



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"> Perform songs, rhymes, poems and stories with others. Attempt to move in time with music. Sing the shape of the melody. 	<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"> Keep a steady beat with actions and body percussion. Describe what they think about listening music. Describe changes in music using specific vocabulary. Sing songs, matching the given starting pitch. 	<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"> Perform a range of songs, rhymes, poems and stories with others. Sing with a group or independently. Describe changes in music and compare pieces of music.
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"> Recognise and discern between high and low sounds Show high and low sounds on body contours Sing so and mi songs accurately Draw melodic curves in the air and on paper Follow melodic contours with their voice Recognise and identify long and short sounds Differentiate between beats with one and two sounds 	<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"> Sing so and mi songs accurately, starting on a range of pitches Use gestures to show when there is a silent heartbeat within a song Identify, clap, play and name crotchet (ta) and tied quaver (ti-ti) Identify, name and sing accurately, using solfa and hand signs, the pitches so and mi Perform with a good sense of beat Follow simple graphic notations 	<p><u>Unconscious knowledge</u> Rhythmic elements: Pitch elements: la in slm and ml elements Y1- Pitch elements: do in smd and sd $\frac{2}{4}$ 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"> Read, write and perform known songs from melodic contour. Read and perform rhythms from stick notation Sing accurately, using solfa and hand signs, all melodic elements containing sm turn. Sing accurately, new songs that include the melodic element la Sing accurately, using solfa and hand signs, all melodic elements containing slsm turn.
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 $\frac{4}{4}$ 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"> Y3- Read, write and perform known songs from melodic contour and 3 line staves. Y4- Read, write and perform known songs from melodic contour and 5 line staves in C-do and F-do Y3- Sing accurately, using solfa and hand signs, all melodic elements containing slm and smd. Y4- Sing accurately, using solfa and hand signs, all melodic elements in the pentatonic scale (drm sl). Compose and improvise with known elements. Y4- Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part-singing etc.). 	<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"> Y3- Read, write and perform known songs from melodic contour and 3 line staves. Y4- Read, write and perform known songs from melodic contour and 5 line staves in C-do, F-do and G-do Sing accurately, using solfa and hand signs, all melodic elements containing do in smd and sd intervals. Y3- Sing accurately, new songs that include the unconscious melodic element re Y4- Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part-singing etc.). Recognise when a beat contains uneven rhythms. Y3- Play notes D' C' and A on recorder (lsm). Y4- Play notes D' C' BAG ED on recorder 	<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"> Y3- Sing within a limited scale (m sl, drm) with clear diction, accurate tuning, control of breathing and appropriate tone Y4- Sing within a pentatonic scale with clear diction, accurate tuning, control of breathing and appropriate tone. Y3- Clap and play rhythm patterns using known symbols, being able to write them using manipulatives and recording with stick notation Y4- Clap and play rhythm patterns using known symbols, showing an ability to sight-read ahead 2 beats Create simple rhythmic patterns, melodies and accompaniments using known concepts. Use voice, sounds, technology and instruments in creative ways.
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 $\frac{4}{4}$ 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"> Y3- Read, write and perform known songs from melodic contour and 3 line staves. Y4- Read, write and perform known songs from melodic contour and 5 line staves in C-do and F-do Y3- Sing accurately, using solfa and hand signs, all melodic elements containing slm and smd. Y4- Sing accurately, using solfa and hand signs, all melodic elements in the pentatonic scale (drm sl). Compose and improvise with known elements. Y4- Recognise open endings (re) and closed endings (do) 	<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"> Y3- Read, write and perform known songs from melodic contour and 3 line staves. Y4- Read, write and perform known songs from melodic contour and 5 line staves in C-do, F-do and G-do Sing accurately, using solfa and hand signs, all melodic elements containing do in smd and sd intervals. Y3- Sing accurately, new songs that include the unconscious melodic element re Y4- Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part-singing etc.). Recognise when a beat contains uneven rhythms. Y3- Play notes D' C' and A on recorder (lsm). Y4- Play notes D' C' BAG ED on recorder. 	<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"> Y3- Sing within a limited scale (m sl, drm) with clear diction, accurate tuning, control of breathing and appropriate tone Y4- Sing within a pentatonic scale with clear diction, accurate tuning, control of breathing and appropriate tone. Y3- Clap and play rhythm patterns using known symbols, being able to write them using manipulatives and recording with stick notation Y4- Clap and play rhythm patterns using known symbols, showing an ability to sight-read ahead 2 beats Create simple rhythmic patterns, melodies and accompaniments using known concepts. Use voice, sounds, technology and instruments in creative ways.
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"> Sing accurately, using solfa and hand signs, all melodic elements in the extended do pentatonic scale (l,s, drm sl d'). Clap and sing accurately, new songs that include the new rhythmic element tim-ka. Compose and improvise with extended pentatonic elements. Y5- Play beginner chords on ukulele with clarity and accuracy Y6- Play extended chord patterns and accompany songs Recognise open endings (re, mi, so) and closed endings (do and la (unconsciously)) 	<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"> Read, write and perform known songs from melodic contour and 5 line staves in C-do, F-do and G-do. Sing accurately, using solfa and hand signs, all melodic elements in the la pentatonic scale (l, drm sl) Clap and sing accurately, new songs that include the new rhythmic element tim-ka. Clap and sing accurately, new songs that include the new rhythmic element syncopa. Sing with clarity and projection 	<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"> Sing within major and natural minor pentatonic scales with clear diction, accurate tuning, control of breathing and appropriate tone. As appropriate, follow basic shapes of music (including staff and other notations) through singing and playing short passages of music, using known concepts. 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. Experiment with voice, sounds, technology and instruments in creative ways. Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.
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"> Sing accurately, using solfa and hand signs, all melodic elements in the extended do pentatonic scale (l,s, drm sl d'). Clap and sing accurately, new songs that include the new rhythmic element tim-ka. Compose and improvise with extended pentatonic elements. Y5- Play beginner chords on ukulele with clarity and accuracy Y6- Play extended chord patterns and accompany songs Clap and sing accurately, new songs that include the new rhythmic element syncopa. Compose and improvise with layering rhythmic patterns to create Samba-like pieces. 	<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"> Read, write and perform known songs from melodic contour and 5 line staves in C-do, F-do and G-do. 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). Clap and sing accurately, new songs that include the new rhythmic elements tam-ti and ti-tam. Compose and improvise with both do and la pentatonic elements. Recognise and sing la pentachord and associated elements 	<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"> Sing within major and natural minor pentatonic scales with clear diction, accurate tuning, control of breathing and appropriate tone. As appropriate, follow basic shapes of music (including staff and other notations) through singing and playing short passages of music, using known concepts. 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. Experiment with voice, sounds, technology and instruments in creative ways. Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.