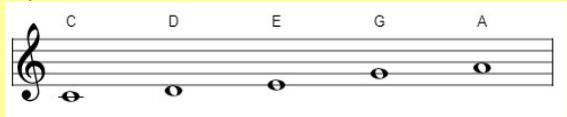
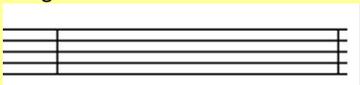


KS1 National Curriculum	Listen and appraise	Improvise and Compose	Perform
Year 1	Listen and appraise	Improvise and Compose	Perform
Knowledge	<p>The pulse of a piece of music is a steady beat like a heartbeat throughout a piece of music.</p> <p>Rhythm is the sequence of shorter and longer sounds that can fit to a steady beat</p> <p>The dynamics in a piece of music relates to how loud or quiet the music is.</p> <p>Vocals are sounds made by the voice (male vocals are by a man and female vocals by a woman).</p> <p>Musical instruments are objects which produce sounds.</p> <p>Musical style refers to features of how music in a certain genre is expected to sound/be played.</p>	<p>Improvisation is about making up your own tunes on the spot.</p> <p>Improvisation does not have to be written down.</p> <p>Composing is like writing a story with music.</p> <p>Making up your own piece of music is called a composition.</p> <p>People who write music are called composers.</p>	<p>A performance is sharing music with other people, called an audience.</p> <p>An audience are people who watch a performance.</p>
Knowledge related to period in music – Contemporary	<p>Music, which has been composed between the present day and 1960, is contemporary music.</p> <p>Music technology in the contemporary period includes cassettes, CD's and digital music players.</p> <p>Little Mix are a popular girl band who won the X Factor in 2011 – the first ever group to win the series.</p> <p>The Beatles were an English band who were founded in Liverpool. Their members were John Lennon, Paul McCartney, George Harrison and Ringo Starr.</p>		

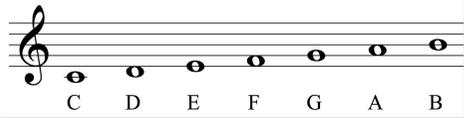
Skills	<p>I can find the pulse of a song.</p> <p>I can clap a simple rhythm of a song.</p> <p>I can describe the dynamics of a piece of music using the terms loud, quiet, getting louder, getting quieter.</p> <p>I can recognise vocals and different instruments (drums, bass guitar, keyboard) in a piece of music.</p>	<p>I can improvise on untuned instruments or using my voice by choosing rhythms that fit the pulse and using different dynamics.</p> <p>I can compose a piece of music with a pulse and a rhythm.</p> <p>I can change the dynamics in my own composition.</p> <p>I can record my composition by using pictures.</p> <p>I can use pictures to show when there is a change of dynamics in my composition.</p>	<p>I can sing with a sense of pulse and rhythm.</p> <p>I can perform on an untuned instrument with a sense of pulse and rhythm.</p> <p>I can use different dynamics when singing and performing on untuned instruments.</p>
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Year 2	Listen and appraise	Improvise and Compose	Perform
Knowledge	<p>The tempo of a piece of music relates to how quick or slow the music is.</p> <p>Pitch is how high or low a note sounds.</p> <p>A solo in a piece of music which is performed by one singer or musician.</p> <p>The structure of a piece of music is the order that different parts of the music are played in.</p> <p>Musical instruments can be tuned or untuned. Tuned instruments can play different pitches.</p> <p>Lyrics are the words in a song, which often tell a story or give a message.</p>	<p>Different notes on a tuned instrument have different names.</p> <p>Compositions can be recorded using notation.</p> <p>A crotchet note is worth one beat.</p> <p>A quaver note is worth half a beat therefore two quavers together are worth one beat.</p>	<p>A conductor is a person who conducts an orchestra, chorus, choir or other musical group.</p> <p>A conductor sets the tempo for a piece of music by stressing the musical pulse so that all musicians/performers follow the same beat.</p> <p>Conductors may show when different musicians/instruments are to play in a piece of music.</p>

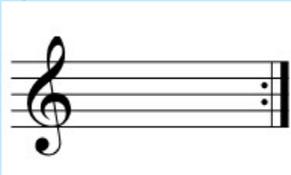
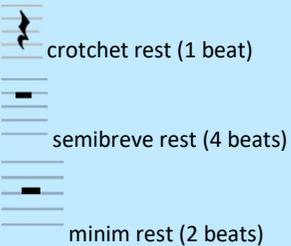
<p>Knowledge related to period in music – Mid 20th Century</p>	<p>European music in the mid 20th century was shaped by political events happening at the time (e.g. World War 2 and The Holocaust). Jazz music become popular in America at this time.</p> <p>Miles Davies was an American Jazz trumpeter and composer who helped developed different styles of jazz (including cool jazz and free jazz).</p> <p>Miles Davis released an album in 1959 called “Kind of Blue” which become very famous and took him only 2 days to record. So What was the opening track on this album.</p> <p>Benjamin Britten was an English composer who was known for his opera compositions. Some say, Britten “brought opera back to life”.</p> <p>The ‘War Requiem’ was written for the new Coventry Cathedral. This new cathedral was built to replace to old one that was destroyed in WW2.</p>		
<p>Skills</p>	<p>I can clap a rhythm to a song using different tempos.</p> <p>I can identify whether an instrument is tuned or untuned.</p> <p>I can describe whether a sound has a high or a low pitch.</p> <p>I can describe the tempo of a piece of music using the terms fast, slow, faster, slower.</p> <p>I can describe the structure of a piece of music using the terms verse, chorus, solo and instrumental.</p>	<p>I can create an improvisation of 2 notes on a tuned instrument (using notes C and D).</p> <p>I can create an improvisation using my voice or by clapping to demonstrate inter-related dimensions of music (pitch, dynamics and tempo).</p> <p>I can create a composition of 2 notes on a tuned instrument (using notes C and D) using notation names to show the pitch.</p> <p>I can record my composition using the notation of crotchets and quavers.</p>	<p>I can sing with a sense of rhythm, pulse and pitch.</p> <p>I can follow a conductor when singing or playing an instrument.</p> <p>I can play a simple tune on a tuned instrument by following simple notation.</p> <p>I can conduct a group of musicians/performers.</p>

National Curriculum – KS2	Listen and Appraise	Improvise and Compose	Perform
Year 3	<p>Listen and Appraise</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Improvise and Compose</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music*</p> <p>Use and understand staff and other musical notations</p>	<p>Perform</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>
<p>Knowledge</p> <p>Texture is the layers of sound created by playing together or separately throughout a song.</p> <p>Unison is where singers or musicians all play the same tune at the same time.</p> <p>An orchestra is a large group of musicians who play together on a variety of string, wind and percussion instruments.</p> <p>The melody is the tune in a piece of music (it is usually what you sing along to).</p> <p>A hook is a short melodic idea which is designed to be memorable.</p> <p>We count music in beats per bar (e.g. 4 beats per bar). A time signature shows the beats per bar.</p> <p>An offbeat is a beat that is played not on the strong beat (e.g if there are 4 beats in a bar, it would be played on 2 and 4).</p>	<p>Call and response is a musical structure where a solo person (or group of people) sing or plays a musical idea and another person (or group of people) sing or play a response.</p> <p>A pentatonic scale is a scale which uses 5 notes.</p> <p>Key notation for Y3 -</p>  <p>A bar is a segment of time in a piece of music. This is represented using a bar line.</p>  <p>A time signature is an indication of the rhythm of a piece of music. It tells us how many beats are in a bar and how long each beat is worth.</p>  <p>This shows 4 crotchet beats in a bar.</p>	<p>Singing in a group can be called a choir.</p> <p>Playing instruments in a group can be called an ensemble or an orchestra.</p> <p>It is important to warm up your voice before singing as it stretches your vocal chords and clears your throat. It can also help with your breathing.</p> <p>Posture is important when singing as it enhances breathing.</p>	<p>Knowledge related to period in music – Early 20th Century</p> <p>Music in the early 20th century was recorded electrically on vinyls.</p> <p>The 20th century was described as the “age of musical diversity” because composers had more creative freedom.</p> <p>Igor Stravinsky was one of the most important composers in the 20th century and a leader in modernism in music.</p> <p>Stravinsky’s Russian Dance was from his ballet Petrushka, which tells the story of love and jealousy between 3 puppets.</p> <p>Sergei Prokofiev was a Russian composer and pianist who came from the Ukraine.</p> <p>Prokofiev was commissioned in 1936 to write a new musical symphony for young children to enhance their musical tastes in children in the first years of school. He wrote Peter and the Wolf in just four days.</p>
<p>Skills</p>	<p>I can describe the texture of a piece of music.</p> <p>I can identify different parts of an orchestra.</p>	<p>I can improvise a call and response melody using up to 5 notes.</p>	<p>I can perform a piece of produced music or my own composition using five notes (C, D, E, G, A,)</p> <p>I can sing in unison or in two parts.</p>

	<p>I can identify and describe the melody in a piece of music, using musical vocabulary I know.</p> <p>I can identify the hook in a piece of music.</p> <p>I can describe the style of a piece of music by using what I know about a musical genre.</p> <p>I can identify whether a piece of music has 4 beats per bar or 3 beats per bar.</p> <p>I can find the offbeat in a piece of music.</p>	<p>I can compose a simple melody for a tuned instrument using five notes (C, D, E, G, A) which fit to the pulse of a piece of music.</p>	<p>I can demonstrate a good singing posture.</p> <p>I can sing with an awareness of being "in tune"</p>
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Year 4	Listen and Appraise	Improvise and Compose	Perform
<p>Knowledge</p>	<p>A melodic phrase in music is a group of notes of various pitches which are played one after another. Together they make a tune in the same way that a group of words make a sentence.</p> <p>A rhythmic phrase in music is a group of notes of various duration which a played one after another.</p> <p>Timbre is a musical dimension that describes the quality and character of the sound of the instruments used.</p> <p>A countermelody is a secondary melody that is sung or played in counterpoint with the original melody.</p>	<p>Key notation for Y4</p>  <p>A scale is a set of notes in order of their pitch.</p> <p>A scale ordered by increasing pitch is an ascending scale. A scale ordered by decreasing pitch is a descending scale.</p> <p>An octave is a series of eight notes.</p> <p>A semi breve is worth four beats.</p>  <p>A minim is worth two beats.</p> 	<p>A round is a song or piece of music which is played or sung in by two people or two groups of people. One person or group starts and then the other person or group sings/plays the same bit of music later in the music.</p> <p>It is important to warm up an instrument before a performance. Some instruments will play notes at an inaccurate pitch if they are not warmed up.</p> <p>Sometimes you can perform a song or on an instrument with an accompaniment, which is a musical part (vocal or instrumental) that provides rhythmic or harmonic support for the melody.</p> <p>Diction describes the clarity of the pronunciation of words when singing.</p>

		<p>Notation can be written on a stave, which is a set on five lines where notes are written on the line or in the space between them.</p>  <p>This is the treble clef symbol. It shows that the notes on the staff with this symbol can be sung or played by voices or instruments which can reach higher notes.</p>	
<p>Knowledge related to period in music – Romantic</p>	<p>The romantic era of music is known for its intense energy and passion. Compositions in the romantic period had greater expression than ever before and started to link with the arts and theatre.</p> <p>The romantic era brought an expansion to the standard orchestra with the introduction of a larger percussion section and new woodwind instruments such as the bass clarinet and piccolo.</p> <p>Debussy was a French composer who wrote most of his compositions for an orchestra or piano. His music was unlike other music in the romantic era as he was heavily influence by a group of painters called “impressionists”.</p> <p>L’apres midi d’un faune was originally planned to be part of a trilogy but for reasons only known to Debussy, he decided to condense it down to just one movement. It is based on his thoughts on a poem called ‘Mallarme’.</p> <p>Piotr Tchaikovsky was a Russian composer who wrote melodies which were usually dramatic or emotional. Even though he was a good musician as a child, his parents didn’t consider this an “acceptable profession” so his parents made him study law instead.</p> <p>Dance of the Sugarplum fairy is from Tchaikovsky’s ballet “The Nutcracker”, which was first played to audiences in St Petersburg in 1892.</p>		
<p>Skills</p>	<p>I can identify a melodic phrase and describe it using musical vocabulary.</p> <p>I can identify a rhythmic phrase in music and describe it using musical vocabulary.</p> <p>I can describe the timbre of a piece of music or of a sound played by an instrument.</p> <p>I can identify a countermelody in a piece of music.</p>	<p>I can improvise a simple melody on the instrument which I am learning.</p> <p>I can use a stave to begin to record notation in the treble clef.</p> <p>I can compose a piece of music for a tuned instrument and begin to record my composition using correct notation.</p> <p>I can record the rhythm of my composition by using the notation crotchet, quaver, semibreve and minim.</p>	<p>I can perform a piece of produced music or my own composition by reading seven notes (C, D, E, G, A, B, F) from a treble clef stave.</p> <p>I can sing or play an instrument as part of a round.</p> <p>I can sing or play an instrument whilst keeping in time with an accompaniment.</p> <p>I can sing with improving posture and diction.</p>

Year 5	Listen and Appraise	Improvise and Compose	Perform
Knowledge	<p>Style indicator are indicators which show us the genre of the piece of music.</p> <p>Style indicators of rock music may include heavy amplified instruments, frequent guitar solos and a heavy back beat.</p> <p>Style indicators of jazz/swing music may include big band instruments, smooth/simple music which focuses on the melodic line and a strong beat.</p> <p>A riff is a short, repeated phrase, often played on a lead instrument.</p> <p>A motif is a short musical idea, melodic, harmonic, rhythmic or a combination of these.</p> <p>An ostinato is a motif or phrase that persistently repeats in the same musical voice.</p> <p>A synthesizer in an electric instrument that looks like a keyboard and has pre-recorded and created sounds. Music produced on a synthesizer is described as 'synthesized'.</p> <p>Articulation describes how smoothly something is played. Legato is Italian for 'linked together'. It means that notes should be played smoothly. Staccato is Italian for 'detached'. It means that notes should be played short and sharp.</p>	<p>A repeat sign indicates a section of music which needs to be repeated.</p>  <p>A rest is a musical notation sign that indicates an absence of sound.</p>  <p>crotchet rest (1 beat)</p> <p>semibreve rest (4 beats)</p> <p>minim rest (2 beats)</p>	<p>Acapella describes singing which is unaccompanied by musicians.</p> <p>(Articulation – see knowledge in listen and appraise)</p>
Knowledge related to period in music – Classical	<p>Classical music is distinct from Jazz, Pop or Folk Music. The Classical era specifically relates to the period when composers were using full symphonies, composing comic operas and developing piano sonatas.</p> <p>Orchestras were changed dramatically. Wind and brass instruments joined with string instruments to make a fuller sound. The piano was also introduced in this era.</p> <p>Ludwig Beethoven was a German composer who wrote classical music for pianos and orchestras. As an adult, he became deaf and although he could no longer play in concerts, he continued to compose.</p> <p>Fur Elise is actually a nickname for the composition Bagatelle no 25 in A minor. He had dedicated it to someone called Therese but a copywriter wrote the dedication incorrectly on the published piece – hence it's nickname.</p> <p>Wolfgang Mozart was a child prodigy from Austria. He composed his first piece of music aged 5, had his first piece published aged 7 and wrote his first opera aged 12. He was only 35 when he died.</p> <p>Symphony no. 40 is often described as a work of passion, violence and grief. It is one of only two surviving symphonies of Mozart in the minor key.</p>		
Skills	<p>I can describe a musical style by identifying style indicators.</p> <p>I can describe different styles of music which I like and dislike and explain why.</p>	<p>I can improvise a riff on a tuned instrument using three notes.</p> <p>I can improvise a two-part vocal improvisation with a partner.</p>	<p>I can perform my composition on a tuned instrument.</p>

	<p>I can identify a riff in a piece of music.</p> <p>I can identify and describe synthesized instruments and the sounds they make.</p> <p>I can describe the articulation of music using the terms 'legato' and 'staccato'.</p>	<p>I can record the rhythm of my composition by using the notation of different durations.</p> <p>I can use a repeat sign in my composition to show repeated sections of music.</p>	<p>I can read notation on a staff to perform music on a tuned instrument.</p> <p>I can take part in an ensemble to perform a song, taking the role of a singer and a musician.</p> <p>I can perform songs from different styles in tune either acapella or with a musical accompaniment.</p>
Year 6	Listen and Appraise	Improvise and Compose	Perform
Knowledge	<p>Style indicators of folk music include traditional music that is sung or played and can be accompanied or unaccompanied, vocals which tell a story and can be sung in a local accent/language.</p> <p>A ukulele is a small four stringed guitar of Hawaiian origin.</p> <p>Style indicators of acapella pop will include a vocal line without a musical accompaniment. Any sounds which sound like instruments are made by vocals.</p> <p>Soft rock is different to rock (taught in Y5) as there is usually more of an emphasis on the melody and the lyrics rather than a heavy beat.</p> <p>Style indicators of big band may include a band of instruments such as saxophones, trumpets, trombones, piano and drums playing music with a swing/jazz feel. It often includes a vocalist and a syncopated melody line.</p> <p>Syncopation is music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.</p> <p>Blues is a style of music originating in the deep south of America and was created by African-American communities at the end of the 19th century who suffered slavery.</p> <p>Style indicators of the Blues include a Blues scale, a sound built around a 12 bar sequence and the use of "blue notes" to express the sadness in a tune.</p>	<p>A blues scale is a scale based on a pentatonic scale with the addition of a blues note.</p> <p>A sharp is a note which is higher in pitch by one semitone (half note). This is a sharp sign.</p>  <p>A flat is a note which is lower in pitch by one semitone (half note). This is a flat sign.</p>  <p>A Blues composition would have four beats in a bar, have a 12-bar blues form and use three four bar phrases.</p> <p>The three line verse structure of a Blues composition is usually A A B.</p> <p>The lyrics of Blues compositions are usually raw, full of emotion and dwelling on love and loneliness.</p> <p>Music played on ukuleles is written using chords. These can be recorded on tabs. Chords 1, 4 and 5 are recorded by:</p>	<p>Harmony is when two or more notes (different pitch) are played at the same time.</p> <p>Musical expression is the art of playing or signing with personal response to the music.</p> <p>Clarity relates to a performer's ability to clearly articulate the sound/words they are performing.</p>

Key of C



Knowledge related to period in music – Baroque

The baroque era of music saw the introduction of new music styles including the concerto, the sonata and the opera. Religious music was important at this time.

The orchestra was also introduced. A harpsichord was one of the key instruments at the time.

Harmony was introduced where composers used a combination of more than one note at the same time.

The baroque sound was ornate, formal and grew increasingly emotive throughout the period.

Antonio Vivaldi was a famous Italian composer in the Baroque period. He wrote over 400 concertos for various instruments and scores of 21 operas.

Vivaldi's Gloria is a sacred piece of choral music which was written as a hymn of praise.

Johann Sebastian Bach was a famous composer and musician who was born in the Duchy of Saxe-Eisenach. He has been regarded since the 19th century as one of the greatest composers of all time.

Bach's Toccato and Fugue was one of the most famous pieces of the Baroque era organ music.

Skills

I can describe the musical dimensions of music from different genres, applying my prior knowledge.

I can describe and compare different genres of music by identifying style indicators.

I can describe different styles of music which I like and dislike and explain why using musical language to describe the different musical dimensions.

I can describe how the lyrics and musical style in a song relate to tell a story/give a message.

I can identify syncopation in a piece of music.

I can describe the heritage of Blues music.

I can write a Blues song using the 12 bar blues form and A A B structure.

I can show an understanding of the structural restraints involved within songwriting.

I can compose a piece of music to be performed on a ukulele using the chords 1, 4 and 5.

I can use the notation for chords 1, 4 and 5 to record my composition in a written form.

I can perform my Blues song expressing the emotions to reflect the origin of Blues.

I can show an understanding of how lyrics can reflect the cultural context and have social meaning.

I can read the chords 1, 4 and 5 to perform a tune on a ukulele.

I can take part in an ensemble to perform a song, taking the role of a singer and a musician showing expression and with increasing confidence.

			I can sing in a 2 part or 3 part harmony.
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