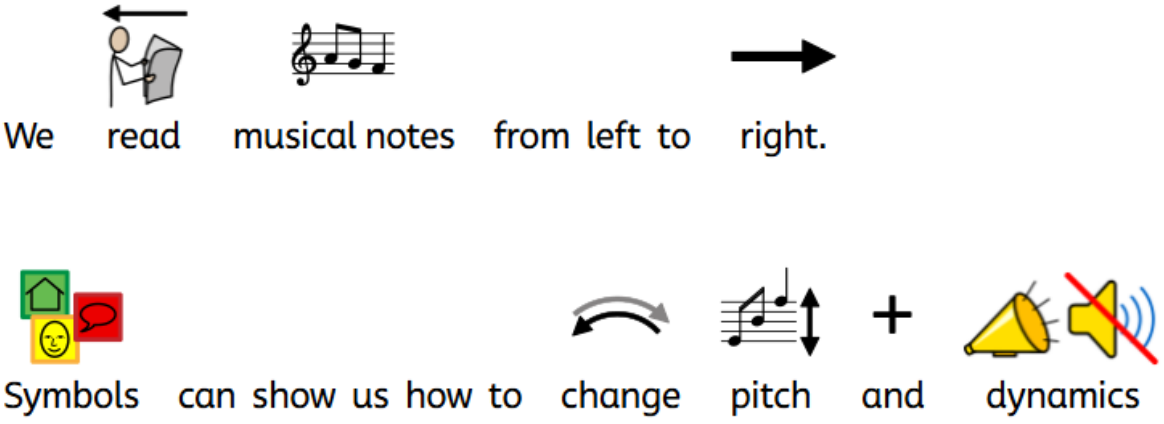
1	Explore tempo changes through movement.
2	Explore how dynamics can be represented with symbols.
3	Clap rhythmic patterns in time with the pulse.
4	Interpret symbols to demonstrate pitch pattern.
5	Demonstrate dynamics, pitch and rhythm through performance.

Prior Knowledge

Year 1

- Autumn 1 – understanding of pulse; Autumn 2 – understanding of tempo; Spring 1 – understanding of dynamics; Summer 1 – understanding of pitch.

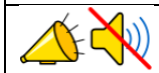
Prior Knowledge



Misconceptions Answered

? "I play all the notes at once."	Music should be read from left to right – like we read a book.

Key Vocabulary

	**tempo**	The speed of music – how fast or slow it is.
	**dynamics**	How loud or quiet the sound is.
	**rhythm**	A pattern of long and short sounds and silence.
	**pulse**	The steady beat that you can feel or clap to in a piece of music.
	**pitch**	How high or low a sound is.
	**perform**	Playing or singing a piece of music for others to hear.

Year 2
Term: Autumn 1

Music Core Knowledge
Call and response – animals

Core Knowledge

1	Create short sounds with varying dynamics.
2	Copy a short sound pattern.
3	Explore call and response with instruments.
4	Create sound patterns based on call and response.
5	Perform different sound patterns with contrasting dynamics.

Prior Knowledge

EYFS:

- Autumn 1: To understand that instruments can be played loudly or softly.

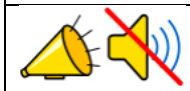
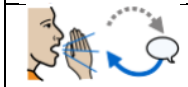
Year 1

- Spring 1 – Identify how dynamics reflect environments.
- Summer 1 – Explore how dynamics can be represented with symbols.

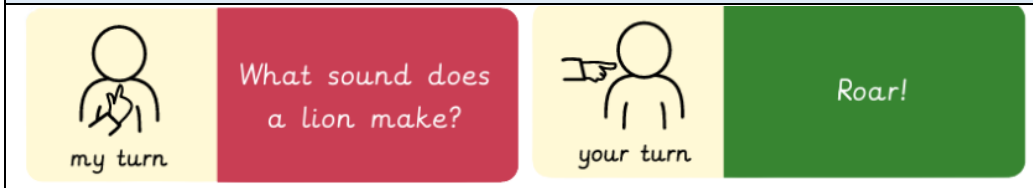
Misconceptions Answered

? "For call and response, I just copy what the other person does."	When we do call and response, the response is often a different sound pattern to the call.

Key Vocabulary

	**sound pattern**	Sounds that repeat in the same way.
	**dynamics**	How loud or quiet the sound is.
	**call and response**	One person sings or plays something. The other person sings or plays something in response.

Key Concepts



Call and Response is a way of making music.
One person or group plays a sound pattern. This is the call.
The other person or group plays another sound pattern. This is the response.

Year 2
Term: Autumn 2

Music Core Knowledge
Instruments – musical storytelling

Core Knowledge

1	Listen to and analyse a piece of music. *By analysing changes to tempo and dynamics.*
2	Explore how music and sound effects can tell a story.
3	Select appropriate sounds to match events, characters and feelings.
4	Suggest appropriate sounds to represent parts of a story.
5	Perform a composition showing changes in dynamics and tempo.

Key Concepts



We can use instruments and sound effects to tell a story.



Sections of music can be fast or slow - this is the tempo.



Sections of music can be loud or quiet - this is dynamics.

Prior Knowledge

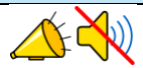
Year 1

- Autumn 2 – Perform a song with a fast and slow tempo.
- Spring 1 – Understand how music can be used to represent an environment.
- Summer 1 - Explore how dynamics can be represented with symbols. Compose a piece of music with a change in pitch and tempo. (Composition)

Misconceptions Answered

? "Music only tells a story if there are words"	Music can tell a story without words, using instrumental sounds, sound effects, and changes to dynamics and tempo.

Key Vocabulary

	**dynamics**	How loud or quiet the sound is.
	**tempo**	The speed of music – how fast or slow it is.
	**instrumental sound**	A sound produced by musical instruments.
	**sound effect**	A sound created to represent something in a film, TV programme or play.
	**encore**	When the audience claps and asks the musicians to play more music.
	**composition**	A piece of music that someone has made.

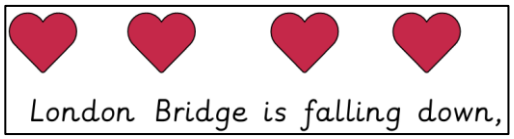
Year 2
Term: Spring 1

Music Core Knowledge
Singing – on this island

Core Knowledge

1	Learn to sing a British folk song.
2	Practise and perform a song.
3	Practise and perform a song.
4	Create symbols to represent sounds.
5	Develop and perform a musical composition.

Key Concepts



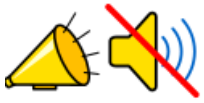
A phrase is a short part of a piece of music – like a sentence.



So that our singing is clear, we should breathe after each phrase.



To sing with well and with expression, we should also pay attention to:



Dynamics
How loudly or quietly we are singing phrases.



Pitch
How high and low the notes we are singing are.



Actions
Sometimes, we can perform actions that go with the lyrics.

Prior Knowledge

EYFS

- Autumn 2 – To know that there are special songs we can sing to celebrate events; To understand that my voice or an instrument can match an action in a song.

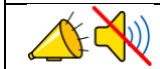
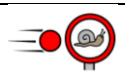
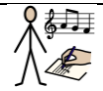
Year 1

- Spring 1 – Create and represent sounds using symbols.

Misconceptions Answered

"When I sing a song, I should keep singing without stopping."	To make sure singing is clear, you should breathe at the end of each phrase.

Key Vocabulary

	**phrase**	A short part of a piece of music – like a sentence.
	**dynamics**	How loud or quiet the sound is.
	**tempo**	The speed of music – how fast or slow it is.
	**pitch**	How high or low a sound is.
	**composer**	A person who writes music.

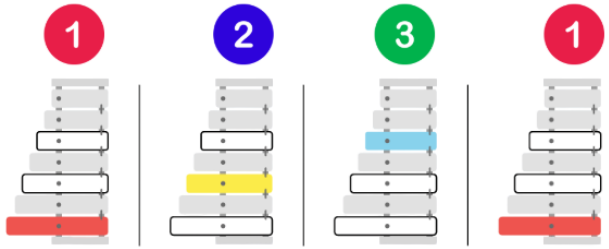
Year 2
Term: Spring 2

Music Core Knowledge
Contrasting dynamics – space

Core Knowledge

1	Create a simple soundscape with dynamic changes.
2	Listen to music and consider how dynamics can be represented.
3	Compare two pieces of music.
4	Create a short pitch pattern.
5	Perform a pitch pattern with changes in dynamics. *Using vocal and instrumental sounds.*

Key Concepts

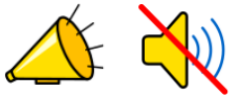


Pitch Pattern

A small group of notes that are played in a particular order.
This repeats through the piece of music, creating a sound idea.



Sections of music can be **fast** or **slow**. This is the **tempo**.



Sections of music can be **loud** or **quiet**. These are the **dynamics**.

Prior Knowledge

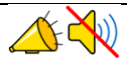
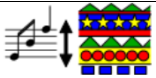
Year 1

Spring 1 – identify how dynamics reflect environments.
Summer 1 – Identify high- and low- pitched sounds; create a two-pitch pattern.
Summer 2 – Explore how dynamics can be represented with symbols.

Misconceptions Answered

? "If I play music loudly, I have to play it faster."	Dynamics and tempo are different. Music can be slow and loud, or fast and quiet.

Key Vocabulary

	**composer**	A person who writes music.
	**dynamics**	How loud or quiet the sound is.
	**tempo**	The speed of music – how fast or slow it is.
	**pitch**	How high or low a sound is.
	**pitch pattern**	A repeating sequence of high and low sounds.
	**soundscape**	A mix of the sounds you can hear around you.
	**representation**	The way that someone or something is shown or described.

Year 2
Term: Summer 1

Music Core Knowledge
Structure – myths and legends

Core Knowledge

1	Read and clap rhythms.
2	Listen to, write and clap rhythms.
3	Use a rhythm in different ways to demonstrate structure.
4	Create a structure using rhythmic patterns.
5	Perform a composition.

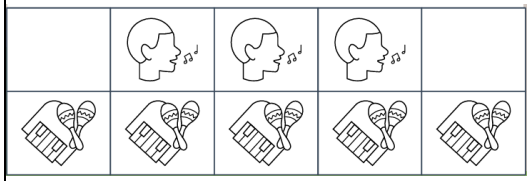
Key Concepts



The hearts are the steady **pulse**.

The princess

	**One beat** You clap or say one beat here – The.
	**Paired half-beats** You clap or say two beats here – prin-cess.
	**Rest** You do not clap or speak here.



The structure is how music is split into different parts – such as singing parts and instrumental parts.

Prior Knowledge

Year 1

Autumn 1 – Demonstrate an understanding of pulse; keep a pulse and show a sound pattern; use a thinking voice to show the pulse.

Misconceptions Answered

? "In a rhythm, each word is one beat."	Sometimes a word is one beat, but sometimes a word in a rhythm is two beats.
? "You can skip the rest beats."	The rest beats are still part of the rhythm. You can use your thinking voice to count them.

Key Vocabulary

	**pulse**	The steady beat that you can feel or clap to in a piece of music.
	**tempo**	The speed of music – how fast or slow it is.
	**rhythm**	A pattern of long and short sounds and silence.
	**structure**	How the music is organised into different sections.
	**Thinking voice**	The quiet voice in your head. You might use this to help count rests.

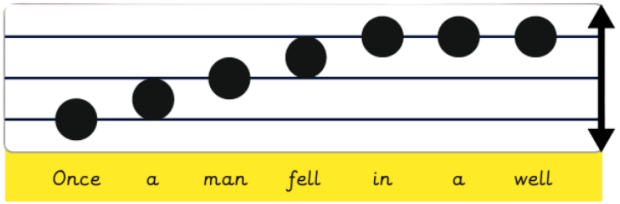
Year 2
Term: Summer 2

Music Core Knowledge
Pitch – musical me

Core Knowledge

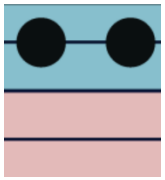
1	Understand and read symbols that show pitch.
2	Sing and draw pitch patterns.
3	Read and understand notation.
4	Use tuned percussion to play a song.
5	Complete the notation for a song using a three-line stave.

Key Concepts



Notation is how we write music so it can be read and play by others.

The dots show each note. **The stave** is the lines the notes are on.



High notes are near or at the top of the stave.

Low notes are near or at the bottom of the stave.

We read the notes from left to right.

Prior Knowledge

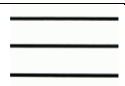
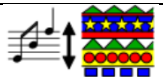
Year 1

Spring 1 – Identify high- and low- pitched sounds; create a two-pitch pattern.

Misconceptions Answered

? "I can read the notes in any order."	Musical notes are read from left to right.

Key Vocabulary

	**pitch**	How high or low a sound is.
	**phrase**	A short part of a piece of music – like a sentence.
	**notation**	The way we write music down so other people can read and play it.
	**stave**	The lines musical notes are written on. They tell us how high and low the notes are.
	**pitch pattern**	A repeating sequence of high and low sounds.
	**percussion**	Instruments you can hit, shake or scrape to make a sound. Tuned percussion can play different notes.

Year 3
Term: Autumn 1

Music Core Knowledge
Ballads

Core Knowledge

1	Identify features of a ballad.
2	Explore how actions can impact performance. *By performing a ballad.*
3	Plan a musical structure inspired by a story.
4	Create lyrics that match a melody.
5	Show awareness of style, structure and features to perform a ballad.

Key Concepts

Ballads are songs which tell a story. They can be different styles, such as pop or musical theatre. They were used in ancient time to carry news and legends across countries.



Ballads usually have a similar structure to stories.

Opening: Describes setting, introduces characters.
Build up: Excitement and tension grows.
Climax: Major dilemma
Resolution: Characters find a route through their difficulties.
Ending: Happily ever after.

Prior Knowledge

Year 2
Spring 1 (singing) – develop and perform a musical composition.
Summer 1 – create a structure using rhythmic patterns.

Misconceptions Answered

? "A ballad is a sad song."	A ballad tells a story. It can be happy, sad, exciting or dramatic.

Key Vocabulary

ballad	A song that tells a story – like a poem.
compose	Create a piece of music.
stanza	A short section of text, sometimes known as a verse in a song or poem.
chorus	Repeated section of a song with the same music and lyrics.
solo	Performing alone.
ensemble	A small group of musicians who perform together.
expression	Making your thoughts and feelings known when reading, singing or performing.
lyrics	The words in a song.
nonsense words	Words which have no meaning and are often used to fill time in a song – e.g. 'la', 'do', 'ooh'

Year 3
Term: Autumn 2

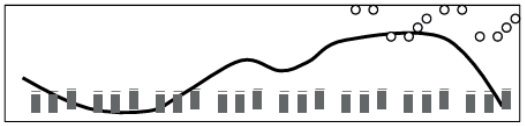
Music Core Knowledge
Creating compositions in response to an animation – mountains

Core Knowledge

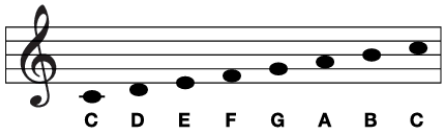
①	Tell a story from a piece of music through movement.
②	Create a soundscape using percussion instruments.
③	Create a range of sounds to accompany a story.
④	Compose and perform a rhythm to accompany a story.
⑤	Compose and notate a short melody to accompany a story.

Key Concepts

Graphic score
A way of writing down music using pictures or symbols.



Stave and letter notation
Musical notation helps us to write music so it can be played by others.



Interrelated Dimensions of Music

1. **Duration** – The length of time each note is played for.
2. **Pitch** – How high or low a sound is.
3. **Dynamics** – The volume - how loud or quiet the music is.
4. **Timbre** – The quality of sound. E.g. smooth, scratchy.
5. **Structure** – How the music is organised into different sections.
6. **Texture** – How many layers of sound the song has - thick or thin.
7. **Tempo** – The speed of the music - fast or slow.

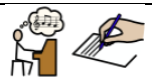
Prior Knowledge

Year 2
Summer 2 – Understand and read symbols that show pitch; complete notation for a song using a three-line stave.

Misconceptions Answered

? "The mood of a piece of music is created by only dynamics and tempo."	Timbre – the quality of sound – also helps to create mood.

Key Vocabulary

	**compose**	Create a piece of music.
	**notation**	The way music is written so others can play it.
	**composition**	An original piece of music that has been created.
	**ensemble**	A small group of musicians who perform together.
	**melody**	Notes of different pitches played in a sequence to create a tune.
	**soundscape**	A collection of sound effects used to describe a landscape.
	**rhythm**	A pattern of long and short sounds and silences within a piece of music.

Year 3
Term: Spring 1

Music Core Knowledge
Developing singing technique – the Vikings

Core Knowledge

1	To sing in time with others.
2	Sing in time and suggest improvements to my work.
3	Recognise simple rhythmic notation by ear and by sight.
4	Use simple rhythmic notation to compose a song.
5	Perform music with confidence and discipline.

Key Concepts

Duration of musical notes.

minim

Lasts for 2 beats.



crotchet

Lasts for 1 beat.



quaver

Notes that last half a beat. These often come in pairs to make a whole beat.



Prior Knowledge

Year 2

Summer 2 – Complete the notation for a song using a 3-line stave.

Year 3

Autumn 1 – Complete and notate a short melody.

Misconceptions Answered

? "All musical notes last for the same duration.	Different musical notes have different lengths – see key concepts.

Key Vocabulary

	action	A movement that matches the music.
	beat	The steady pulse that you can feel or clap, tap or march to.
	coordination	Effectively organised so all parts work together.
	discipline	Hardworking, focused, not giving up.
	improve	To make something better by changing it.
	layer	One part of music that can be heard at the same time as others.
	lyrics	The words in a song.
	rehearse	To practise something so you can get better.
	rhythm	A pattern of long and short notes and silence.

Year 3
Term: Spring 2

Music Core Knowledge
Pentatonic melodies and composition – folk music from China

Core Knowledge

1	Describe features of Chinese New Year music.
2	Play a pentatonic melody using tuned percussion.
3	Write and perform a pentatonic melody.
4	Perform a group composition.
5	Perform as a group and evaluate my performance.

Key Concepts

Traditional folk music of China

As with most folk music, we often do not know who wrote these songs. They have been passed down through generations by people singing them.

Improve your performance with FACE!



Fluency - playing or singing without hesitating

Accuracy - Playing the right notes.

Control - Instrumental technique.

Expression - Giving a personal response to the music.

Pentatonic Scale



Traditional Chinese folk music is based on a pentatonic scale.

This is a five-note pattern used to make music.

Prior Knowledge

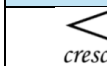
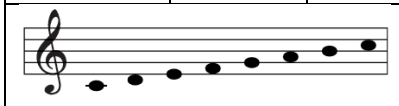
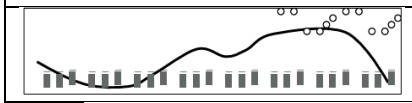
Year 3

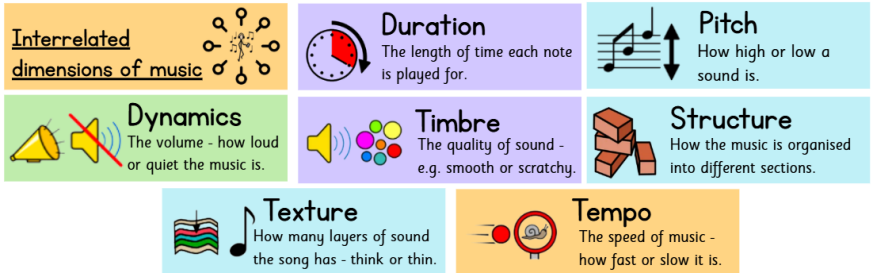
Autumn 1 – Complete and notate a short melody; Spring 1 – use simple rhythmic notation.

Misconceptions Answered

? "A pentatonic scale uses any 5 notes.	A pentatonic scale is a specific 5-note pattern.

Key Vocabulary

	crescendo	When the music gets gradually louder.
	notation	The way that music is written so that others can read and play it.
	**Stave and letter notation**	Notes are placed on a stave – 5 lines that show the pitch of the notes.
	**Graphic score**	Music is represented using pictures and symbols.



Year 3
Term: Summer 1

Music Core Knowledge
Jazz

Core Knowledge

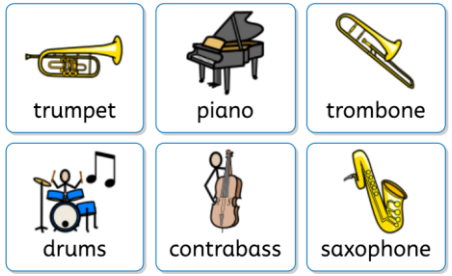
1	Sing and clap a syncopated rhythm.
2	Improvise a call and response.
3	Scat sing using a call and response format.
4	Create a jazz motif.
5	Adapt a familiar tune with jazz rhythms.

Key Concepts



Jazz was started by African-Americans in New Orleans. It mixes African and European musical styles together.

Jazz instruments



Jazz Timeline

1890 - 1920 Ragtime — 1917 Traditional jazz — 1920 Scat

Ragtime – Early jazz piano music which uses syncopation and off-beats.

Traditional jazz – A large band using call and response and improvisation.

Scat – A type of jazz singing where the vocalist makes up sounds and rhythms to mimic the sounds of instruments.

Prior Knowledge

Year 2

Autumn 1 – Explore call and response; create sound patterns based on call and response.

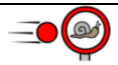
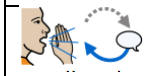
Year 3

Spring 1 – Recognise simple rhythmic notation.

Misconceptions Answered

? "Syncopation means getting the rhythm wrong or ignoring the beat."	The pulse stays steady, but syncopation involves playing off-beat.

Key Vocabulary

	**motif**	A short pattern of pitches used repeatedly.
	**tempo**	The speed – how fast or slow the music is.
	**rhythm**	A pattern of long and short notes and silence.
	**call and response**	When a leader sings or plays a part and everyone sings or plays a response back.
	**improvise**	Making up music as you play or perform it.
1&	**off-beat**	The beats in between the ones you would usually clap on. **Syncopation** means playing or emphasising the off-beat.
	**Swung rhythm**	A pair of quavers which are not played equally.

Year 3
Term: Summer 2

Music Core Knowledge
Traditional instruments and improvisation – India

Core Knowledge

1	Form an opinion of Indian music.
2	Improvise using given notes. *By playing a rag.*
3	Improvise using given notes. *By playing a drone.*
4	Create a piece of music using a drone, rag and tal.
5	Perform a piece of music using musical notation.

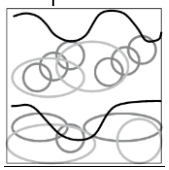
Key Concepts

Instruments

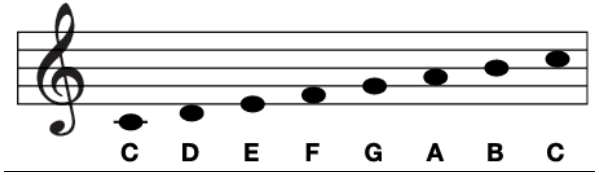


Musical notation helps us to write music down, so that we can remember it and so that it can be played by others. We can use **graphic scores** or **stave and letter notation.**

Graphic score



Stave and letter notation



Prior Knowledge

.Year 3

Spring 1 – Recognise simple rhythmic notation.

Summer 1 – Improvise a call and response (improvisation)

Misconceptions Answered

? "Indian music uses the same 12 notes as Western music."	Indian music includes pitches between those notes.

Key Vocabulary

	**Bollywood**	Indian films that involve singing and dancing, similar to a musical.
	**notation**	The way that music is written so others can play it.
	**improvise**	Making up music as you play or perform it.
Building blocks of traditional Indian music		
	**Tal**	A repeated rhythm played over and over on the table.
	**Rag**	A series of notes which Indian music uses to create the tune.
	**Drone**	A long held note usually played on the tanpura.

Year 4
Term: Autumn 1

Music Core Knowledge
Body and tuned percussion – rainforests

Core Knowledge

1	Identify structure and texture in music.
2	Use body percussion.
3	Create rhythms using body percussion.
4	Create and notate simple tunes.
5	Build and improve a composition.

Key Concepts

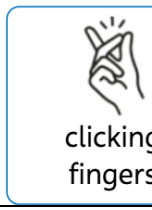
Interrelated Dimensions of Music

1. **Duration** – The length of time each note is played for.
2. **Pitch** – How high or low a sound is.
3. **Dynamics** – The volume - how loud or quiet the music is.
4. **Timbre** – The quality of sound. E.g. smooth, scratchy.
5. **Structure** – How the music is organised into different sections.
6. **Texture** – How many layers of sound the song has - thick or thin.
7. **Tempo** – The speed of the music - fast or slow.

Body percussion


tapping foot


clapping


clicking fingers

Body percussion is a style of music where you use your body to make sounds. You can slap, hit, stamp or rub!

Prior Knowledge

Year 2
Summer 1 – Create a structure using rhythmic patterns.

Year 3
Spring 1 – Sing in time with others (layers)
Summer 2 – perform using notation (musical notation)

Misconceptions Answered

"Music should stay the same throughout."	Different structure and contrasting sections make the music more interesting.

Key Vocabulary

appraising	Assessing and discussing a performance or piece of music.
melody	Notes of different pitches played in a sequence to create a tune.
rhythm	A pattern of long and short notes and silence.
layer	One part of music that can be heard at the same time as others.
structure	How the music is organised into different sections.
contrast	An obvious difference.
transition	Music that links from one section of a piece of music to another.

Year 4
Term: Autumn 2

Music Core Knowledge
Rock and Roll

Core Knowledge

1	Understand the history of rock and roll music.	4	Play a rock and roll bass line.
2	Perform with a sense of style.	5	Perform rock and roll music.
3	Play a walking bass line on tuned percussion.		

Key Concepts

HISTORY AND FEATURES

Rock and roll was created in America in the 1950s, after the Second World War. It depicts happiness and a new life.



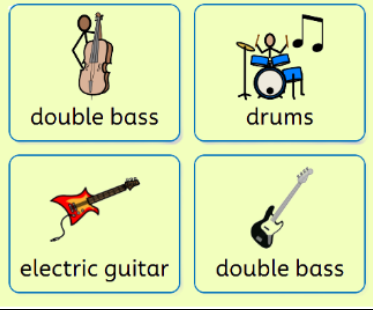
The name comes from the phrase "rocking and rolling", which was used to explain the movement of a ship. This influenced the dance steps.

It stems from jazz, gospel and blues music. It uses the blues structure and chords.

The music often has a fast tempo with strong vocals, which may use screaming and shouting.

Rock and roll music forms the basis of modern day rock music.

INSTRUMENTS

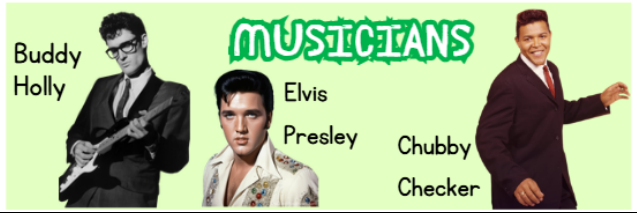


THE HAND JIVE



A rock and roll dance where you move your hands a lot!

MUSICIANS



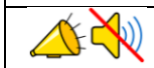
Prior Knowledge

Year 3
Summer 1 – Understand features of jazz (influence on rock and roll music)
Year 4
Autumn 1 – Interrelated dimensions of music.

Misconceptions Answered

? "If I play the right notes, the timing doesn't matter."	Music sounds best when we play the right notes *and* keep the beat.

Key Vocabulary

	**bass line**	The lowest part of the music, played on bass guitar or double bass in rock and roll.
	**walking bass**	A bass line that moves step by step using pitches that are next to each other.
	**notation**	The way that music is written so others can play it.
	**tempo**	The speed of the music – how fast or slow it is.
	**in time**	Playing or singing at the same speed as the music.
	**pitch**	How high or low a note sounds.
	**in tune**	Singing or playing with the correct pitch.
	**dynamics**	The volume of the notes. This often changes throughout a piece of music.

Year 4
Term: Spring 1

Music Core Knowledge
Changes in pitch, tempo and dynamics – rivers

Core Knowledge

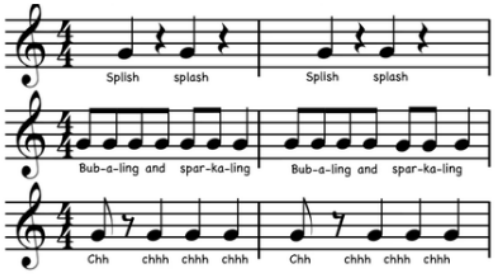
1	Sing in two parts using expression and dynamics.	4	Create and perform an ostinato.
2	Recognise key elements of music. *Including instruments, timbre, dynamics, mood, texture and tempo.*	5	Improve and perform a piece of music based around ostinatos.
3	Perform a vocal ostinato.		

Key Concepts

We can create moods in music by changing dynamics, tempo, timbre and texture.

A river might start quietly and slowly, then grow faster, louder and fuller as it flows to the sea.





Performance directions are words added to musical notation that tell you how to play the music.

These are river ostinatos.
As they repeat, we could change the instruments, tempo and dynamics.

Prior Knowledge

Year 3
Spring 1 (Developing singing technique – the Vikings) – sing in time with others; suggest improvements to my work; use simple rhythmic notation to compose a song.

Misconceptions Answered

"Harmony means everyone sings the same notes ."	Harmony involves playing or singing *different* notes at the same time. These notes fit nicely together.
"An ostinato is any sound that repeats in a song.	An ostinato is a short, **clear** musical pattern that repeats in a steady way.

Key Vocabulary

ostinato	A repeating musical pattern.
a cappella	Singing without musical accompaniment.
round	A song sung by two or more groups of people. One group starts singing, then the next group starts to sing the same song shortly after.

Interrelated dimensions of music

Duration The length of time each note is played for.

Pitch How high or low a sound is.

Dynamics The volume - how loud or quiet the music is.

Timbre The quality of sound - e.g. smooth or scratchy.

Structure How the music is organised into different sections.

Texture How many layers of sound the song has - think or thin.

Tempo The speed of music - how fast or slow it is.

Year 4
Term: Spring 2

Music Core Knowledge
Changes in pitch, tempo and dynamics – rivers

Core Knowledge

1	Describe Hanami festival using suitable words and sounds.	4	Compose a piece of music celebrating Hanami festival.
2	Represent a blossom tree using sounds.	5	Perform a piece of music.
3	Identify different musical features.		

Key Concepts

Hanami Festival

Hanami is a Japanese tradition of looking at and enjoying cherry blossom trees when they bloom in spring.

Haiku

A Japanese three line poem with a strict syllable structure: 5, 7 5.

<u>A Winter's Night</u>

5 It is cold outside
7 So we will stay warm indoors
5 Next to the log fire

Musical techniques



Glissando
A continuous slide upwards or downwards between notes.



Staccato
A musical term to describe short sounds.



Pizzicato
Staccato sounds made by plucking the strings.



Col Legno
A way of playing a stringed instrument by striking the string with the wooden part of the bow.

Prior Knowledge

Year 3
Autumn 2 – Create a soundscape using percussion instruments (mountains)
Spring 2 – Pentatonic melodies (music from a different culture)

Misconceptions Answered

? "Glissando means playing lots of notes really fast."	A glissando is a smooth slide between notes. It should sound connected.

Key Vocabulary

	improvising	Making up music as it is played or performed.
	melody	Notes of different pitches played in a sequence to create a tune.
	inspiration	Something that encourages you to be creative.

<u>Interrelated dimensions of music</u>

Duration
The length of time each note is played for.

Pitch
How high or low a sound is.

Dynamics
The volume - how loud or quiet the music is.

Timbre
The quality of sound - e.g. smooth or scratchy.

Structure
How the music is organised into different sections.

Texture
How many layers of sound the song has - think or thin.

Tempo
The speed of music - how fast or slow it is.

Year 4
Term: Summer 1

Music Core Knowledge
Samba and carnival sounds and instruments

Core Knowledge

1	Recognise and identify features of samba music.	4	Compose a basic rhythm break.
2	Understand and play syncopated rhythms.	5	Perform rhythmic breaks with a samba piece.
3	Play syncopated rhythms as part of a group.		

Key Concepts

Samba

Samba is a music style originating in Brazil.

Samba music involves layering syncopated rhythms on different percussion instruments.

Samba music is used for celebrations, including the Rio carnival and football.

Samba rhythmic breaks



Untuned percussion instruments cannot play different notes and pitches – you cannot play a tune on them.



Prior Knowledge

Year 3
Summer 1 – Sing and clap a syncopated rhythm (jazz music – syncopation)

Misconceptions Answered

? "A rhythmic break means the music stops."	A rhythmic break is a short section where some instruments change to a new rhythm before returning to the main pattern.
? "Syncopation is playing the wrong rhythm."	Syncopation is deliberately playing off-beat. It makes the music more lively.

Key Vocabulary

rhythm	A pattern of long and short sounds and silences.
syncopation	A type of rhythm in which the strong notes are not on the beat.
off-beat	The beats in between the ones you would naturally clap on.
break	A four or eight beat rhythm that is usually played once or twice.

Interrelated dimensions of music

- **Duration** – The length of time each note is played for.
- **Pitch** – How high or low a sound is.
- **Dynamics** – The volume - how loud or quiet the music is.
- **Timbre** – The quality of sound - e.g. smooth or scratchy.
- **Structure** – How the music is organised into different sections.
- **Texture** – How many layers of sound the song has - think or thin.
- **Tempo** – The speed of music - how fast or slow it is.

Year 4
Term: Summer 2

Music Core Knowledge
Adapting and transposing motifs - Romans

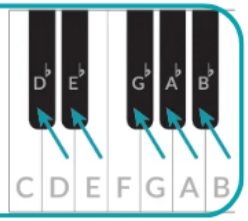
Core Knowledge

1	To sing in tune and in time.	4	Develop and transpose a motif.
2	To understand what a musical motif is.	5	Combine and perform different versions of a motif.
3	Compose and notate a motif.		

Key Concepts

Notation
The way music is written so it can be played by others.

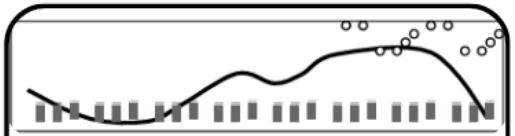
Flat notes
Notes that are a semitone lower than the notes on the lines and spaces on a stave.



Sharp notes
Notes that are a semitone higher than the notes on the lines and spaces on a stave.



Sharp and flat notes are the black keys on a piano and the top row of a glockenspiel.



Graphic Notation
A way of writing down music using pictures and symbols, rather than standard musical notation.



Letter notation
Writing the notes using letters.



Rhythmic notation
A way of writing notes so that the duration of each note is clear.

Prior Knowledge

Year 3
Autumn 2 – Compose and notate a short melody.
Spring 1 – Sing in time with others.

Misconceptions Answered

"Transposing a melody means completely changing how it sounds."	Transposing only changes the pitch (key) of the music.

Key Vocabulary

	motif	A short, repeated pattern of notes.
	ostinato	A type of rhythm in which the strong notes are not on the beat.
	riff	A short, repeated phrase in pop music and jazz.
	rhythm	A pattern of long and short sounds and silences.
	backing track	A recorded musical accompaniment.
	transpose	Move a whole tune or piece of music up or down in key by starting it on a different note.

Year 5
Term: Autumn 1

Music Core Knowledge
Composition notation – Ancient Egypt

Core Knowledge

1	Sing with fluency, accuracy, control and expression.	4	Read simple pitch notation.
2	Explore and use different forms of notation.	5	Write a piece of music. *Using stave notation.*
3	Understand note length.		

Key Concepts

Duration
The length of time each note is played for.

Notes have different durations depending on their shapes:

Name	Note	Duration
Quaver		Half 𝅗𝅥
Crotchet		One 1
Minim		Two 2
Dotted minim		Three 3
Semibreve		Four 4

Composition means creating your own music.

Notation helps us to write down our music so it can be read and performed by ourselves and others.

Pitch
How high or low a sound is.

The position of notes on the stave tells us the pitch.



Misconceptions Answered

? "All sad music is in a minor key."	Minor keys do often mean the music sounds sad, but music in a minor key can also sound dramatic, mysterious or even exciting!

Prior Knowledge

Year 2 – Autumn 1 – Create sound patterns based on call and response.	**Year 3** – Autumn 2 – notation (compose and notate a short melody); Spring 1 – duration of musical notes. Spring 2 – FACE (Fluency, accuracy, control, expression – singing)

Key Vocabulary

melody	The combination of pitch and rhythm, which forms a tune.
improvising	Making up music as it is played or performed.
notation	Written symbols to represent music.
motif	A short musical phrase that is often repeated.
call and response	A musical technique that is similar to a conversation. One phrase of music is the 'call', and it is answered by another phrase – the 'response'.
unison	Playing or singing notes at the same pitch at the same time.
verse	A repeated section of a song that usually features new lyrics on each repetition.
structure	The organisation of a piece of music. Pop music often follows a verse-chorus-verse structure.
major	A tonality where the music sounds happy and bright.
minor	A tonality where the music sounds sad or tense.
tempo	The speed of a piece of music.
ensemble	The group of people who perform instrumental or vocal music.

Year 5
Term: Autumn 2

Music Core Knowledge
Blues

Core Knowledge

1	Know some features of blues music.	4	Know some features of blues music.
2	Play the first line of the 12-bar blues.	5	Play the first line of the 12-bar blues.
3	Play the 12-bar blues.		

Prior Knowledge

Year 4 – Autumn 2 – Rock and roll – influenced by blues music.	Year 5 – Autumn 1 – read simple pitch notation; understanding of duration of notes.

Misconceptions Answered

? "Chords and melodies are the same"	A melody is a line of single notes played one after another. A chord is a group of notes played together.

Key Vocabulary

	chord	Two or more notes that are played at the same time and work in harmony.
	improvisation	Making up music as it is played or performed.
	bent note	A music note that varies in pitch, usually going up slightly at the end.
	bar	A section of music with a specific number of beats. In blues music, there are usually 4 beats in a bar.
	quaver	A note which lasts for half a beat.

Key Concepts



Blues music is often sad and emotional, which is why we say we have 'the blues' when we feel sad. Its main features are the 12-bar blues and the blues scale. It also features lots of improvisation.

12-bar blues

A 12-bar blues is a repeating pattern of 12 bars of music. Musicians use special chords in a set order to create the blues sound.

1 C C C C	2 C C C C	3 C C C C	4 C C C C
5 F F F F	6 F F F F	7 C C C C	8 C C C C
9 G G G G	10 F F F F	11 C C C C	12 C C C C

A scale is a set of musical notes in order of their pitch.



Ascending Scale
A scale in which the pitch of the notes goes up.



Descending Scale
A scale in which the pitch of the notes goes down.

The Blues scale



These notes make up the Blues scale.It is used to accompany the 12-bar blues.

12-bar blues - chords



C Chord
C, E, G
We will play C and E.



F Chord
F, A, C
We will play F and A



G Chord
G, B, D
We will play G and B

Year 5
Term: Spring 1

Music Core Knowledge
South and West Africa

Core Knowledge

1	Sing a traditional African song unaccompanied.	4	Play call and response rhythms using percussion instruments.
2	Use tuned percussion to play a chord progression.	5	Create an eight-beak break.
3	Perform a piece of music as an ensemble.		

Key Concepts

A chord is two or more notes that are played at the same time and work in harmony.

Chord progressions



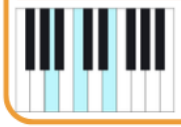
A chord progression is a group of chords played in a particular order.

Major chords



A chord made up of three notes. These are often described as happy chords.

Minor Chords



A chord made up of three notes. These are often described as sad chords.

Improve your performance with FACE!

- **Fluency** – Playing or singing without hesitating.
- **Accuracy** – Playing the right notes.
- **Control** – Instrumental technique
- **Expression** – Giving a personal response to the music.

Percussion instruments



Prior Knowledge

Year 4 - Spring 1 – create and perform a vocal ostinato; Summer 1 – Understand and play syncopated rhythms; Summer 2 – Understand what a musical motif is (ostinato)

Misconceptions Answered

"Polyrhythms are lots of people playing random rhythms."	Polyrhythms are carefully organised. Different rhythms are played, but they fit together with a steady beat.

Key Vocabulary

break	A group of chords played in a particular order.
call and response	A musical technique that is similar to a conversation. One phrase of music is the 'call', and it is answered by another phrase – the 'response'.
a cappella	Singing without any musical accompaniment.
soloist	A musician or singer who performs on their own. Also known as performing a **solo**.
duo	Two musicians or singers who perform together. Also known as performing a **duet**.
ostinato	A repeated pattern or phrase.
polyrhythms	Two or more rhythms played at once.
syncopation	Playing on the off-beat.
rest	The silences in music.
metronome	A device that can be set to keep a steady beat, helping musicians to play rhythms accurately.

Year 5
Term: Spring 2

Music Core Knowledge
Composition to represent the festival of colour – Holi festival

Core Knowledge

1	Understand that music can be represented with colours.	4	Create a piece of music inspired by a colour.
2	Represent a piece of music as a graphic score.	5	Perform a piece of music in a group.
3	Create a vocal composition based on a picture.		

Key Concepts

HOLI

Holi is the Hindu festival of colour. It celebrates the beginning of spring and the triumph of good over evil.
Holi celebrations include people throwing and smearing each other with vibrant, multicoloured paints and powders.

Graphic score

A graphic score is a way of writing down music without using traditional stave notation, using symbols and pictures to represent the music.



Composers make choices about different elements of music to create a certain effect or feeling.

If you are composing a piece of music about a colour, you might think about...

<u>Pitch</u>
How high or low are the notes?

<u>Dynamics</u>
Is it loud and bold, or soft and quiet?

<u>Tempo</u>
Does it have a lively, fast tempo or a calmer, slower tempo?

<u>Timbre</u>
What vocal or instrument sounds best suit the colour?

Prior Knowledge

Year 4 – Spring 2 – represent a blossom tree using sounds (abstract representation); identify different musical features (using the interrelated dimensions of music to appraise music)

Misconceptions Answered

? "Music always has to be written with traditional notation."	We can also use graphic scores to represent sounds with shapes and symbols.

Key Vocabulary

	synaesthesia	A condition where you 'see' music as colours.
	major	A tonality where the music sounds happy or bright.
	minor	A tonality where the music sounds sad or tense.
	layering	An overlapping of different music or instruments to create a 'thick' texture in a musical piece.

<u>Interrelated dimensions of music</u>

Duration
The length of time each note is played for.

Pitch
How high or low a sound is.

Dynamics
The volume - how loud or quiet the music is.

Timbre
The quality of sound - e.g. smooth or scratchy.

Structure
How the music is organised into different sections.

Texture
How many layers of sound the song has - think or thin.

Tempo
The speed of music - how fast or slow it is.

Year 5
Term: Summer 1

Music Core Knowledge
Looping and remixing – Electronic Dance Music

Core Knowledge

1	Play a looped rhythm from notation.	4	Select a section of a tune and perform it as a loop.
2	Explore how sound can be layered using loops.	5	Combine loops to create a remix.
3	Play a melody line accurately and fluently.		

Key Concepts

EDM



Electronic Dance Music (EDM) is also known as dance music, club music, or simply dance.

It has lots of percussion (usually electronic) and loops. The tracks are mixed into each other by a DJ. It is made for nightclubs.

LOOPS

A loop is a repeating section of rhythm or melody.



In Classical Music, this is called an ostinato.



In Jazz, Rock and other types of music, this is called a riff.

FRAGMENTS



These are fragments from 'Somewhere Over the Rainbow' - small pieces of sound. A DJ might loop or layer these fragments. They may also be played over a backbeat.

CREATING LOOPS

DJs often use software to create and layer loops. You can try this with Chrome Song Maker!

Prior Knowledge

Year 4 – Summer 2 – adapting and transposing motifs – riff and ostinato.
Year 5 – Autumn 1 – read simple notation

Misconceptions Answered

? "EDM is made by people playing instruments."	Most EDM is made using computers and electronic sounds, as well as live instruments.
? "DJs only press play and leave a song running."	DJs mix tracks, adjust sounds and blend music together so it flows smoothly.

Key Vocabulary

	loop	A repeated section of a rhythm or a melody. This is another word for **ostinato**.
	layers	The different instruments, rhythms or melodies that build the overall texture of a piece of music.
	remix	A new version of an existing piece of music that has been altered with effects.
	fragment	A short section of music. These are building blocks that producers can repeat or layer when making a song.
	structure	The overall organisation in a piece of music. This can be the order in which different parts are played, for example *verse > chorus > verse*
	backbeat	Rhythmic beat going along in the background to accompany the music.

Year 5
Term: Summer 2

Music Core Knowledge
Musical Theatre

Core Knowledge

1	Understand the history of musical theatre.	4	Rehearse a musical theatre scene.
2	Identify character songs and action songs.	5	Perform a musical theatre scene.
3	Create a musical theatre scene.		

Key Concepts

Musical Theatre

Musical theatre combines music, songs, spoken dialogue and dance. Musical theatre is sometimes called 'musicals' or 'shows', and is usually performed in theatres, although there are film musicals too.

Operetta



By the 1800s, some composers started to compose opera-style music that also had spoken parts.

Book musicals



Soon, composers and librettists realised that they could write musicals with actual drama. The songs are written for the story and all the lyrics are chosen by the lyricist.

Modern musicals

Modern musicals are often written using different styles of music from hip-hop to rock or metal, with songs being specifically composed for it.



Opera

During the late 16th Century and early 17th Century, this was the only staged entertainment with singing. Opera features grand costumes and lavish stage decorations. Actors sing for the entire performance.

Film musicals



By the 1900s, people could synchronise sound with music in films.

Musicals were created for the big screen - often with spectacular dance routines.

Jukebox musicals



By the second half of the 20th Century, bands worked with composers to create musicals written around their pre-existing songs.

Prior Knowledge

Year 4 – Summer 2 – to sing in tune and in time
Year 5 – Autumn 1 – explore and use different forms of notation.

Misconceptions Answered

? "When a character sings, the story has stopped."	Songs are part of storytelling in musical theatre. They can describe what is happening or how characters are feeling.

Key Vocabulary

	composer	Writes the music.		librettist	Writes the story.
	lyricist	Writes the song lyrics.		director	In charge of the dramatic performance.
	musical director	In charge of the musical performance.		choreographer	Creates the dance moves.
	designer	Designs the set or costumes.		performers	Play the characters.
	character song	Describes how the character is feeling.		action song	Describes what is happening at that point in the story.
	transition	A passage of music composed to link one piece of music to another.		score	Written notation to show which notes to play and in what style to play them.
	script	Written text of a play or musical.			

Year 6
Term: Autumn 1

Music Core Knowledge
Songs of World War 2

Core Knowledge

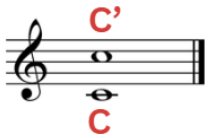
1	Use musical vocabulary to identify features of different eras of music.	4	Use knowledge of pitch to sing a counter-melody.
2	Improve accuracy in pitch and control for singing with expression and dynamics.	5	Notate a melody using pitches up to an octave.
3	Identify pitches within an octave when singing.		

Key Concepts



The songs of WW2 were often very sentimental. They were seen to offer hope and understanding to the feelings of those who were affected by the war effort.



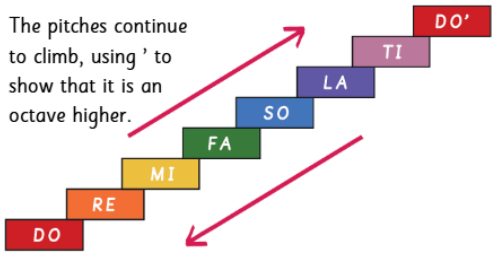


An octave is eight notes (A, B, C, D, E, F, G, A')
2 notes that are an octave apart have the same name and sound similar, but one is higher and the other is lower.

The Solfa ladder

The solfa ladder is a diagram that shows the notes of a scale using solfa names (do, re, mi, fa, so, la, ti, do). The notes are arranged from low to high pitch, helping musicians see how melodies move up and down.

The pitches continue to climb, using ' to show that it is an octave higher.



Melody



The melody is the combination of pitch and rhythm, which forms a tune. This is the main tune - it is often the part of music that you find the easiest to remember.

Counter melody



The counter melody is a melody that can be sung to complement the existing melody. It uses harmony to make it sound good, but is different to harmony because it uses a different rhythm

Prior Knowledge

Year 4 – Summer 2 – to sing in tune and in time; adapting and transposing motifs (different notation representations)
Year 5 – Autumn 1 – explore and use different forms of notation; Autumn 2 (Blues) – ascending and descending scales.

Misconceptions Answered

? "Harmony and counter-melody are the same.	A counter-melody is a separate tune with its own rhythm that works alongside the main melody.

Key Vocabulary

	expression	Playing or singing with a personal response to the music.		melody line	The notes that make a melody.
	dynamics	The volume of the notes.		pitch	How high or low the note sounds.
	diaphragm	A dome-shaped muscle which we use to control our breath when singing.	2	counter melody	A melody that can be sung to complement the existing melody.
	melody	The combination of pitch and rhythm, which forms a tune.		score	A written form of musical composition.



graphic notation
A way of writing down music on the page without using traditional stave notation.

Year 6
Term: Autumn 2

Music Core Knowledge
Dynamics, pitch and texture – classical music

Core Knowledge

1	Appraise the work of a classical composer.	4	Create a group composition. *Using knowledge of dynamics, texture and pitch.*
2	Improvise as a group using dynamics and pitch.	5	Create a group composition. *Featuring changes in texture, dynamics and pitch.*
3	Improvise as a group using texture.		

Key Concepts

Classical music is music that has been composed by musicians who are trained in the art of composition.



Composed by Felix Mendelssohn in 1830, Fingal's Cave is a classical piece of music.
It depicts the swirling sea and waves around the Inner Hebrides in Scotland.

The conductor uses signals to direct the performance.

Dynamics The conductor may use hand signals to indicate that the musicians need to get louder or quieter.

Pitch The conductor may indicate that the musicians need to play or sing higher or lower notes.

Texture The conductor helps to control the layers of sound in music, deciding which parts should stand out.

Composing is creating your own music.
Composers make choices about the interrelated dimensions of music to express their ideas.

Timbre
The quality of sound - e.g. smooth or scratchy. What is the timbre of your wave?

Texture
What are the layers of sound in your 'wave'? How many layers are there?

Prior Knowledge

Year 5
Autumn 1 – write a piece of music using stave notation
Spring 2 – Represent a piece of music as a graphic score; create a piece of music inspired by colours (references to graphic scores and the interrelated dimensions of music).

Misconceptions Answered

? "A thick texture is the same as loud dynamics."	A thick texture means there are many layers of sound playing together. A piece can have a thick texture, but still be played quietly.

Key Vocabulary

depict	Represent something using music.
composition	A piece of music that has been created.
conductor	A person who uses hand signals to direct the performance of an orchestra or choir.
notate	Write symbols representing notes or sounds.
ensemble	A group of people who perform instrumental or vocal music.
improvise	To make up music as it is played or performed
graphic score	A way of writing down music on the page without using traditional stave notation .

Year 6
Term: Spring 1

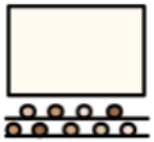
Music Core Knowledge
Film music

Core Knowledge

1	Appraise musical features in a variety of film contexts.	4	Create and notate musical ideas.
2	Identify and understand composing techniques in film music.	5	Play a sequence of musical ideas to convey emotions.
3	Use graphic scores to interpret emotions in film music.		

Key Concepts

Film Music



Music is used in films to accompany action and create atmosphere.

Different scenes use different types of music to create an appropriate atmosphere.



Tense Music
- Long notes followed by short notes or pauses.
- Melody switching between two notes (e.g. 'Jaws')
- Useful for making the viewer think something bad will happen.

Purposeful Music
Military drum sounds.
- A major key (happy sounding music)
- A medium tempo.
- Useful for characters getting a job done, or planning to defeat an enemy.

Romantic Music
- Slow, long notes.
- Sweeping melodies (getting higher and lower smoothly and quickly)
- High, twinkly notes.
- Useful for showing which characters are the love interest.

Danger Music
- Getting higher and faster.
- Using lots of instruments to create a chaotic sound.
- Useful for building a sense of impending doom.

Prior Knowledge

APPRAISAL: **Year 6** – Autumn 1 - Use musical vocabulary to identify features of different eras of music.
COMPOSITION: **Year 5** – Autumn 1 – explore and use different forms of notation; Autumn 2 (Blues) – ascending and descending scales. **Year 6** – Autum 2 – Create a group composition.

Misconceptions Answered

? "A film soundtrack is only the songs in the film."	A soundtrack includes the songs and background music.

Key Vocabulary

chromatics	Notes that move in small, semitone steps. This makes the music sound dramatic.	**evoke**	Suggest a particular feeling or thought.
major key	A tonality where the music sounds happy or bright.	**improvise**	Making up music as it is played or performed.
minor key	A tonality where the music sounds sad or tense.	**notate**	To write the symbols to represent music.
composition	A creative work, such as a piece of music.	**unison**	Playing or singing notes at the same pitch, at the same time.
tremolo	A trembling effect, achieve by creating a loud then quiet sound with a single note.	**sound effects**	Effects made that imitate real sounds.
soundtrack	The background music, together with the main songs, create the soundtrack.	**modulate**	Change from one key to another – e.g. major to minor

Year 6
Term: Spring 2

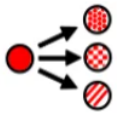
Music Core Knowledge
Theme and variations – pop art

Core Knowledge

1	Explore the musical concept of themes and variations.	4	Play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time.
2	Compare and contrast different variations.	5	Use musical notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.
3	Use complex rhythms to perform a theme.		

Key Concepts

Themes and Variations



Theme and variations is a common musical structure, especially in lcassical music. The structure features a theme at the start of the piece, then once the theme has been played, the composer repeats it but with some form of variation. The theme is then played again, this time with further variation.

Orchestra



Strings



Played by plucking or bowing strings.

Brass



Played by plucking or bowing strings.

Woodwind



Make sound by blowing air through a reed or small mouthpiece.

Percussion



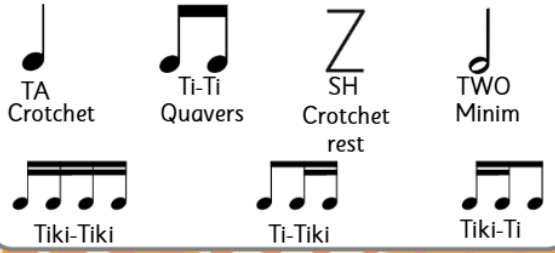
Played by striking, beating or shaking.

Pop Art



An art movement from the 1950s where artists focused on common objects (e.g. comic books, tins of soup) and showed them in bold, bright colours.

Kodaly rhythm names



Prior Knowledge

Year 4 – Summer 2 – Graphic notation and staff notation.
Year 5 – Summer 1 - Composing and altering loops.

Misconceptions Answered

? "A variation is a completely new melody.".	A variation is still recognisably the theme, but altered in some way – e.g. the rhythm or tempo.

Key Vocabulary

	pulse	A steady beat – the heartbeat of the music.
	notation	Written symbols to represent the music.
	diaphragm	A dome-shaped muscle beneath our lungs, which we use to control our breathing when we are singing.
	melody	Notes of different pitches played in a sequence to create a tune.
	phrase	A short musical passage that makes sense on its own.
	unison	Playing or singing notes at the same pitch at the same time.
	rhythm	The pattern of long and short sounds and silences in a piece of music.
3/4	3/4 time	3 beats in a bar, commonly known as 'waltz time'.
4/4	4/4 time	4 beats in a bar, known as 'common time'

Year 6
Term: Summer 1

Music Core Knowledge
Baroque

Key Concepts

The Baroque Period

The years between 1600-1750 when a particular type of music was being composed across Europe.

Claudio Monteverdi 1567 – 1643	Johann Pachelbel 1653 – 1706	Henry Purcell 1659 – 1695	Johann Sebastian Bach 1685 – 1750	George Frideric Handel 1685 – 1759
				
opera	**canon**	**ground bass**	**fugue**	**oratorio**
A dramatic performance in which a story is told using melody and singing.	Music in which very similar parts are introduced one by one to overlap.	A repeating melody in the bass part, usually played by a cello, and commonly found in Baroque music.	Music in multiple parts where a main theme (subject) and secondary theme (counter subject) appear over and over in different parts and at different pitches.	A dramatic vocal work on a religious theme, like an opera, but sung without staging.
recitative				
A section of an opera or oratorio where the sung melody imitates speech.				

Core Knowledge

1	Understand the importance of Monteverdi in the history of opera.
2	Read and play a canon from staff notation.
3	Demonstrate an understanding of Baroque features when composing.
4	Combine knowledge of staff notation and aural awareness to play a fugue.
5	Apply understanding of fugue structure when performing with others.

Prior Knowledge

Year 5 Summer 2 – Opera and musical theatre
Year 4 Summer 2 – Staff and stave notation

Misconceptions Answered

"Polyphonic means lots of instruments play together	Polyphonic means there are several **independent melodies** happening at the same time.

Voc

	ostinato	A repeating part – can be a tune or a rhythm.
	polyphonic	A musical texture in which parts weave in and out of each other.
	treble clef	A symbol that shows higher-pitched notes on the stave.
	bass clef	A symbol placed that shows lower-pitched notes on the stave.

Year 6
Term: Summer 2

Music Core Knowledge
Composing and performing a Leavers' song – pop music

Core Knowledge

1	Listen to and describe music.	4	Use vocal improvisation and known melodies against a backing track.
2	Write lyrics for a song.	5	Compose a melody.
3	Organise lyrics into a song structure.	6	Compose a verse melody.

Key Concepts

Pop music

Pop music is short for 'popular music'. This style of music generally has a simple, memorable melody.

Structure

How the music is organised into different sections.

The verse-chorus structure is common in pop music. There are two repeating elements: the chorus and the verse.
The verses usually have different lyrics on each repetition.

Tempo

The speed of music - how fast or slow it is.

- Presto – A very fast tempo.
- Allegro – A quick, lively tempo.
- Largo – Perform with a gradual increase in speed.
- Accelerando – Perform with a gradual decrease in speed.

Dynamics

The volume - how loud or quiet the music is.

- *cresc.* Crescendo – Gradually increasing volume.
- *dim.* Diminuendo – Gradually decreasing volume.
- *f* forte – To play loudly.
- *p* piano – To play quietly.

Rhyming patterns

A rhyming pattern is the arrangement of the rhyming lines in a poem or a song.

AABB - Lines 1 and 2 rhyme and lines 3 and 4 rhyme.

ABAB - Lines 1 and 3 rhyme and lines 2 and 4 rhyme.

ABBA - Lines 1 and 4 rhyme and lines 2 and 3 rhyme.

Prior Knowledge

Year 5

Spring 1 – major and minor chords, playing chord progressions.

Summer 1 – structure – layering loops when composing EDM.

Year 6

Autumn 1 – Melodies and counter-melodies.

Misconceptions Answered

? "Changing the dynamics, pitch or tempo means it is no longer the same melody."	A melody can be adapted by changing these elements – but it is still the same melody.

Key Vocabulary

lyrics	The words of a song.
arrangement	Adapting a piece of music that already exists, usually so that it can be played by different instruments.
backing track	A pre-recorded musical accompaniment.
melody	The combination of pitch and rhythm which forms a tune.
chords	Two or more notes that are played at the same time and work in harmony.
chord progression	A group of chords played in a particular order.

