



Kentmere Academy and Nursery- Knowledge and Skills- Music

Early Years

Year Group	Learning Objective	Knowledge	Skills
<p>Early Years</p>	<p>To join in singing favourite songs.</p> <p>To create sounds by banging, shaking, tapping or blowing.</p> <p>To shows an interest in the way musical instruments sound.</p> <p>To sing a few familiar songs.</p> <p>To beginning to move rhythmically.</p> <p>To imitate movement in response to music.</p> <p>To taps out simple repeated rhythms.</p> <p>To explore and learn how sounds can be changed.</p> <p>To begin to build a repertoire of songs and dances.</p> <p>To explore the different sounds of instruments.</p>	<p>I know some popular nursery rhymes.</p> <p>I know that sounds can be created in many ways.</p> <p>I know that there are many different musical instruments.</p> <p>I know that music has a beat.</p> <p>I know that a series of beats is called a rhythm.</p> <p>I know that sounds can be changed.</p> <p>I know a variety of different songs.</p>	<p>I can identify my favourite songs.</p> <p>I can join in with my favourite songs.</p> <p>I can create sounds by banging, shaking, tapping or blowing.</p> <p>I can name some musical instruments.</p> <p>I am interested in the different sounds you can make with musical instruments.</p> <p>I can sing some familiar songs.</p> <p>I can move to the beat of a piece of music.</p> <p>I can repeat a rhythm.</p> <p>I can clap out a repeated rhythm.</p> <p>I can explore sound and learn how to change it.</p> <p>I can explore how instruments sound different to each other.</p> <p>I can sing a variety of songs.</p>

Cycle A- Year 1/2

Year Group	Theme and Subject Driver	Week	Learning Objective	Knowledge	Skills
<u>Year 1/2</u> Classical music, dynamics, and tempo	Dinosaurs and Fossils (English Driver)	Autumn 1 Week 1	To use percussion and my body expressively in response to music.	I know what dynamics are. I know what tempo is.	I can move my body appropriately when music is played. I can experiment with percussive instruments to make sounds for different animals. I can explain the sounds I have chosen for different animals. I can suggest ways to improve my performance.
	Dinosaurs and Fossils (English Driver)	Autumn 1 Week 2	To perform a song.	I know what it means to 'perform'. I understand the dynamics loud and quiet.	I can clap a simple rhythm. I can think about the dynamics of a song: <ul style="list-style-type: none"> - what parts should be sung quietly. - which should be sung loudly. I can sing from memory. I can clap/play a percussion instrument in time.
	Dinosaurs and Fossils	Autumn 1	To create short sequences of sound.	I understand that sound is a vibration which travels through the air. I understand that tempo means speed	I can move and make sounds like an animal. I can make the sounds of an animal by

	(English Driver)	Week 3		(fast and slow). I understand that dynamics mean volume (loud and quiet). I understand that timbre is the different sounds of an instrument.	changing my: - tempo (speed - fast and slow). - dynamics (volume - loud and quiet). I can create different timbre (sounds) from the same instrument. I can work as a group to create a short section of sound to represent an animal using an instrument and my voice.
<u>Year 1/2</u> African Call and Response Song	Materials and Colours (Art driver)	Autumn 2 Week 1	To copy a short rhythm and recognise simple notation.	I understand that music is shown through beats and notation.	I can suggest instruments to represent different animals. I can describe music I hear and what it makes me think of. I can move and make sounds like an animal. I can make the sounds of an animal by changing my: - tempo (speed - fast and slow). - dynamics (volume - loud and quiet). I can clap back in time, a simple rhythm clapped to me. I can clap these rhythms in time with the music.
	Materials and Colours (Art driver)	Autumn 2 Week 2	To learn a traditional song from Africa.	I know what 'call and response' means. I know that call and response is a feature of African music.	I can sing along in time to the response parts of the 'Che Che Kule' song. I can perform a call and response song with actions.

	Materials and Colours (Art driver)	Autumn 2 Week 3	To create rhythms based on 'call and response'.	I know what a 'call and response' song is and how they are sung. I understand that dynamics mean volume (loud and quiet).	I can work with my partner to think of a question (call) and a short answer (response) about animals. I can play my call (question) and response (answer) using a simple rhythm on an untuned percussion instrument. I can work with my group to decide on a structure that the rhythms can be repeated in. In my group we can record this structure in the right order. I can add dynamics to my song.
Year 1/2	London and the UK (Geography driver)	Spring 1 Week 1	To learn about traditional music of the British Isles. To compose a piece of music to represent the British seaside.	I understand the musical vocabulary - dynamics, pitch, structure, texture, timbre, and tempo.	I can sing a song confidently. I can create a musical soundscape. I can use musical vocabulary to talk about the music I hear.
British Music - Folk Music	London and the UK (Geography driver)	Spring 1 Week 2	To compose a piece of music to represent the British countryside.	I understand the musical vocabulary - dynamics, pitch, structure, texture, timbre, and tempo.	I can sing a song confidently. I can create a musical soundscape. I can use musical vocabulary to talk about the music I hear.

	London and the UK (Geography driver)	Spring 1 Week 3	To compose a piece of music to represent British cities.	I understand the musical vocabulary - dynamics, pitch, structure, texture, timbre, and tempo.	I can sing a song accurately. I can find multiple ways of making the same sound. I can use musical vocabulary to describe what I hear and play.
<u>Year 1/2</u> British Music - Folk Music	London and the UK (Geography driver)	Spring 2 Week 1	To compose a piece of music as a group to represent a location in Britain.	I understand the musical vocabulary - dynamics, pitch, structure, texture, timbre, and tempo.	I can work in a group to create a musical soundscape. I can add structure to a piece of music. I can use musical vocabulary to talk about the music I hear.
	London and the UK (Geography driver)	Spring 2 Week 2 and 3	To compose a piece of Music to reflect a journey through Britain.	I understand the musical vocabulary - dynamics, pitch, structure, texture, timbre, and tempo.	I can work in a group to compose a piece of music. I can evaluate my composition. I can perform my piece confidently and accurately to another class.
<u>Year 1/2</u> Letter notation and melody	Plants and the Environment (Science driver)	Summer 1 Week 1	To sing and play an instrument at the same time.	I understand that rhythm means a pattern of long and short sounds. I understand that pulse means steady beat.	I can say and clap the rhythm of my name. I can sing a song and play the pulse using my instrument. I can suggest how to make different sound effects of the song. I can take part in a class performance, singing and, playing the pulse at the



					same time.
	Plants and the Environment (Science driver)	Summer 1 Week 2	To choose and play appropriate dynamics and timbres for a piece of music.	I understand that all instruments have their own timbre (unique sound). I understand that dynamics mean volume (loud and quiet).	I can copy back a rhythm (pattern) at the right dynamic (volume). I can use my instrument to play the rhythm of a song without singing. I can change the dynamics and timbre in my performance to alter the emotion of the song. I can use my instrument to keep the pulse when I perform.
	Plants and the Environment (Science driver)	Summer 1 Week 3	To use musical notation to play melodies.	I know that melodies (tunes) can be written down using letters. I understand that a melody is when we use lots of different pitches in a row.	I can play a melody (tune) from letter notation (letter names).
Year 1/2 Letter notation and melody	Greater Manchester (Geography driver)	Summer 2 Week 1	To use letter notation to write my own melody.	I know that writing a melody is called 'letter notation'.	I can create a melody. I can write my melody down using letter names. I can play my melody back from the letter names I have written.
	Greater Manchester (Geography driver)	Summer 2 Week 2	To use timbre and dynamics in musical composition.	I understand that dynamics mean volume (loud and quiet). I understand that timbre is the different sounds of an instrument.	I can work as part of a group. I can help create a piece of music. I can make my composition more interesting by adding timbre and dynamics.



	Greater Manchester (Geography driver)	Summer 2 Week 3	To perform their musical composition.	I understand that dynamics mean volume (loud and quiet). I understand that timbre is the different sounds of an instrument. I understand what makes a great performance.	I can perform expressively using dynamics and timbre to alter sounds as appropriate. I can suggest improvements to my own and others' performance.
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Cycle B- Year 1/2

Year Group	Theme and Subject Driver	Week	Learning Objective	Knowledge	Skills
Year 1/2 Dynamics, tempo, timbre and motifs (Space).	Changes over Time, Family and Community (History driver)	Autumn 1 Week 1	To move to music.	I can identify different instruments such as violins and a piano. I understand that tempo means speed (fast and slow). I understand that dynamics mean volume (loud and quiet).	I can listen to music and give an opinion about it. I can begin to identify different instruments. I can move my body expressively when music is played. I can move appropriately in response to what I hear.
	Changes over Time, Family and Community (History driver)	Autumn 1 Week 2	To create a simple soundscape to reflect space.	I understand what a soundscape is. I understand that tempo means speed (fast and slow). I understand that dynamics mean volume (loud and quiet).	I can use my voice to create sound. I can offer ideas and suggestions for making sounds. I can create atmosphere by using dynamics.
	Changes over Time, Family and Community (History driver)	Autumn 1 Week 3	To listen for and recognise some basic elements of music (Gustav Holst - Mars).	I know the sounds of instruments such as: violin, trumpet, flute, clarinet, drums and symbols. I understand that tempo means speed (fast and slow). I understand that dynamics mean volume (loud and quiet).	I can recognise differences in dynamics. I can recognise different instruments and begin to name them. I can use appropriate musical vocabulary. I can explain the mood of the music.



	driver)			I understand that timbre is the different sounds of an instrument.	
<u>Year 1/2</u> Dynamics, tempo, timbre and motifs (Space).	Significant Individuals in Space (History Driver)	Autumn 2 Week 1	To compare two pieces of music (Gustav Holst - Mars and Gustav Holst- Venus).	I know the sounds of instruments such as: violin, trumpet, flute, clarinet, drums and symbols. I understand that tempo means speed (fast and slow). I understand that dynamics mean volume (loud and quiet). I understand that timbre is the different sounds of an instrument.	I can compare two pieces of music by the same composer. I can identify changes in dynamics and use appropriate musical vocabulary. I can recognise and name different instruments. I can describe the mood of the music.
	Significant Individuals in Space (History Driver)	Autumn 2 Week 2	To be able to create short sequences of sound to represent a planet.	I understand that a motif is a short section of music.	I can play a simple motif. I can create a motif. I can notate or create a visual representation of my motif.
	Significant Individuals in Space (History Driver)	Autumn 2 Week 3	To be able to create short sequences of sound to represent a planet and perform with accuracy.	I understand that a motif is a short section of music. I understand that tempo means speed (fast and slow). I understand that dynamics mean volume (loud and quiet).	I can create and play a simple motif using visual representation to record it. I can use dynamics to enhance my motif. I can perform my piece with accuracy. I can suggest improvements to my own and others' performance.
<u>Year 1/2</u>	Design, Structure	Spring 1	To listen to and analyse an orchestral version of a traditional story.	I know that the orchestra is a group of musicians who play instruments together.	I am beginning to identify specific musical instruments I can hear when listening to a piece of music.

Orchestral Instruments	and Materials (D&T driver)	Week 1		I know that each section has several different instruments. I can name the four sections or families of the orchestra: strings, woodwinds, brass, and percussion.	
	Design, Structure and Materials (D&T driver)	Spring 1 Week 2	To listen to and analyse a film musical version of a traditional story.	I know the musical vocabulary: louder, quieter, texture, happy, sad. I know the names of some orchestral instruments.	I can explain how music is used to support the story. I can use musical and instrumental vocabulary to describe a piece of music. I can recognise different orchestral instruments.
	Design, Structure and Materials (D&T driver)	Spring 1 Week 3	To select appropriate sounds to match events, characters and feelings in a story.	I know what timbre is. I know what tempo means. I know what dynamics are.	I can select appropriate timbres to represent characters. I can select appropriate tempo changes to represent actions. I can select appropriate dynamics to represent emotions.
<u>Year 1/2</u> Orchestral Instruments	Design, Structure and Materials (D&T driver)	Spring 2 Week 1	To write a play script and select appropriate musical sounds to accompany it.	I know what a script is. I know a variety of musical sounds.	I can write a script for the story of 'Jack and the Beanstalk' I can suggest suitable musical sounds to go with my script.



	Design, Structure and Materials (D&T driver)	Spring 2 Week 2	To rehearse a story script with accompanying music.	I know what a script is. I know a variety of musical sounds.	I can edit and improve my script. I can edit and improve the musical sounds to go with my script. I can rehearse my story script.
	Design, Structure and Materials (D&T driver)	Spring 2 Week 3	To perform a story script with accompanying music.	I know what a performance is. I know how to choose instruments to enhance a story.	I can perform confidently. I can work as part of a group to perform a story. I can add the right music to my story at the right time. I can suggest improvements to my own and others' performance.
<u>Year 1/2</u>	Weather and Seasons (Geography driver)	Summer 1 Week 1	To listen and respond to weather themed music.	I know how to respond to music include playing or clapping along to the pulse and rhythms, humming or singing melodies, creating actions and dance movements, and using adjectives, such as lively or cheerful, to describe the music.	I can identify fast or slow music. I can talk about the songs/pieces I have enjoyed. I can describe basic elements of a piece of music (pace, volume and emotion).
Traditional songs, nursery rhymes and chants inspired by the weather	Weather and Seasons (Geography driver)	Summer 1 Week 2	To sing songs about the wind clearly.	I know that traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. I know that traditional songs usually	I can use own voice in different ways including speaking, singing and chanting for different effects. I can use my own voice in different ways including using a loud/soft voice and sing

				contain repeated rhythms or melodies, a strong pulse and rhyming words.	simple repeated phrases.
	Weather and Seasons (Geography driver)	Summer 1 Week 3	To use percussion instruments to create sound effects as a backing track for weather songs.	<p>I know that a piece of music played by a group of musicians should be played at the same time.</p> <p>I know that musicians should finish together to make the piece of music sound pleasing and ensure the audience can hear the tune.</p> <p>I know listening to others, watching a conductor and counting beats accurately can help musicians play or sing at the same time as each other.</p>	<p>I can create the sounds of different types of weather or levels of rain, from drizzle to downpour.</p> <p>I can describe how an instrument has been used to represent a sound or object.</p> <p>I can carefully choose instruments to combine layers of sound showing awareness of the combined effect.</p>
Year 1/2	Coastal Regions across the UK (Geography driver)	Summer 2 Week 1	To use their voices expressively and creatively by singing a sea shanty.	<p>A melody is a succession of notes arranged to create a musical shape and is the dominant tune of the composition.</p> <p>A sea shanty is a traditional work song with a simple melody, commonly sung on board large merchant sailing vessels by working sailors.</p> <p>I understand the structure of a sea shanty.</p>	Sing simple songs and chants with a sense of melody and shape.
	Coastal Regions across the	Summer 2 Week 2	To compose their own sea shanty as a group. To write a graphic score to show this.	A melody is a succession of notes arranged to create a musical shape and is the dominant tune of the composition.	Use a graphic notation to represent the details of their composition. I can show different musical layers on a graphic score.



	UK <i>(Geography driver)</i>			A sea shanty is a traditional work song with a simple melody, commonly sung on board large merchant sailing vessels by working sailors. I understand the structure of a sea shanty.	
	Coastal Regions across the UK <i>(Geography driver)</i>	Summer 2 Week 3	To perform their sea shanty to their peers.	I know what a performance is.	I can perform confidently. I can work as part of a group to perform my sea shanty. I can suggest improvements to my own and others' performance.

Cycle A- Year 3/4

Year Group	Theme and Subject Driver	Week	Learning Objective	Knowledge	Skills
<u>Year 3/4</u> Ballads	The Stone Age to the Iron Age (History Driver)	Autumn 1 Week 1	To sing a ballad and explain what it is. To be able to perform a Ballad with an understanding of style.	I understand that a Ballad is a piece of music which tells a story. I know the key features of a Ballad.	I can name the key features of a ballad. I can learn the lyrics of a song and use actions to help me remember it. I can follow the tune of a ballad. I can remember the lyrics and tune of a new song. I can perform the song with actions.
	The Stone Age to the Iron Age (History Driver)	Autumn 1 Week 2	To write the lyrics for a ballad.	I understand that a Ballad is a piece of music which tells a story. I know what lyrics are. I know that a stanza is a verse. I know that a chorus is a repeated section of music - same tune and the same lyrics.	I can write short sentences to create a story. I can contribute to lyrics written by the class. I can write lyrics which rhyme. I can summarise a story.
	The Stone Age to the Iron Age (History Driver)	Autumn 1 Week 3	To complete my lyrics to a ballad. To perform my ballad with confidence.	I understand that a Ballad is a piece of music which tells a story. I know what lyrics are.	I can write nonsense words to fill time in my ballad. I can accurately perform my lyrics with confidence.



<p>Year 3/4</p> <p>Body and Tuned percussion</p>	<p>Forces and Magnets (Science driver)</p>	<p>Autumn 2</p> <p>Week 1</p>	<p>To use body percussion.</p>	<p>I understand the vocabulary of tempo (speed), dynamics (volume), texture (different layers) and structure (organisation of the piece).</p>	<p>I can describe a piece of music, referring to: tempo, dynamics, texture and structure.</p> <p>I can use body percussion to perform a boom clap click sequence and play in time with my partner.</p> <p>I can create one line of my own sequence using a 'stamp'.</p> <p>I can record my rhythm using symbols or words.</p>
	<p>Forces and Magnets (Science driver)</p>	<p>Autumn 2</p> <p>Week 2</p>	<p>To create musical rhythms using body percussion.</p>	<p>I understand that a rhythm is a regular repeated pattern of sound.</p> <p>I know how to record my rhythm using graphic and rhythmic notations.</p>	<p>I can use body percussion to make two different rhythms to represent the 'forest floor' and 'understory' layers of the rainforest.</p> <p>Both rhythms consist of three or four sounds made by using my body.</p> <p>I consider the movement of the animals that live in each layer when making my rhythms.</p> <p>In my group we can consider the overall structure and texture of the rhythms when they are put together.</p> <p>I can record my rhythm using graphic and rhythmic notations.</p>

	Forces and Magnets (Science driver)	Autumn 2 Week 3	To create a simple tune which includes a loop.	I know that a 'repeated melody' or a 'loop' is something which keeps repeating.	I can make two simple melodies to represent the 'canopy' and 'emergent' layers of the rainforest. I can work with a partner and use tuned percussion instruments to create a short melody line. I consider the movement of the different animals within the layers of the Rainforest and how this affects the pitch and tempo of my melodies. In our groups we can decide which melodies are most appropriate for each layer and record them.
Adapting and transposing motifs	Roman Britain (History driver)	Spring 1 Week 1	To sing in tune and in time to Here Comes the Romans.	I understand what pitch and tempo means.	I can sing in time with other people and a backing track. I can follow or remember the lyrics. I can follow the tune.
	Roman Britain (History driver)	Spring 1 Week 2	To understand what a musical motif is.	I understand that the musical vocabulary for a repeating pattern is ostinato. I understand that a motif is a short repeating pattern.	I can explain what a motif is. I can hear and recognise a motif in a piece of music. I can play a motif on a tuned instrument.
	Roman Britain (History driver)	Spring 1 Week 3	To compose and notate a motif.	I understand that a motif is a short repeating pattern. I understand that a motif can change and develop through a piece of music.	I can compose a motif. I can use graphic notation to record my motif. I recognise standard rhythmic notation.

	driver)				
Year 3/4 Adapting and transposing motifs	Roman Britain (History driver)	Spring 2 Week 1	To develop and transpose a musical motif.	I understand that transposing means change they key. I can use the vocabulary of ostinato, riff and loop to describe a repeating pattern.	I can transpose my motif. I can use sharp and flat notes to transpose my motif. I can adapt my motif (by changing notes, the rhythm or reversing the order).
	Roman Britain (History driver)	Spring 2 Week 2	To combine and compose different versions of a musical motif.	I understand that a motif can be developed by transposing (changing the key) and changing the rhythm.	I can combine different versions of a musical motif. I can play from musical notation. As a group we can decide on the structure of our composition. I can write down my composition using musical notation or words.
	Roman Britain (History driver)	Spring 2 Week 3	To combine and perform different versions of a musical motif.	I understand that a motif can be developed by transposing (changing the key) and changing the rhythm.	I can perform my own part in a group performance. I can play from musical notation. I can evaluate my performance and others.
Year 3/4 Developing Singing Technique	Rocks, Volcanoes and Earthquakes (Geography driver)	Summer 1 Week 1	To sing in time with others (Dragon Ships).	I know that melody goes up and down.	I can move and sing at the same time as my classmates. I can learn new lyrics and follow a tune. I can say what we need to do better next time.

	Rocks, Volcanoes and Earthquakes (Geography driver)	Summer 1 Week 2	To sing in tune and in time.	I understand relevant musical vocabulary. I know that a melody goes up and down.	I can sing in time with the music. I can follow the tune. I can move in time to the music. I can identify how to improve my performance.
	Rocks, Volcanoes and Earthquakes (Geography driver)	Summer 1 Week 3	To recognise simple rhythmic notation by ear and by sight.	I know that duration is how much time something lasts. I know that rhythm is a pattern of long and/or short notes. I know that minimums are worth 2 beats, I know that crotchets are worth 1 beat. I know that quavers are worth half a beat.	I can recognise and name note rhythms when I hear them. I can recognise and name note rhythms when I see them.
Year 3/4 Developing Singing Technique	Anglo Saxons and Vikings (History driver)	Summer 2 Week 1	To use simple rhythmic notation to compose a Viking Battle Song.	I know what a rhythm is. I know the names of some lengths of notes (minim, crotchet and quaver).	I can perform rhythms accurately from notation. I can layer rhythms to create a piece of music. I can add instrumental sound effects to a piece of music.
	Anglo Saxons and Vikings (History)	Summer 2 Week 2	To use simple rhythmic notation to compose a Viking Battle Song.	I know what a rhythm is. I know the names of some lengths of notes (minim, crotchet and quaver).	I can perform rhythms accurately from notation. I can layer rhythms to create a piece of music. I can add instrumental sound effects to



	driver)				a piece of music.
	Anglo Saxons and Vikings (History driver)	Summer 2 Week 3	I can perform music with confidence and discipline.	I know what a rhythm is. I know the names of some lengths of notes (minim, crotchet and quaver). I know how to sing in tune.	I can perform with confidence. I can perform in time and in tune with others.



Cycle B- Year 3/4

Year Group	Theme and Subject Driver	Week	Learning Objective	Knowledge	Skills
<u>Year 3/4</u> Jazz	Healthy Eating (D&T Driver)	Autumn 1 Week 1	To sing and clap a syncopated rhythm for a ragtime style song.	I know that they key features of ragtime music are playing on the offbeat, piano and beat, and syncopation. I understand what 'off the beat' is.	I can play on the offbeat. I can clap a short-syncopated rhythm. I can sing a syncopated rhythm.
	Healthy Eating (D&T Driver)	Autumn 1 Week 2	To improvise a call and response.	I know what call and response is. Dixieland was created and developed in New Orleans, using a variety of jazz instruments such as clarinet, trumpet, trombone, piano, double bass, banjo (or guitar) and drums. Dixieland is usually played in the count of 2 rather than 4 and used improvisation and call and response.	I can play a tune. I can improvise a new response to the call.
	Healthy Eating (D&T Driver)	Autumn 1 Week 3	To create a jazz motif.	I know the features of swing music. I know what a motif is. I know that a swung rhythm is a rhythm where the notes are not equal.	I can create a short jazz motif. I know the instrumentation of a swing band.
	Healthy Eating	Autumn 1	To create a jazz version of a nursery rhyme.	I know some popular nursery rhymes.	I can play a nursery rhyme. I can add a swing rhythm to my



	(D&T Driver)	Week 4		I understand what a swung rhythm is.	nursery rhyme. I can play a swing rhythm.
Year 3/4 Rock and Roll	Properties of Materials (Science driver)	Autumn 2 Week 1	To understand the history of rock and roll music. To be able to stay in time to a piece of rock and roll music.	I know where rock and roll music came from. I can list the main instruments used in rock and roll.	I can move in time to the music.
	Properties of Materials (Science driver)	Autumn 2 Week 2	To be able to perform with a sense of style.	I know what consists of a good performance.	I can accurately sing in a small group. I can sing in time. I can sing in tune.
	Properties of Materials (Science driver)	Autumn 2 Week 3	To be able to play a rock and roll bass line with a sense of style.	I understand that the bass line is the bottom line of the music. I understand that pitch is how high or low a sound is. I understand that rhythm is a regular repeated sound. I can understand different musical notation.	I can play a walking bass line accurately. I can play a bass line in time.
	Properties of Materials (Science driver)	Autumn 2 Week 4	To be able to play a rock and roll piece of music.	I understand that playing in time means all playing together at the same speed.	I can keep in time. I can perform my own part with accuracy. I can play as part of a group.



Year 3/4 Pentatonic melodies and composition	The Ancient Greeks (History driver)	Spring 1 Week 1	To learn about the music used to celebrate the Chinese New Year festival.	I understand the music terminology of crescendo (gradually getting louder), tempo (speed), duration (length), dynamics (volume) and timbre (sound).	I can describe the features of Chinese New Year Music using musical terminology, including crescendo, tempo, duration, dynamics, and timbre. I can show the features of Chinese New Year music through dance.
	The Ancient Greeks (History driver)	Spring 1 Week 2	To write and perform a pentatonic melody.	I understand that the pentatonic scale is a scale made up of 5 notes.	I can play melodies using the five notes of the pentatonic scale. I can write a pentatonic melody using letter notation. I can play my pentatonic melody from letter notation.
	The Ancient Greeks (History driver)	Spring 1 Week 3	To perform a group composition.	I can understand what layered melodies are.	I can perform a group composition made up of three-layered pentatonic melodies. I can perform using untuned percussion.
Year 3/4 Traditional Instruments and	The Ancient Greeks (History driver)	Spring 2 Week 1	To explain an opinion of Indian music.	I know which instruments are used in Indian music. I know that a Tal is a set rhythm which is repeated over and over on an untuned percussion instrument. I know that a Rag is a set of notes played in a specific order.	I can explain how the tempo and dynamics vary. I can express the reasons why I like or dislike the music.

Improvisation	The Ancient Greeks (History driver)	Spring 2 Week 2	To be able to improvise using given notes.	I know that a Rag is a set of notes played in a specific order.	I can read musical notation and play these notes. I can use a rag to improvise.
	The Ancient Greeks (History driver)	Spring 2 Week 3	To create a piece of music using a drone, rag and tal.	I know that a Tal is a set rhythm which is repeated over and over on an untuned percussion instrument. I know that a Rag is a set of notes played in a specific order. I know that a drone is one note played over and over in the background.	I can play a rag. I can play a drone. I can play a tal. I can improvise along to a drone and tal using the correct notes.
<u>Year 3/4</u> Changes in pitch, tempo and dynamics.	Rivers (Geography driver)	Summer 1 Week 1	To recognise key elements of music.	I understand that the key elements of music are dynamics, instruments, tempo, texture and melody.	I can identify the dynamics in the piece. I can express my opinion of the music and explain why. I can identify the mood of the music.
	Rivers (Geography driver)	Summer 1 Week 2	To create and perform an ostinato.	I understand that an ostinato is the name for a repeated pattern or phrase.	I can create a simple ostinato. I can play my ostinato in time.
	Rivers (Geography driver)	Summer 1 Week 3	To improve and perform a piece of music based around ostinatos.	I understand that an ostinato is the name for a repeated pattern or phrase.	I can improve my piece, so it sounds more like a river. I can take on board suggestions from others in my group.



					I can perform my composed piece using dynamics and tempo change.
Year 3/4 Samba and carnival sounds and instruments	The Human Body (Science driver)	Summer 2 Week 1	To recognise and identify the main features of samba music.	I know that Samba music originated in Brazil, South America. I know that the main feature of Samba music is syncopation. I understand why samba music is used.	I can identify the main features of samba music.
	The Human Body (Science driver)	Summer 2 Week 2	To understand and play syncopated rhythms individually and as part of a group.	I understand that syncopation is a rhythmic pattern that occurs on the 'off-beat' of a piece of music.	I can play on the off-beat. I can recognise the on beat. I can play a syncopated rhythm. I can hold my own part.
	The Human Body (Science driver)	Summer 2 Week 3	To compose a basic rhythmic break. To perform rhythmic breaks within the samba piece.	A break is where some players do not play, and others play a new - which they have not played before and the listener has not heard before. After the break, players go back to what they were playing before.	I can play in time. I can hold my own part. I can play a syncopated rhythm. I can compose a simple break. I can perform my break with accuracy.

Cycle A- Year 5/6

Year Group	Theme and Subject Driver	Week	Learning Objective	Knowledge	Skills
<u>Year 5/6</u> Looping and remixing	The World of Technology (Computing driver)	Autumn 1 Week 1	To be able to play a simple looped rhythm from notation. To create a piece of music using pre-written loops.	I know what a looped rhythm is. I know how to read music notation.	I can hold my own part. I can play accurately and in time. I can help to layer a looped rhythm. I can use loops to create a piece of music. I can ensure my piece fits together. I understand how different aspects of music piece together.
	The World of Technology (Computing driver)	Autumn 1 Week 2	To be able to play a melody line accurately and fluently. To select a section of a tune and perform it as a loop.	I know what a melody is. I know what a loop is. I understand what a backbeat is.	I can accurately play the melody line of a piece of music. I can play the melody in time. I can play a melody confidently and fluently. I can fragment my tune into appropriate sections. I can loop a section of my tune with accuracy. I can play in time to the backbeat.
	The World of Technology	Autumn 1	To combine loops to create a remix.	I understand how to structure music. I know how to keep in time.	I can create a suitable structure for my piece of music. I can perform my piece accurately.



	(Computing driver)	Week 3			I can play my piece in time.
<u>Year 5/6</u> Dynamics, pitch and tempo	Earth and Space (Science driver)	Autumn 2 Week 1	To appraise the work of a classical composer (Felix Mendelssohn).	I know a selection of varied vocabulary that I can use to describe the music. I know the different sounds of instruments in an orchestra.	I can give my opinions of the music I hear. I can use creative language to characterise the music.
	Earth and Space (Science driver)	Autumn 2 Week 2	To improvise as a group, using dynamics and pitch.	I know the musical vocabulary to describe dynamics, pitch and texture. I understand the role of the conductor.	I can follow a conductor. I can use dynamics in my improvisation. I can use changes of pitch in my improvisation.
	Earth and Space (Science driver)	Autumn 2 Week 3	To improvise as a group, using texture.	I understand the differences between dynamics and texture. I understand the role of the conductor.	I can follow a conductor. I can notate my ideas using a graphic score. I can use changes of texture in my improvisation.
	Earth and Space (Science driver)	Autumn 2 Week 4	To use knowledge of dynamics, texture and pitch to create a group composition.	I understand the effect of changing the dynamics/ pitch and texture. I understand the importance of practicing.	I can compose a piece by using different dynamics. I can compose a piece by using different textures. I can compose a piece by using different pitches. I can talk about someone else's work and make constructive comments.



<p><u>Year 5/6</u></p> <p>Songs of WW2</p>	<p>World War II (History driver)</p>	<p>Spring 1</p> <p>Week 1</p>	<p>To use musical vocabulary to identify features of different eras of music.</p>	<p>I understand the musical vocabulary of adagio, allegro, legato, accelerando and rallentando.</p>	<p>I can talk about songs I have experienced using comparative language.</p> <p>I can use fact and opinion to compare songs.</p>
	<p>World War II (History driver)</p>	<p>Spring 1</p> <p>Week 2</p>	<p>To improve accuracy in pitch and control, singing with expression and dynamics (White Cliffs of Dover).</p>	<p>I understand the musical vocabulary of piano, pianissimo, mezzo piano, forte, fortissimo, mezzo forte, crescendo, and decrescendo.</p>	<p>I can follow the melody.</p> <p>I can sing the lyrics with meaning.</p> <p>I can sing some sections quieter and some sections louder.</p>
	<p>World War II (History driver)</p>	<p>Spring 1</p> <p>Week 3</p>	<p>To identify pitches within an octave when singing.</p>	<p>I can use the words 'pitch' and 'higher/lower' when discussing my work.</p>	<p>I can read and interpret a graphic score.</p> <p>I can use colour-code pitches on a notated score.</p>
<p><u>Year 5/6</u></p> <p>Songs of WW2</p>	<p>World War II (History driver)</p>	<p>Spring 2</p> <p>Week 1</p>	<p>To use knowledge of pitch to develop confidence when singing in parts.</p>	<p>A counter-melody is another melody that can be sung to complement the existing melody.</p>	<p>I can follow a melody line.</p> <p>I can sing a counter-melody while listening to another melody.</p>



	World War II (History driver)	Spring 2 Week 2	To be able to notate a melody using pitches up to an octave.	I know the note names from A- G.	I can identify higher and lower pitches through colours. I can use colours to notate a counter melody. I can talk about the Solfa pitches, and which are higher and lower.
	World War II (History driver)	Spring 2 Week 3	To perform to our peers.	I know a range of musical vocabulary to evaluate a performance.	I can perform with accuracy, fluency, control, and expression. I can confidently use detailed musical vocabulary to discuss and evaluate my own and others' work.
<u>Year 5/6</u> Mexican Music	Mexico (Geography driver)	Summer 1 Week 1	To listen to and comment on traditional Mexican music using a broad musical vocabulary.	I know that genres are different styles of music, such as pop, rock, world music, classical, Latin American, swing, gospel and soul. I know and understand vocabulary such as tempo, rhythm, dynamics, pulse and timbre can be used to comment on the genre of music.	I can explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects. I can feel the beat and move to the music. I can identify and explore the relationship between sounds and how different meanings can be expressed through sound and music. I can appreciate and understand high quality music, both live and recorded. I can recognise and describe music and musical instruments from different periods in history.



	(Geography driver)	Summer 1 Week 2	To identify different instruments in a 'El Jarabe', a piece of Mexican music. To create a graphic score based on what they can hear.	I know that genres are different styles of music, such as pop, rock, world music, classical, Latin American, swing, gospel and soul. I know words such as tempo, rhythm, dynamics, pulse and timbre can be used to comment on the genre of music.	I can identify instruments from a recording. I can identify the beat. I can use tuned or untuned instruments and keep in time with the beat. I can maintain my own part in a performance. I can take the lead in a performance, giving suggestions when needed. I can identify and explore the relationship between sounds and instruments.
	(Geography driver)	Summer 1 Week 3	To listen to different examples of Maya music and comment on it with a broad musical vocabulary. To use glyphs to represent its instruments and sounds.	I know that genres are different styles of music, such as pop, rock, world music, classical, Latin American, swing, gospel and soul. I know and understand words such as tempo, rhythm, dynamics, pulse and timbre and can use them to comment on the genre of music.	I can listen to and compare different examples of Maya music. I can comment on the music using vocabulary such as: pitch, tempo, melody, rhythm, and dynamics. I can choose a favourite piece and describe the emotions it provokes. I can create glyphs to symbolise its instruments and sounds. I can use my glyphs to map the piece of music and try to recreate it with instruments and my voice.
<u>Year 5/6</u>	Agriculture (Geography driver)	Summer 2 Week 1	To understand the history of musical theatre. To identify character songs and action songs.	I know how musical theatre is created. I know what musical theatre is. I understand what a character song	I can explain how musical theatre is created. I can put the different types of musicals in date order.



Musical theatre				is.	<p>I can identify a character song.</p> <p>I can identify an action song.</p> <p>I can justify my opinions by giving examples.</p>
	Agriculture (Geography driver)	Summer 2 Week 2	<p>To create a musical theatre scene.</p> <p>To rehearse a musical theatre scene.</p>	<p>I know what musical theatre is.</p> <p>I understand what a character song is.</p> <p>I know how to keep in time.</p>	<p>I can work as part of a group.</p> <p>I can plan a musical scene to tell the story of a journey.</p> <p>I can think of or write a song which tells the story.</p> <p>I can perform in time with my group.</p> <p>I can ensure that there are smooth transitions between spoken dialogue, singing and dancing.</p>
	Agriculture (Geography driver)	Summer 2 Week 3	To perform a musical theatre scene.	<p>I know what musical theatre is.</p> <p>I understand what a character song is.</p> <p>I know how to keep in time.</p>	<p>I can perform in time with others in my group.</p> <p>I can sing in tune and make sure my voice is loud and clear.</p> <p>I can perform with expression to help convey emotion.</p> <p>I can work as part of a group to make our scene a success.</p> <p>I can ensure that there are smooth transitions between each element (speech, dance, song).</p>

Cycle B- Year 5/6

Year Group	Theme and Subject Driver	Week	Learning Objective	Knowledge	Skills
<u>Year 5/6</u> Tudor Music	The Tudors (History driver)	Autumn 1 Week 1	<p>To learn about the different places and ways the Tudors made music.</p> <p>To learn about Tudor Dance Music.</p> <p>To learn how a Pavan was a popular Tudor Dance and about its musical features including its characteristic ostinato rhythm and repeated sections.</p>	<p>I know the musical vocabulary: 4 beats in a bar, Dance, Ostinato, Pavan(e), Pulse, Repeat, Repeat Marks, Rhythm, Structure</p> <p>I know that dancing was a popular accompaniment for Tudor music making.</p>	<p>I can name the Pavan as a popular Tudor dance.</p> <p>I can clap the Pavan's characteristic ostinato rhythm.</p> <p>I can follow a score of a Pavan with attention to the repeat marks and clapping the rhythm of a section of "King Henry VIII's Pavan".</p> <p>I can distinguish between Pavan's and other types of Tudor dance music in terms of musical features,</p> <p>I can improvise a melody to the Pavan's characteristic ostinato rhythm.</p> <p>I can perform all rhythm sections of "King Henry VIII's Pavan" in small groups or individually.</p>
	The Tudors (History driver)	Autumn 1 Week 2	<p>To learn about Fanfares as a type of music which announces someone or something important.</p> <p>To listen to and compose and</p>	<p>I know the musical vocabulary: Beat, Brass, Chord, Chord of C, Fanfare, Pulse, Repeated Pattern, Rest, Silence, Trumpet.</p> <p>I know that a fanfare is a short,</p>	<p>I can compose my own fanfare using a given set of notes.</p> <p>I can add some chords and some rests/silences.</p> <p>I can add a percussion part which</p>



			perform own fanfare for the arrival of King Henry VIII	loud piece of music often played on brass instruments and percussion used to announce someone or something important.	creates some sense of effect. I can use repeated patterns with a percussion part for 2 or more instruments.
	The Tudors (History driver)	Autumn 1 Week 3	To take part in a class performance of a Tudor Banquet-Concert exploring how music and dance were used as a form of social entertainment.	I know the musical vocabulary: Chord, Drone, Dynamics, Fanfare, Madrigal, Ostinato, Pavane, Repeated Pattern, Rest, Rhythm, Silence, Structure, Tempo I understand how music was often used as a form of social entertainment in Tudor times.	I can take part in some paired or small group performances of Tudor music. I can perform my own compositions as part of a Tudor Banquet-Concert. I can take on a leading role, such as performing solos, or organising group performances as part of a Tudor Banquet-Concert performing in time and with accuracy of pitch.
Year 5/6 Film Music	The Polar Regions (Geography driver)	Autumn 2 Week 1	To appraise different musical features in a variety of film contexts.	I understand the difference between the minor and major key.	I can discuss the features of film music. I can name several styles of music. I can identify characteristics of music and interpret their meaning.
	The Polar Regions (Geography driver)	Autumn 2 Week 2	To identify and understand some composing techniques in film music.	I understand the difference between the minor and major key. I understand what chords are. I know the different parts of the orchestra and the sounds the instruments make. I understand how the composer creates tension.	I can identify different instruments and comment on the type of sound they make. I can talk about the pitch of music and how it changes. I can use the words 'major' and 'minor' when discussing music that evokes different emotions.



	The Polar Regions (Geography driver)	Autumn 2 Week 3	To create and notate musical ideas and relate them to film music. To play a sequence of musical ideas to convey emotion.	I understand what makes a great performance. I understand how to notate my musical ideas.	I can imaginatively use my body or my voice to make sounds. I can relate sounds that I compose to a storyline in a film. I can notate my ideas using my own symbols on a graphic score. I can interpret my own graphic score and perform the sounds accurately. I can give a polished performance with my group.
<u>Year 5/6</u> The Victorians	The Victorians (History driver)	Spring 1 Week 1	To learn about Victorian musical inventions and gadgets and listen (and watch) to music being performed on traditional Victorian instruments and inventions. To sing and perform sound effects to a song about Victorian inventions.	I know the musical vocabulary: Music Box, Street Piano, Phonograph, Player Piano, Penny-in-the-Slot, Sound, Sound Effect. I know the names of some Victorian inventions including being able to name one or two Victorian musical gadgets.	I can follow the lyrics to a Victorian invention song. I can sing, as part of the class, a unison song about Victorian inventions. I can add suitable sound effects to a song about Victorian inventions.
	The Victorians (History driver)	Spring 1 Week 2	To understand what the purpose of the Victorian Cry was. To sing, perform and listen to different Victorian Street Cries.	I know the musical vocabulary: Melody, Overlapping, Pitch Street Cry, Texture I understand how Victorian sellers used street cries to promote their goods and services.	I can sing and perform street cries with accuracy of pitch and rhythm. I can identify, when listening, most Victorian street cries. I can sing and perform all Victorian street cries exploring the effect of overlapping street cries on the



					texture of the sounds.
	The Victorians (History driver)	Spring 1 Week 3	To understand how Victorian Cries are composed.	I know the musical vocabulary: Falling/Getting Lower, High, Highest Note, Low, Lowest Note, Melodic shape, Melody, Pitch, Range, Rhythm, Rising/Getting Higher, Street Cry	I can identify the correct sequence of rhythms when listening and identify some pitches and melodic shapes of Victorian street cries. I can be led by a conductor. I can identify the correct sequence of rhythms, most of the differences in pitch when listening and most pitches and melodic shapes of Victorian street cries. I can perform suitable background sounds, appropriate to a Victorian market scene, and play these in response to a conductor. I can take on the role of a conductor.
<u>Year 5/6</u>	The Victorians (History driver)	Spring 2 Week 1	To create and perform my own street cry.	I know the musical vocabulary: Rhythm, Melody, Street Cry, Pitch, Melodic shape, Rising/Getting Higher, Falling/Getting Lower, Highest Note, Lowest Note, Range, High, Low, Scale, Major, Minor, Pentatonic, Dorian Mode.	I can create and perform a simple street cry using pitches from the Pentatonic Scale with some awareness of melodic shape. I can create and perform an effective street cry using pitches from the C Major scale with a good awareness of melodic shape and range recording ideas to show differences and movement in pitch. I can create and perform a stylistic street cry using pitches from either



					the C minor scale or Dorian Mode recording ideas using staff notation.
	The Victorians (History driver)	Spring 2 Week 2	To understand the purpose of the Victorian Music Hall. To understand the different performers and types of music that were popular in the Victorian Music Hall.	I know the musical vocabulary: Beat, Folk Song, Metre, Music Hall, Ostinato, Rhythm. I know the origins of Victorian Music Hall and how the genre reflected changes in social and economic times of the day. I know that Victorian Music Hall used a variety of music from classical, opera and comic songs, often based on folk tunes.	I can keep a steady beat to Victorian Music Hall songs. I can identify the metre in Victorian Music Hall songs. I can show and demonstrate different metres in Victorian Music Hall songs.
	The Victorians (History driver)	Spring 2 Week 3	To take part in a class performance of a Victorian Music Hall.	I know the musical vocabulary: Bass Line, Chord, Melody, Music Hall, Ostinato and Rhythm.	I can sing, as part of a group, or perform simple rhythmic ostinato as part of a class Victorian Music Hall performance with some sense of occasion, venue, and audience. I can perform the melody line with stylistic awareness.
Year 5/6 Composition	Ancient Egypt (History driver)	Summer 1 Week 1	To sing with accuracy, fluency, and control. To compose a piece of music using hieroglyphics	I understand why musical notations are important. I understand the structure of a piece of music.	I can sing in time with other people and a backing track. I can follow or remember the lyrics. I can follow the tune.

and Notation	Ancient Egypt (History driver)	Summer 1 Week 2	LO - To understand note length.	Quaver = $\frac{1}{2}$ beat Crochet = 1 beat Minim = 2 beats Dotted minim = 3 beats Semibreve = 4 beats	I can play a melody by ear. I recognise note names and note length. I can make my part balance with the other music around me.
	Ancient Egypt (History driver)	Summer 1 Week 3	LO - To read simple pitch notation.	I know that notes can go either on or between the lines. I know the name of the notes and understand the length of each note.	I can play a melody by reading pitch notation. I can use pitch notation to write down my own melody.
<u>Year 5/6</u> Blues Music	Structures and Forces (D&T driver)	Summer 2 Week 1	To know the key features of Blues music.	I can name at least three key features of Blues music.	I can sing a Blues song. I can use vocal expression to convey meaning.
	Structures and Forces (D&T driver)	Summer 2 Week 2	To be able to play the 12-bar Blues.	I know what a chord is.	I can play the chord sequence of the 12-bar Blues. I can play the chord of C, F and G. I can play in time with the backing track.
	Structures and Forces (D&T driver)	Summer 2 Week 3	To be able to play the Blues scale.	I understand what the Blues scale is.	I can play the Blues scale going up. I can play the Blues scale going down. I can play the Blues scale in time with the backing track.