Music Teachers Mrs Ede All year Subject Term Year Autumn Spring Summer Subject knowledge Subject knowledge Group Subject knowledge Subject skill Subject skill Subject skill Unconscious knowledge Perform songs, rhymes, poems and stories with others. Keep a steady beat with actions and body percussion. Perform a range of songs, rhymes, poems and stories FS2 nconscious knowledge Unconscious knowledge Describe what they think about listening music. ong and short sounds. Attempt to move in time with music ong and short sounds vthmic elements; crotchet (ta) and tied guaver (ti-ti) with others. High and low sounds Sing the shape of the melody. Describe changes in music using specific vocabulary. Sing with a group or independently ast and slow sounds Conscious knowledge Conscious knowledge Describe changes in music and compare pieces of music Sing songs, matching the given starting pitch Rhythmic elements: sounds within steady beat Rhythmic elements: sounds within steady beat Conscious knowledge ligh and low sounds Pitch elements: so and mi Following musical instructions ast and slow sounds oining in with singing and playing Recognise and discern between high and low sounds Unconscious knowledge Unconscious knowledge Sing so and mi songs accurately, starting on a range of Unconscious knowledge Read, write and perform known songs from melodic Y1/2 Crotchet rest (shh) Show high and low sounds on body contours Rhythmic elements: crotchet rest (shh) hythmic elements: nitches contour Cycle Y2- Pitch element: do Sing so and mi songs accurately Pitch elements: la Use gestures to show when there is a silent heartbeat itch elements: la in slm and ml elements Read and perform rhythms from stick notation A & B 1- Pitch elements: do in smd and sd Sing accurately, using solfa and hand signs, all melodic Draw melodic curves in the air and on paper within a song Conscious knowledge Conscious knowledge Follow melodic contours with their voice Identify, clap, play and name crotchet (ta) and tied quaver elements containing sm turn. Recap beat and rhythm Y1- pitch element: la in slsm elements Recognise and identify long and short sounds Sing accurately, new songs that include the melodic Y1- Rhythmic elements: crotchet (ta) and tied quaver (ti-ti) /2- pitch element: do Identify, name and sing accurately, using solfa and hand element la Differentiate between beats with one and two sounds onscious knowledge Y1- Pitch elements: so and mi signs, the pitches so and mi Sing accurately, using solfa and hand signs, all melodic hythmic elements: crotchet (ta) and tied quaver (ti-ti) Perform with a good sense of beat elements containing slsm turn. itch element: la in slm and ml elements and do in sd Follow simple graphic notations Y3- Read. write and perform known songs from melodic Y3- Read, write and perform known songs from melodic Y3- Sing within a limited scale (m.sl. drm) with clear Y3/4 Unconscious knowledge Unconscious knowledge Unconscious knowledge thythmic elements: 4 semiguavers (tika-tika), tied note, minin contour and 3 line staves. itch elements: low la. low so contour and 3 line staves hythmic elements: dotted guaver- semiguaver (tim-ka) diction, accurate tuning, control of breathing and Cycle two) Y4- Read, write and perform known songs from melodic hythmic elements: tied semiquavers- quaver (tika-ti) and Y4- Read, write and perform known songs from melodic Pitch element: high do appropriate tone Pitch elements: re in drm. sr and lr elements contour and 5 line staves in C-do and F-do aver-tied semiquavers (ti-tika) contour and 5 line staves in C-do, F-do and G-do Y4- Sing within a pentatonic scale with clear diction, onscious knowledge accurate tuning, control of breathing and appropriate Y3- Sing accurately, using solfa and hand signs, all melodi Sing accurately, using solfa and hand signs, all melodic meter nscious knowledge hythmic elements: tied semiguavers- guaver (tika-ti) and elements containing slm and smd. elements containing do in smd and sd intervals. Rhythmic elements: tied note, minim (two), 4 semiquavers aver-tied semiquavers (ti-tika) Y3- Clap and play rhythm patterns using known symbols, Y4- Sing accurately, using solfa and hand signs, all melodic Y3- Sing accurately, new songs that include the Conscious knowledge tika-tika), semibreve (four) itch element: do pentatonic scale being able to write them using manipulatives and elements in the pentatonic scale (drm sl). Pitch element: do in smd unconscious melodic element re 4: Pitch elements: re in drm, sr and Ir elements ecorders: D'C'BAG recording with stick notation Compose and improvise with known elements. Y4- Maintain an independent part in a small group when Y4- tonic and dominant chords in accompaniments Y4- Clap and play rhythm patterns using known symbols Y4- Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple corders: showing an ability to sight-read ahead 2 heats playing or singing (e.g. rhythm, ostinato, drone, simple part-singing etc.). '3- D' C' A (la so mi), drones part-singing etc.). Recognise when a beat contains uneven rhythms Create simple rhythmic patterns, melodies and '4- D' C' BAG (mrd) ED, playing accompaniments Y3- Play notes D' C' and A on recorder (Ism). accompaniments using known concepts. Y4- Play notes D' C' BAG ED on recorder Use voice, sounds, technology and instruments in creative Genre Study: Gospel Music History of Gospel music nprovisation Y3- Read, write and perform known songs from melodic Y3- Read, write and perform known songs from melodic Y3- Sing within a limited scale (m.sl. drm) with clear Y3/4 Unconscious knowledge Unconscious knowledge Unconscious knowledge Rhythmic elements: 4 semiguayers (tika-tika), tied note, minir contour and 3 line staves itch elements: low la low so contour and 3 line staves ovthmic elements: : dotted guaver- semiguaver (tim-ka) diction, accurate tuning, control of breathing and Cycle two) Y4- Read, write and perform known songs from melodic nythmic elements: tied semiguavers- guaver (tika-ti) and Y4- Read, write and perform known songs from melodic itch element: high do annronriate tone В Pitch elements: re in drm, sr and Ir elements contour and 5 line staves in C-do and F-do uaver-tied semiguavers (ti-tika) contour and 5 line staves in C-do, F-do and G-do Y4- Sing within a pentatonic scale with clear diction, Sing accurately, using solfa and hand signs, all melodic onscious knowledge accurate tuning, control of breathing and appropriate Y3- Sing accurately, using solfa and hand signs, all melodi meter nscious knowledge hythmic elements: tied semiguavers- guaver (tika-ti) and elements containing slm and smd. elements containing do in smd and sd intervals. Y4- Sing accurately, using solfa and hand signs, all melodic Rhythmic elements: tied note, minim (two), 4 semiquavers Y3- Sing accurately, new songs that include the aver-tied semiguavers (ti-tika) Y3- Clap and play rhythm patterns using known symbols, Conscious knowledge ika-tika) itch element: do pentatonic scale being able to write them using manipulatives and elements in the pentatonic scale (drm sl). unconscious melodic element re Pitch element: do in smd tch element: re in drm, sr and Ir elements corders: D'C'BAG recording with stick notation Compose and improvise with known elements. Y4- Maintain an independent part in a small group when Y4- open (re) and closed (do) endings Y4- Clap and play rhythm patterns using known symbols, Y4- Recognise open endings (re) and closed endings (do) playing or singing (e.g. rhythm, ostinato, drone, simple enre Study: Hip Hop showing an ability to sight-read ahead 2 beats part-singing etc.). Y3- D' C' A (la so mi), drones History of Hip-Hop Recognise when a beat contains uneven rhythms Create simple rhythmic natterns, melodies and /4- D' C' BAG (mrd) ED, playing accompaniments nprovisation Y3- Play notes D' C' and A on recorder (Ism). accompaniments using known concents apping Use voice, sounds, technology and instruments in creative Y4- Play notes D' C' BAG ED on recorder reating Hip-Hop backing beats to rap to using technology Unconscious knowledge Sing accurately, using solfa and hand signs, all melodic Read, write and perform known songs from melodic Jnconscious knowledge Sing within major and natural minor pentatonic scales wit Y5/6 Unconscious knowledge hythmic elements: dotted guaver- semiguaver (tim-ka), elements in the extended do pentatonic scale (I,s, drm sl Rhythmic elements: syncopated rhythms (syncopa), dotted contour and 5 line staves in C-do, F-do and G-do. tch elements: la pentachord (ti) clear diction, accurate tuning, control of breathing and Cycle otchet- quaver pairs (tam-ti and ti-tam) miguaver-dotted guaver (ka-tim) Sing accurately, using solfa and hand signs, all melodic Pitch elements: high do, la pentatonic scale (natural minor) Clap and sing accurately, new songs that include the new itch elements: do pentachord (fa) elements in the la pentatonic scale (I, drm sl) onscious knowledge As appropriate, follow basic shapes of music (including hythmic elements: syncopated rhythms (syncopa), dotted rhythmic element tim-ka. Clap and sing accurately, new songs that include the new staff and other notations) through singing and playing Conscious knowledge Conscious knowledge otchet- guaver pairs (tam-ti and ti-tam) short passages of music, using known concepts. Compose and improvise with extended pentatonic rhythmic element tim-ka. Rhythmic elements: dotted quaver- semiquaver (tim-ka) hythmic elements: dotted quaver- semiguaver (tim-ka). itch elements: do pentachord (fa), la pentachord (ti) Listen and evaluate a range of live and recorded music elements. Clap and sing accurately, new songs that include the new Pitch element: high do, extended do pentatonic scale niquaver-dotted quaver (ka-tim) from different traditions, genres, styles and times, Y5- Play beginner chords on ukulele with clarity and rhythmic element syncona Y6- Open and closed endings in major and minor scales Production: Through the end of year performance, all pupils tch elements: la pentatonic scale Sing with clarity and projection responding appropriately to the context. Share opinions accuracy ollow one path- EITHER: Y6- Play extended chord patterns and accompany songs about own and others' music. Recognise open endings (re, mi, so) and closed endings (do Genre Study: Music of the People erformance skills Ukulele: Experiment with voice, sounds, technology and Y5- Beginner chords C, Am, F folk songs, protest songs, code songs, jazz and hip-hop. instruments in creative ways. and la (unconsciously)) Y6- Chords 3: D, A, A7 Explore music that has met the need of a society, vs. classical Tech and Stage skills Demonstrate increasing confidence, expression, skill and nusic level of musicality through taking different roles in performance and rehearsal Ukulele: Y5- Chords 2: C7 G and G7 6- Chords 4: Dm. E. Em. B Unconscious knowledge Sing accurately, using solfa and hand signs, all melodic Inconscious knowledge Read, write and perform known songs from melodic Unconscious knowledge Sing within major and natural minor pentatonic scales wit Y5/6 Rhythmic elements: syncopated rhythms (syncopa) elements in the extended do pentatonic scale (I,s, drm sl Rhythmic elements: dotted guaver- semiguaver (tim-ka). contour and 5 line staves in C-do. F-do and G-do. itch elements: la pentachord (ti) clear diction, accurate tuning, control of breathing and Cycle itch elements: high do, la pentatonic scale (natural minor) niquaver-dotted quaver (ka-tim), dotted crotchet- quaver Sing accurately, using solfa and hand signs, all melodic appropriate tone As appropriate, follow basic shapes of music (including B Clap and sing accurately, new songs that include the new pairs (tam-ti and ti-tam) elements in the extended do pentatonic scale (I,s, drm sI Conscious knowledge Conscious knowledge rhythmic element tim-ka. Pitch elements: do pentachord (fa d') and in la pentatonic scale (I, drm sI). hythmic elements: syncopated rhythms (syncopa), dotted staff and other notations) through singing and playing Rhythmic elements: syncopated rhythms (syncopa) rotchet- quaver pairs (tam-ti and ti-tam) short passages of music, using known concepts. Compose and improvise with extended pentatonic Clap and sing accurately, new songs that include the new Pitch element: high do, extended do pentatonic scale itch elements: do pentachord (fa), la pentachord (ti) Listen and evaluate a range of live and recorded music onscious knowledge elements rhythmic elements tam-ti and ti-tam. Rhythmic elements: dotted quaver- semiquaver (tim-ka), from different traditions, genres, styles and times. Y5- Play beginner chords on ukulele with clarity and Compose and improvise with both do and la pentatonic Genre Study: Samba niquaver-dotted quaver (ka-tim) Production: Through the end of year performance, all pupils responding appropriately to the context. Share opinions accuracy ollow one path- EITHER: listory of the genre tch elements: la pentatonic scale Recognise and sing la pentachord and associated elements about own and others' music. Y6- Play extended chord patterns and accompany songs Samba Batucada erformance skills Clap and sing accurately, new songs that include the new Experiment with voice, sounds, technology and ayering rhythmic patterns, call and response rhythmic element syncopa. instruments in creative ways. Y5- Chords 2: C7. G. and G7 Tech and Stage skills Demonstrate increasing confidence, expression, skill and Compose and improvise with layering rhythmic patterns to '6- Chords 4: Dm, E, Em, B level of musicality through taking different roles in Ukulele: create Samba-like pieces. Y5- Beginner chords C. Am. F performance and rehearsal 6- Chords 3: D. A. A7