



Music knowledge sequencing at Camblesforth Primary Academy



<p>Intent</p>	<p>At Camblesforth Primary Academy, we value Music because it is a powerful and unique form of communication that can change and impact the way children feel, think and act. It is our aim to engage and inspire pupils to develop a love of music and encourage their talent as musicians providing free whole class instrumental lessons in the whole of KS2. Our music curriculum, based on the National Curriculum and where appropriate the Model Music Curriculum, is bespoke to the needs and ambitions of our children. Children have the opportunity to regularly perform, compose, improvise and develop musicianship skills along with listening and appraising a vast array of musical genres and styles. Singing is at the heart of our curriculum and is celebrated in our weekly singing assemblies. Children have opportunities to perform in events such as Young Voices, in our local church and concerts throughout the year. Music is a key part of our commitment to each child's personal development providing the opportunity to build self confidence, self esteem, team work, resilience and perseverance.</p>
<p>Substantive knowledge in Music</p>	<p>Substantive knowledge: knowing about the technical and wider elements of music (the facts). All music learning is built around the interrelated dimensions of music. These are: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Substantive knowledge focuses on developing children's skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p>
<p>Disciplinary knowledge in Music</p>	<p>Disciplinary knowledge: knowing how to apply this knowledge in practice to control sounds and create music. Disciplinary knowledge in music is the interpretation of the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.</p>

Music Progression – Knowledge and skills

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>*To be exposed to a range of music and be led by the teacher to respond to it through copying gestures.</p>	<p>*To be exposed to a range of music (previously listened to) and 5 additional pieces from the school listening music curriculum. Respond to it through gestures/dance movements they spontaneously improvise recognising when music becomes faster or slower</p>	<p>*To be able to listen and access a range of music from all musical periods and describe basic features such as volume (dynamics) and speed (tempo) expressing likes, dislikes and emotions about them. 5 (taken from school listening curriculum document) covering Classical (including Carnival of the Animals), Jazz, Pop, Cultural and Folk.</p> <ul style="list-style-type: none"> To be able to identify at least one tuned instrument and a range of untuned instruments To be able to identify different animals and instruments in the Carnival of the animals. To be able to identify several tuned instruments and recognise the difference between tuned and untuned percussion. 		<p>*To be able to listen and access a range of music from all musical periods and describe basic features such as volume (dynamics), speed (tempo), pitch (high and low), expressing likes, dislikes and emotions about them. Up to 20 (some new, some revisited taken from school listening curriculum document) covering Classical, Jazz, Pop, Cultural and Folk including those covered in previous years in greater detail.</p> <ul style="list-style-type: none"> To be able to identify different animals and instruments in classical music, Carnival of the animals and in Peter and the Wolf. Plus knowing the difference between this genre compared with Folk Music. To be able to identify several instruments and recognise different groups of instruments such as Strings and identify musical elements such as dynamics, tempo and instrumentation. To understand there is a sequence of history in music and recognise the different musical periods from classical to popular music. 		<p>*To listen to music with concentration and identify a number of musical elements including tempo, dynamics and also pitch, specific rhythm patterns, articulation (legato /staccato) structure</p> <p>*To listen to Pop, Classical, Folk Cultural & Jazz (recognise) and articulate likes/dislikes, and recognise a range of instruments and types of ensemble – orchestra/band/ specific types of choir. Know the difference between Opera & Pop singers. Listen to up to 40 (taken from school listening curriculum document)</p> <p>To listen to music and identify all musical styles – Popular, Classical, Folk, Jazz, Cultural & Gaming/electronic music and differentiate between. Also identify musical elements – tempo, dynamics, pitch, rhythm, structure, instrumentation, and articulation.</p> <p>*Recognise a range of ensembles and be able to assess the quality of their performance. Listen to up to 50 (taken from school listening curriculum document)</p>	

				<ul style="list-style-type: none"> To listen to music with concentration and identify several musical elements including tempo, dynamics and also pitch, specific rhythm patterns and structure. To listen to Pop, Classical, Folk (recognise), Cultural & Jazz and articulate likes/dislikes, and recognise a range of instruments and types of ensemble - orchestra/band/ specific types of choir. Listen to up to 30 (taken from school listening curriculum document) 	
Singing	*To chant and sing a range of songs and rhymes with enjoyment. To be able to sing higher and lower but not yet exactly pitch match.	*To chant and sing a range of songs and rhymes with enjoyment. To be able to sing higher and lower and pitch-match two sounds.	<p>*To chant and sing a range of songs and rhymes with enjoyment. To be able to sing higher and lower and pitch-match two sounds.</p> <ul style="list-style-type: none"> Sing a song including the interval of a 5th (accurately) in a group from a given starting pitch following musical instructions including a range of dynamics and tempos. 	<p>*To be able to listen and repeat a song (sung in two parts) accurately performed with a range of dynamics and tempos, pitches with good intonation.</p> <p>Sing a song including a range of an octave with more complicated rhythms; following musical instructions including a range of dynamics (volume) including specific terms such as forte, piano, crescendo/decrec. and tempos (speed)</p> <p>To sing three-part partner songs as a key stage</p>	<p>*Sing a range of songs with a full octave range and with more complicated time signatures and rhythms (including syncopation) in a group from a given starting pitch following musical instructions including a range of dynamics (forte and piano) and tempos.</p> <p>*Sing as part of a choir in school assemblies in three parts and perform unaccompanied with a drone (interval of a 5th) played with tuned percussion. To sing more complex partner songs.</p> <p>Sing a song beyond the range of an octave with good stage craft, accurate intonation and good diction following musical instructions including a range of dynamics (volume) including specific</p>

					terms such as forte, piano, crescendo/decrec. and tempos (speed).
Performance	To be able to perform a song as a group, starting and finishing together	*To be able to perform a song as a group, starting and finishing together with musical expression (louder and softer – dynamics)	<p>*To clap and play using untuned percussion with accurate technique a four-bar rhythm, recognise it's stick notation and use its rhythm names.</p> <ul style="list-style-type: none"> • Perform musically using untuned percussion to 'In the Hall of the Mountain King;' and similar great composers works along with other genres including pop music. Follow a graphic score. • To be able to perform musically with good technique to 'In the Hall of the Mountain King' using tuned percussion and pentatonic folk tunes using at least 5 pitches such as Ladybird. • I can perform as a class using good stagecraft in a concert. 	<p>*To perform a group of songs in a concert with good stage craft, intonation, phrasing and can appraise their performance to improve it.</p> <ul style="list-style-type: none"> • To be able to perform on the recorder a range of songs • Perform using tuned percussion, Boomwhackers, glockenspiels, chime bars. • Perform songs in the musical showcase including some in two / three parts with expression and with stage craft 	<p>*Perform as a whole class percussion and perform a programme of pieces at the school annual musical showcase for parents.</p> <p>*Experience cultural music through percussion.</p> <p>*Perform as a whole class ukulele folk songs and pop songs through a bespoke curriculum based on the needs of the children. Open strings, chord C and A minor.</p> <p>Perform in the Year 6 leaver's assembly and musical showcase singing in chorus items expressively and with good diction, following cues.</p> <p>*Perform as a class a range of instruments and percussion from recorder to ukulele, including percussion (tuned and untuned and cultural percussion) exploring the 12-bar blues.</p>
Musicianship	To be able to copy a pulse action led by a teacher when	*To be able to make a pulse action by rocking on the floor moving in time with the music	<p>*To be able to mark a pulse on the knees.</p> <ul style="list-style-type: none"> • Where appropriate mark the pitch (high and low) 	*Describe long and short notes, read and write stick notation (15 rhythms), crotchets, quavers, minims, crotchet rests.	*Perform & read stick notation rhythms (25 cards) including crotchets, quavers, minims, semi-quavers and crotchet rests.

listening to music.

- Perform a simple rhythm with the thinking voice.
- Talk about duration, long or short notes & **read stick notation rhythms from a range of flashcards.**
- Identify changes in pitch using correct vocabulary high/middle/lower and **record them with graphic notation.**
- **Maintain a pulse using an untuned percussion instrument.**

- Maintain a **pulse with claves, improvise an action** & changing tempo.
- Mark changing pitch with hand signs and also with graphic notation 3 pitches Do Re Me or So Mi La and use letter names **C D E, E G A.**

Talk about duration, long or short notes & **read stick notation rhythms (20 cards)** including crotchets, quavers, minims, dotted minims and crotchet rests.

Identify changes in pitch using correct vocabulary high/low higher/lower and record them with graphic notation and the actual note names for **C D E F G** in the treble clef.

Maintain a pulse (including tempo changes) clapping, stamping or own improvised action. Identify different timbre and a range of orchestral instruments **plus at least one instrument from world music.**

*Identify changes in pitch using correct vocabulary high/low higher/lower and record them with graphic notation and the actual **note names of a full octave** for C D E F G A B C in the treble clef **and understanding the chords C major and A minor.**

*Maintain a pulse (including tempo changes) clapping, stamping or own improvised action and **playing an instrument as a whole class.** Identify different timbre and a range of orchestral instruments plus at least one instrument from world music.

Describe long and short notes, read and write stick notation (**30 rhythms**), crotchets, quavers, semi-quavers, minims, dotted minims, semibreve, crotchet rests. **Identify note values from a rhyme.**

***Maintain a pulse with a variety of instruments, tuned and untuned and with changing tempos and rest bars.**

***Understand notes in a chord C, A minor, F and G.**

***Be aware of sharps and flats and what they mean in notation.**

<p>Composition and improvisation</p>	<p>To be able to make a sound with an untuned percussion instrument holding it correctly.</p>	<p>To be able to make a sound with two untuned percussion instruments holding them correctly, in a group activity and able to refine and improve musicality through listening.</p>	<ul style="list-style-type: none"> • Compose a range of sounds using good technique and musical expression to go with a story such as I'm going on a bear hunt. • Improvise a rhythm using a range of percussion performed technically correctly and with different sound qualities. • Write several rhythms composed using stick notation. • Improvise words, or noises to go with a theme and record with graphic notation on my white board. 	<ul style="list-style-type: none"> • Improvise a song or compose a melody using the pitches C D E (B A G) or Me, Re, Do and be able to perform it on tuned percussion or song maker (google chrome music lab) or a recorder. Include a beginning, middle and end. • To be able to write and record music for Hot Cross Buns (and similar folk melodies) using stick notation and letter names (eg. C D E) <p>Record a rhythm composed using stick notation and melody using the pitches C D E F G off the staff. Organise these into a beginning, middle and end. Compose music to create a given mood: happy, sad, spooky, festive.</p> <p>Improvise words, noises (including untuned percussion) and pitches (including tuned percussion) to go with a theme as part of a whole class instrumental lesson as short 'on the spot' response with a limited note range with different articulation legato/stacc. Aquarium composition.</p>	<p>Compose using a riff or groove and improvise using the pentatonic scale major and minor over a drone.</p> <p>*Compose in C major and A minor using chords and also giving detailed dynamic, tempo and articulation markings in ternary form. Use a programme of music technology to compose (Song Maker – Google Chrome Music Lab)</p> <p>Compose using the 12 bar blues chords sequence C major, F major and G major.</p> <p>*Explore writing chords four chord pop songs I, V, VI, IV and also pop songs like 'We Will Rock You' using Chrome Music Lab – Song Maker</p>
<p>Vocabulary</p>	<p>Song, Music, Instrument, Pulse/Beat</p>	<p>Song, Music, Instrument, Pulse/Beat, performance, name at least 4 percussion</p>	<p>Pop music, instruments, composer, classical music, orchestra, untuned percussion, instrument, tuned percussion, ta te-te, rhythm</p>	<p>Folk music, string instruments, jazz music, woodwind and brass, recorder, fingering, stagecraft, parts, ukulele, pluck and pick, improvise, ta</p>	<p>Cultural music, percussion and pop instruments, gaming/electronic music, synthesiser, body percussion, rhythm sticks, tika tika, crotchet, quaver, semi quaver, minim, dotted minim, semi</p>

instruments.

names, pulse, rest, rhythm,
pitch, composer, thinking
voice (rhythm), stick notation,
pulse, singing or speaking
voice, singing in tune

a, so me la, ta a a a,
pentatonic scale, rhythm and
pitch, bars, pentatonic scale,
a round, partner songs

breve, chords, sharps and flats,
musical structure ABA chords, 12 bar
blues chord structure, 4 chord pop
songs, part singing, syncopated,
stagecraft, diction