



Subject	Music		Teachers	Mrs Ede	Term	All year
Year Group	Autumn		Spring		Summer	
	Subject knowledge	Subject skill	Subject knowledge	Subject skill	Subject knowledge	Subject skill
FS2	<p><u>Unconscious knowledge</u> Long and short sounds High and low sounds Fast and slow sounds</p> <p><u>Conscious knowledge</u> Following musical instructions Joining in with singing and playing</p>	<ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others.</li> <li>Attempt to move in time with music.</li> <li>Sing the shape of the melody.</li> </ul>	<p><u>Unconscious knowledge</u> Long and short sounds</p> <p><u>Conscious knowledge</u> Rhythmic elements: sounds within steady beat High and low sounds Fast and slow sounds</p>	<ul style="list-style-type: none"> <li>Keep a steady beat with actions and body percussion.</li> <li>Describe what they think about listening music.</li> <li>Describe changes in music using specific vocabulary.</li> <li>Sing songs, matching the given starting pitch.</li> </ul>	<p><u>Unconscious knowledge</u> Rhythmic elements: crotchet (ta) and tied quaver (ti-ti)</p> <p><u>Conscious knowledge</u> Rhythmic elements: sounds within steady beat Pitch elements: so and mi</p>	<ul style="list-style-type: none"> <li>Perform a range of songs, rhymes, poems and stories with others.</li> <li>Sing with a group or independently.</li> <li>Describe changes in music and compare pieces of music.</li> </ul>
Y1/2 Cycle A & B	<p><u>Unconscious knowledge</u> Crotchet rest (shh) Y2- Pitch element: do</p> <p><u>Conscious knowledge</u> Recap beat and rhythm Y1- Rhythmic elements: crotchet (ta) and tied quaver (ti-ti) Y1- Pitch elements: so and mi</p>	<ul style="list-style-type: none"> <li>Recognise and discern between high and low sounds</li> <li>Show high and low sounds on body contours</li> <li>Sing so and mi songs accurately</li> <li>Draw melodic curves in the air and on paper</li> <li>Follow melodic contours with their voice</li> <li>Recognise and identify long and short sounds</li> <li>Differentiate between beats with one and two sounds</li> </ul>	<p><u>Unconscious knowledge</u> Rhythmic elements: crotchet rest (shh) Pitch elements: la</p> <p><u>Conscious knowledge</u> Y1- pitch element: la in slsm elements Y2- pitch element: do</p>	<ul style="list-style-type: none"> <li>Sing so and mi songs accurately, starting on a range of pitches</li> <li>Use gestures to show when there is a silent heartbeat within a song</li> <li>Identify, clap, play and name crotchet (ta) and tied quaver (ti-ti)</li> <li>Identify, name and sing accurately, using solfa and hand signs, the pitches so and mi</li> <li>Perform with a good sense of beat</li> <li>Follow simple graphic notations</li> </ul>	<p><u>Unconscious knowledge</u> Rhythmic elements: Pitch elements: la in slm and ml elements Y1- Pitch elements: do in smd and sd <math>\frac{2}{4}</math> meter</p> <p><u>Conscious knowledge</u> Rhythmic elements: crotchet (ta) and tied quaver (ti-ti) Pitch element: la in slm and ml elements and do in sd</p>	<ul style="list-style-type: none"> <li>Read, write and perform known songs from melodic contour.</li> <li>Read and perform rhythms from stick notation</li> <li>Sing accurately, using solfa and hand signs, all melodic elements containing sm turn.</li> <li>Sing accurately, new songs that include the melodic element la</li> <li>Sing accurately, using solfa and hand signs, all melodic elements containing slsm turn.</li> </ul>
Y3/4 Cycle A	<p><u>Unconscious knowledge</u> Rhythmic elements: 4 semiquavers (tika-tika), tied note, minim (two) Pitch elements: re in drm, sr and lr elements <math>\frac{4}{4}</math> meter</p> <p><u>Conscious knowledge</u> Pitch element: do in smd Y4- tonic and dominant chords in accompaniments</p>	<ul style="list-style-type: none"> <li>Y3- Read, write and perform known songs from melodic contour and 3 line staves.</li> <li>Y4- Read, write and perform known songs from melodic contour and 5 line staves in C-do and F-do</li> <li>Y3- Sing accurately, using solfa and hand signs, all melodic elements containing slm and smd.</li> <li>Y4- Sing accurately, using solfa and hand signs, all melodic elements in the pentatonic scale (drm sl).</li> <li>Compose and improvise with known elements.</li> <li>Y4- Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part-singing etc.).</li> </ul>	<p><u>Unconscious knowledge</u> Pitch elements: low la, low so Rhythmic elements: tied semiquavers- quaver (tika-ti) and quaver-tied semiquavers (ti-tika)</p> <p><u>Conscious knowledge</u> Rhythmic elements: tied note, minim (two), 4 semiquavers (tika-tika), semibreve (four) Y4: Pitch elements: re in drm, sr and lr elements</p> <p><u>Recorders:</u> Y3- D' C' A (la so mi), drones Y4- D' C' BAG (mrd) ED, playing accompaniments</p> <p><u>Genre Study:</u> Gospel Music History of Gospel music Improvisation</p>	<ul style="list-style-type: none"> <li>Y3- Read, write and perform known songs from melodic contour and 3 line staves.</li> <li>Y4- Read, write and perform known songs from melodic contour and 5 line staves in C-do, F-do and G-do</li> <li>Sing accurately, using solfa and hand signs, all melodic elements containing do in smd and sd intervals.</li> <li>Y3- Sing accurately, new songs that include the unconscious melodic element re</li> <li>Y4- Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part-singing etc.).</li> <li>Recognise when a beat contains uneven rhythms.</li> <li>Y3- Play notes D' C' and A on recorder (lsm).</li> <li>Y4- Play notes D' C' BAG ED on recorder</li> </ul>	<p><u>Unconscious knowledge</u> Rhythmic elements: dotted quaver- semiquaver (tim-ka) Pitch element: high do</p> <p><u>Conscious knowledge</u> Rhythmic elements: tied semiquavers- quaver (tika-ti) and quaver-tied semiquavers (ti-tika) Pitch element: do pentatonic scale Recorders: D' C' BAG</p>	<ul style="list-style-type: none"> <li>Y3- Sing within a limited scale (m sl, drm) with clear diction, accurate tuning, control of breathing and appropriate tone</li> <li>Y4- Sing within a pentatonic scale with clear diction, accurate tuning, control of breathing and appropriate tone.</li> <li>Y3- Clap and play rhythm patterns using known symbols, being able to write them using manipulatives and recording with stick notation</li> <li>Y4- Clap and play rhythm patterns using known symbols, showing an ability to sight-read ahead 2 beats</li> <li>Create simple rhythmic patterns, melodies and accompaniments using known concepts.</li> <li>Use voice, sounds, technology and instruments in creative ways.</li> </ul>
Y3/4 Cycle B	<p><u>Unconscious knowledge</u> Rhythmic elements: 4 semiquavers (tika-tika), tied note, minim (two) Pitch elements: re in drm, sr and lr elements <math>\frac{4}{4}</math> meter</p> <p><u>Conscious knowledge</u> Pitch element: do in smd Y4- open (re) and closed (do) endings</p>	<ul style="list-style-type: none"> <li>Y3- Read, write and perform known songs from melodic contour and 3 line staves.</li> <li>Y4- Read, write and perform known songs from melodic contour and 5 line staves in C-do and F-do</li> <li>Y3- Sing accurately, using solfa and hand signs, all melodic elements containing slm and smd.</li> <li>Y4- Sing accurately, using solfa and hand signs, all melodic elements in the pentatonic scale (drm sl).</li> <li>Compose and improvise with known elements.</li> <li>Y4- Recognise open endings (re) and closed endings (do)</li> </ul>	<p><u>Unconscious knowledge</u> Pitch elements: low la, low so Rhythmic elements: tied semiquavers- quaver (tika-ti) and quaver-tied semiquavers (ti-tika)</p> <p><u>Conscious knowledge</u> Rhythmic elements: tied note, minim (two), 4 semiquavers (tika-tika) Pitch element: re in drm, sr and lr elements</p> <p><u>Recorders</u> Y3- D' C' A (la so mi), drones Y4- D' C' BAG (mrd) ED, playing accompaniments</p>	<ul style="list-style-type: none"> <li>Y3- Read, write and perform known songs from melodic contour and 3 line staves.</li> <li>Y4- Read, write and perform known songs from melodic contour and 5 line staves in C-do, F-do and G-do</li> <li>Sing accurately, using solfa and hand signs, all melodic elements containing do in smd and sd intervals.</li> <li>Y3- Sing accurately, new songs that include the unconscious melodic element re</li> <li>Y4- Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part-singing etc.).</li> <li>Recognise when a beat contains uneven rhythms.</li> <li>Y3- Play notes D' C' and A on recorder (lsm).</li> <li>Y4- Play notes D' C' BAG ED on recorder.</li> </ul>	<p><u>Unconscious knowledge</u> Rhythmic elements: dotted quaver- semiquaver (tim-ka) Pitch element: high do</p> <p><u>Conscious knowledge</u> Rhythmic elements: tied semiquavers- quaver (tika-ti) and quaver-tied semiquavers (ti-tika) Pitch element: do pentatonic scale Recorders: D' C' BAG</p> <p><u>Genre Study:</u> Hip Hop History of Hip-Hop Improvisation Rapping Creating Hip-Hop backing beats to rap to using technology</p>	<ul style="list-style-type: none"> <li>Y3- Sing within a limited scale (m sl, drm) with clear diction, accurate tuning, control of breathing and appropriate tone</li> <li>Y4- Sing within a pentatonic scale with clear diction, accurate tuning, control of breathing and appropriate tone.</li> <li>Y3- Clap and play rhythm patterns using known symbols, being able to write them using manipulatives and recording with stick notation</li> <li>Y4- Clap and play rhythm patterns using known symbols, showing an ability to sight-read ahead 2 beats</li> <li>Create simple rhythmic patterns, melodies and accompaniments using known concepts.</li> <li>Use voice, sounds, technology and instruments in creative ways.</li> </ul>
Y5/6 Cycle A	<p><u>Unconscious knowledge</u> Rhythmic elements: dotted quaver- semiquaver (tim-ka), semiquaver-dotted quaver (ka-tim) Pitch elements: high do, la pentatonic scale (natural minor)</p> <p><u>Conscious knowledge</u> Rhythmic elements: dotted quaver- semiquaver (tim-ka) Pitch element: high do, extended do pentatonic scale Y6- Open and closed endings in major and minor scales</p> <p><u>Ukulele:</u> Y5- Beginner chords C, Am, F Y6- Chords 3: D, A, A7</p>	<ul style="list-style-type: none"> <li>Sing accurately, using solfa and hand signs, all melodic elements in the extended do pentatonic scale (l,s, drm sl d').</li> <li>Clap and sing accurately, new songs that include the new rhythmic element tim-ka.</li> <li>Compose and improvise with extended pentatonic elements.</li> <li>Y5- Play beginner chords on ukulele with clarity and accuracy</li> <li>Y6- Play extended chord patterns and accompany songs</li> <li>Recognise open endings (re, mi, so) and closed endings (do and la (unconsciously))</li> </ul>	<p><u>Unconscious knowledge</u> Rhythmic elements: syncopated rhythms (syncopa), dotted crotchet- quaver pairs (tam-ti and ti-tam) Pitch elements: do pentachord (fa)</p> <p><u>Conscious knowledge</u> Rhythmic elements: dotted quaver- semiquaver (tim-ka), semiquaver-dotted quaver (ka-tim) Pitch elements: la pentatonic scale</p> <p><u>Genre Study:</u> Music of the People Folk songs, protest songs, code songs, jazz and hip-hop. Explore music that has met the need of a society, vs. classical music.</p> <p><u>Ukulele:</u> Y5- Chords 2: C7, G, and G7 Y6- Chords 4: Dm, E, Em, B</p>	<ul style="list-style-type: none"> <li>Read, write and perform known songs from melodic contour and 5 line staves in C-do, F-do and G-do.</li> <li>Sing accurately, using solfa and hand signs, all melodic elements in the la pentatonic scale (l, drm sl)</li> <li>Clap and sing accurately, new songs that include the new rhythmic element tim-ka.</li> <li>Clap and sing accurately, new songs that include the new rhythmic element syncopa.</li> <li>Sing with clarity and projection</li> </ul>	<p><u>Unconscious knowledge</u> Pitch elements: la pentachord (ti)</p> <p><u>Conscious knowledge</u> Rhythmic elements: syncopated rhythms (syncopa), dotted crotchet- quaver pairs (tam-ti and ti-tam) Pitch elements: do pentachord (fa), la pentachord (ti)</p> <p><u>Production:</u> Through the end of year performance, all pupils follow one path- EITHER: Performance skills OR Tech and Stage skills</p>	<ul style="list-style-type: none"> <li>Sing within major and natural minor pentatonic scales with clear diction, accurate tuning, control of breathing and appropriate tone.</li> <li>As appropriate, follow basic shapes of music (including staff and other notations) through singing and playing short passages of music, using known concepts.</li> <li>Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music.</li> <li>Experiment with voice, sounds, technology and instruments in creative ways.</li> <li>Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</li> </ul>
Y5/6 Cycle B	<p><u>Unconscious knowledge</u> Rhythmic elements: syncopated rhythms (syncopa) Pitch elements: high do, la pentatonic scale (natural minor)</p> <p><u>Conscious knowledge</u> Rhythmic elements: syncopated rhythms (syncopa) Pitch element: high do, extended do pentatonic scale</p> <p><u>Genre Study:</u> Samba History of the genre Samba Batucada Layering rhythmic patterns, call and response</p> <p><u>Ukulele:</u> Y5- Beginner chords C, Am, F Y6- Chords 3: D, A, A7</p>	<ul style="list-style-type: none"> <li>Sing accurately, using solfa and hand signs, all melodic elements in the extended do pentatonic scale (l,s, drm sl d').</li> <li>Clap and sing accurately, new songs that include the new rhythmic element tim-ka.</li> <li>Compose and improvise with extended pentatonic elements.</li> <li>Y5- Play beginner chords on ukulele with clarity and accuracy</li> <li>Y6- Play extended chord patterns and accompany songs</li> <li>Clap and sing accurately, new songs that include the new rhythmic element syncopa.</li> <li>Compose and improvise with layering rhythmic patterns to create Samba-like pieces.</li> </ul>	<p><u>Unconscious knowledge</u> Rhythmic elements: dotted quaver- semiquaver (tim-ka), semiquaver-dotted quaver (ka-tim), dotted crotchet- quaver pairs (tam-ti and ti-tam) Pitch elements: do pentachord (fa)</p> <p><u>Conscious knowledge</u> Rhythmic elements: dotted quaver- semiquaver (tim-ka), semiquaver-dotted quaver (ka-tim) Pitch elements: la pentatonic scale</p> <p><u>Ukulele:</u> Y5- Chords 2: C7, G, and G7 Y6- Chords 4: Dm, E, Em, B</p>	<ul style="list-style-type: none"> <li>Read, write and perform known songs from melodic contour and 5 line staves in C-do, F-do and G-do.</li> <li>Sing accurately, using solfa and hand signs, all melodic elements in the extended do pentatonic scale (l,s, drm sl d') and in la pentatonic scale (l, drm sl).</li> <li>Clap and sing accurately, new songs that include the new rhythmic elements tam-ti and ti-tam.</li> <li>Compose and improvise with both do and la pentatonic elements.</li> <li>Recognise and sing la pentachord and associated elements</li> </ul>	<p><u>Unconscious knowledge</u> Pitch elements: la pentachord (ti)</p> <p><u>Conscious knowledge</u> Rhythmic elements: syncopated rhythms (syncopa), dotted crotchet- quaver pairs (tam-ti and ti-tam) Pitch elements: do pentachord (fa), la pentachord (ti)</p> <p><u>Production:</u> Through the end of year performance, all pupils follow one path- EITHER: Performance skills OR Tech and Stage skills</p>	<ul style="list-style-type: none"> <li>Sing within major and natural minor pentatonic scales with clear diction, accurate tuning, control of breathing and appropriate tone.</li> <li>As appropriate, follow basic shapes of music (including staff and other notations) through singing and playing short passages of music, using known concepts.</li> <li>Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music.</li> <li>Experiment with voice, sounds, technology and instruments in creative ways.</li> <li>Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</li> </ul>