Nacton C of E Primary School

WE ARE Musicians - Music Knowledge Gems

In each music unit we build on our musical knowledge though our knowledge gems centred around; listening & appraising, interrelated dimensions and performance. The knowledge gems are the key things we learn and try to remember. We apply our learning using our previous musical knowledge and skills.

Listening and Appraising	Interrelated dimensions	Performance
Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	**Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.**	**Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.**

EYFS Year A

Dynamics (Theme: Seaside)

Cycle A – Autumn 1	Listening and Appraising	Interrelated dimensions	Performance
	I know how to respond to dynamic changes in a piece of music	I know how to Create pitches and rhythms	I know how to perform a layer of the music within an overall piece.
	I know how to choose instruments with appropriate timbre to represent sparkling fishes.	I know what dynamics and timbre are.	Make movements that are appropriate to the pulse and tempo of a piece of music

Sound patterns (Theme: Fairy tales)

Cycle A – Autumn 2	Listening and Appraising	Interrelated dimensions	Performance

	I know how to select suitable instruments to represent a character (Lesson 2)	I know how timbre and rhythm can be used to express character voices (Lesson 1)	I know how to compose and play a rhythm (rhythms)
	I know how to recognise how timbre can be used effectively (Responding to music)		I know how to keep pulse using untuned instruments (Keeping the pulse)

Call and response song (Theme: Animals)

Cycle A – Spring 1	Listening and Appraising	Interrelated dimensions	Performance
		I know how to copy a short rhythm	I know how to create rhythms based on call and response.
	I know how to listen to and perform a traditional song from Ghana	I know how to create short sequences of sound	I know how to add dynamics (volume) to a structure of rhythms.

Musical symbols: (Theme: By the sea)

Cycle A – Spring 2	Listening and Appraising	Interrelated dimensions	Performance
	I know that music can be used to represent an environment	I know how to select instruments to match seaside sounds	I know how to write music down
	I know how music can represent changes in an environment	I know how to recognise and use dynamics and tempo	I know how to perform from a graphic score

Contrasting dynamics (Theme: Space)

Cycle A – Summer 1	Listening and Appraising	Interrelated dimensions	Performance
	I know how to compare two pieces of music	I know how to create a simple soundscape for effect	I know how to be able to create short sequences of sound
	I know how to listen for and recognise some basic elements of music		T I know how to be able to create short sequences of sound and perform with accuracy

Structure (Myths and Legends) (5 lessons)

Cycle A – Summer 2	Listening and Appraising	Interrelated dimensions	Performance
	I know how to identify and create rhythms	I know how to write a graphic score to show texture	I know how to compose a piece of music with a given structure
		I know how to show structure on a graphic score	I know how to perform a group composition

EYFS Year B

Exploring sound

Autumn 1	Listening and Appraising	Interrelated dimensions	Performance
	I know how to identify different sounds in the local environment (Lesson 4)	I know how to use my voice to make a range of sounds (Lesson 1)	I know how to listen to sounds in nature and recreate them (Lesson 5)
	I know that different instruments make different sounds (Lesson 3)	I know how to use my body to make sounds (Lesson 2)	

Celebration Music

Autumn 2	Listening and Appraising	Interrelated dimensions	Performance
	I know how to respond to music from another culture (Divali) through dance.	I can create actions to represent song lyrics.	I know how to use classroom objects to perform a call and response song (Kwanzaa music)
	I know the names of some traditional Jewish musical instruments (Hanukkah)		I know how to sing and move to Christmas songs.

Music and Movement

Spring 1	Listening and Appraising	Interrelated dimensions	Performance
	I know why some songs have actions (Action songs)	I know how to express difference between tempo and pitch through dance	I know how to perform an action song (Music and movement performance)
	I know how to use my body to explore beat (Finding the beat)	I know how to reacognise and react to different tempos in music (Exploring tempo)	

Musical Stories

Spring 2	Listening and Appraising	Interrelated dimensions	Performance
	I know how to use instruments to represent actions in a story (Using instruments to represent actions)	I know how to move to the music, changing my movements to reflect tempo, pitch and dynamics (Moving to music)	I know how to use actions to tell a story (Storytelling with actions)

		I know how to create a musical story based on the school day routine (musical story composition)	I know how to perform a musical story with actions.

Transport

Summer 1	Listening and Appraising	Interrelated dimensions	Performance
	I know that different types of vehicles make different sounds. (Exploring different types of transport)	I know how to mimic the sounds of a train (Trains)	I can perform simple rhythms on an instrument (Transport journey)
	I know that boats can create a range of sounds (boats)	I know how to interpret symbols to reflect a car's journey (Cars)	

Big Band

Summer 2	Listening and Appraising	Interrelated dimensions	Performance
	I know that there are four different groups of instruments in the orchestra	I know how to follow a beat using an untuned instrument (Follow the beat)	I know how to create an play my own instrument, made from recycled materials (What makes an instrument?)
		I know how to change tempo and dynamics on a tunes or untuned instrument (Tuned or untuned instrument)	I know how to select appropriate instruments to preform different parts of a song (Big band performance)

Year 2

Keeping the pulse (Theme: My favourite things)

Autumn 1	Listening and Appraising	Interrelated dimensions	Performance
	I know how to keep a pulse and show a sound pattern using bodies and voices.	I know how to clap a pulse.	I know how to play short rhythms which show a pulse.
	I know how to point to the pulse while speaking a sound pattern.		I know how to demonstrate an understanding of pulse through performance.

Tempo (Theme: Snail and mouse)

Autumn 2	Listening and Appraising	Interrelated dimensions	Performance
	I know how to use voice and body expressively	I know how to practice a rhyme using fast and slow beats on instruments.	I know how to use my singing voice and an instrument to perform a song with a fast and slow beat.
	I can observe others and move, speak, sing and play appropriately	I know how to demonstrate fast and slow beats within the context of a story.	I know how to use my voice to perform a song with a fast and slow beat.

Pitch and tempo (Theme: Superheroes)

Spring 1	Listening and Appraising	Interrelated dimensions	Performance
		I know how to explain the concept of tempo	I know how to perform confidently as part of a group

	I know how to create a pattern using two pitches	I know how to explain the concept of pitch.	I know how to create a superhero theme tune

Instruments (musical storytelling)

Spring 2	Listening and Appraising	Interrelated dimensions	Performance
	I know how to recognise changes in the tempo of the music.	I know how music and sound effects can tell a story.	I know how to perform a composition showing changes in tempo and dynamics.
	I know how to suggest appropriate sounds to represent parts of a story.	I know how to select appropriate sounds to match events, characters and feelings in a story.	

On this island: British songs and sounds (5 lessons)

Summer 1	Listening and Appraising	Interrelated dimensions	Performance
	I know how to learn about the music of the British Isles	I know how to create music that represents a particular environment	I know how to compose a piece of music as part of a group
		I know how to extend a piece of music so that it represents three distinct environments	I know how to evaluate and improve a group composition

Pitch (musical me)

Summer 2	Listening and Appraising	Interrelated dimensions	Performance
	I know how to understand and practice reading different symbols to show pitch.	I know how to sing and draw pitch patterns.	I know how to use a tuned percussion instrument to play a song.
	I know how to read and understand notation.	I know how to complete the notation for a short song using a three-line stave.	

Lower Key Stage Two

Ballads (5 lessons)

Cycle A – Autumn 1	Listening and Appraising	Interrelated dimensions	Performance
	I know how to use musical vocabulary to explain the stylistic features of a ballad.	I know how to plan a musical structure inspired by a story.	I know how to show awareness of style, structure and features to perform a ballad.
	I know how to explore how actions can impact performance.	I know how to create lyrics that match a melody.	

Creating compositions in response to an animation (Theme: Mountains)

Cycle A – Autumn 2	Listening and Appraising	Interrelated dimensions	Performance
	I know how to tell a story from a piece of music through movement	I know how to create a soundscape using percussion instruments	I know how to compose and perform a rhythm to accompany a story
		I know how to create a range of sounds to accompany a story	I know how to compose and notate a short melody to accompany a story

Developing singing technique (Theme: The Vikings)

Cycle A – Spring 1	Listening and Appraising	Interrelated dimensions	Performance
	I know how to listen to Viking songs and sing along with others.	I know how to recognise simple rhythmic notation by ear and by sight.	I know how to sing in time with others.
		I know how to use simple rhythmic notation to compose a Viking battle song.	I know how to perform music with confidence and discipline.

Pentatonic melodies and composition (Theme: Chinese New Year)

Cycle A – Spring 2	Listening and Appraising	Interrelated dimensions	Performance
	I know how to learn about the music used to celebrate the Chinese New Year festival	I know how to play a pentatonic melody	I know how to perform a group composition
		I know how to write and perform a pentatonic melody	I know how to perform a piece of music as a group

Jazz (5 lessons)

Cycle A – Summer 1	Listening and Appraising	Interrelated dimensions	Performance
	I know how to sing along and clap a syncopated rhythm for a ragtime style song	I know how to improvise a call and response	I know how to create a jazz motif
		I know how to be able to scat sing using the call and response format	I know how to perform a jazz motif

Traditional instruments and improvisation (Theme: India)

Cycle A – Summer 2	Listening and Appraising	Interrelated dimensions	Performance
	I know how to explain an opinion of Indian music	I know how to play a rag and improvise using given notes	I know how to create a piece of music using a drone, rag and tal
		I know how to improvise to a drone	I know how to perform a piece of music using musical notation

Body and tuned percussion (Theme: Rainforests)

Cycle B – Autumn 1	Listening and Appraising	Interrelated dimensions	Performance
	I know how to identify structure and texture in music.	I know how to create musical rhythms using body percussion.	I know how to build and improve a composition
	I know how to use body percussion to play along to a piece of music.	I know how to create simple tunes	

Rock and roll (5 lessons)

Cycle B – Autumn 2	Listening and Appraising	Interrelated dimensions	Performance
	I know how to understand the history of rock and roll music	I know how to play a walking bass line on tuned percussion	I know how to be able to play a rock and roll bass line
	I know how to follow actions along to the hand jive with a sense of style		I know how to be able to play a rock and roll piece of music

Changes in pitch, tempo and dynamics (Theme: Rivers) (5 lessons)

Cycle A – Spring 1	Listening and Appraising	Interrelated dimensions	Performance
	I know how to recognise key elements of music	I know how to understand and perform a vocal ostinato	I know how to create and perform an ostinato
	I know how to sing along in two parts using expression and dynamics		I know how to improve and perform a piece of music based around ostinatos

Haiku, music and performance (Theme: Hanami) (5 lessons)

Cycle A – Spring 2	Listening and Appraising	Interrelated dimensions	Performance
	I know how to describe the festival of Hanami using words and sounds	I know how to represent a blossom tree using sounds	I know how to work as a group to create a piece of music to celebrate Hanami
	I know how to identify different musical features		I know how to perform a piece of music to celebrate Hanami

Samba and carnival sounds and instruments (5 lessons)

Cycle B – Summer 1	Listening and Appraising	Interrelated dimensions	Performance
	I know how to recognise and identify the main features of samba music	I know how to understand and play syncopated rhythms	I know how to play syncopated rhythms as part of a group
		I know how to compose a basic rhythmic break	I know how to perform rhythmic breaks within the samba piece

Adapting and transposing motifs (Theme: Romans) (5 lessons)

Cycle B – Summer 2	Listening and Appraising	Interrelated dimensions	Performance
	I know how to sing in tune and in time with a Roman tune	I know how to compose and notate a motif	I know how to combine and perform different versions of a musical motif
	I know how to understand what a musical motif is	I know how to develop and transpose a musical motif	

Upper Key Stage Two

Whole Class Ensemble Teaching

Suffolk County Music Service Whole Class Ensemble Teaching Guitar

Suffolk Music Hub

Learning Expectations: We deliver the WCET programme in such a variety of ways (age groups , instruments, teaching time, prior experiences, class sizes) that producing broad learning expectations is extremely difficult; however, we would expect that classes broadly in line with standards for their year group listed in the Model Music Curriculum would be able to achieve these Y5/6 outcomes.

Guitar Year 5/6 Sing and Play

Using the voice:

- Sing confidently being aware of posture and good diction.
- Plan breathing to begin singing and to allow for longer phrases
- Sing with an increasing awareness of the tone of their voices and the shape of the melody
- Sing two or more-part rounds and part-songs with more confidence, independence and increasing pitch accuracy

Using a Guitar:

- Demonstrate a good understanding of correct posture with minimal hand and finger movement.
- Play using appropriate right hand technique
- Play keeping left hand fingers on their tips and behind the fret for closed notes.
- Use thumb rest stroke where appropriate.
- Copy and improvise using extended rhythms and melodic phrases.
- Perform whole pieces from notation

Ensemble skills:

- Play/sing with control:
  a. maintaining steady pulse
  b. At various tempi
  c. At different dynamics
- Work and collaborate in smaller groups
- Follow a leader (teacher) starting and stopping together

Repertoire:

- Vocal : Range: Minimum one octave C – C' or D -D' with occasional supported singing to a ninth (e.g., leading up/down by step, not jumping from a lower/higher note)
- Vocal: Structure and texture: more complex unison, both accompanied and unaccompanied, call and copy, call and response, partner songs, more complex/longer rounds and ostinati, simple part-singing
- Progressive pieces to teach, consolidate and revisit appropriate playing techniques for the instrument progression of rhythmic material and suitable structures (e.g., repeated sections –including repeat marks)

Listen, Reflect and Appraise

Listen to and talk about a wide range of diverse repertoire including:

- Listen with concentration to longer pieces / extracts of music
- Listen to live/recorded extracts of different kinds of music and identify where appropriate
  - ♦ a steady pulse / no steady pulse
  - ♦ a specific rhythm pattern or event
  - ♦ the speed (TEMPO) of the music
  - ♦ the volume (DYNAMICS)
  - ♦ the melody
- Notice and explore how music reflects time, place, and culture.
- Talk about music using appropriate musical terms/language

Begin to use a technical vocabulary, including the Interrelated Dimensions of Music, when talking about music listened to, sung, or played:

- Pitch (including note names/finger numbers)
- Dynamics (loud/quiet - piano/forte)
- Tempo (slow/fast - andante, presto)
- Pulse
- Rhythm (including names of symbols e.g., crotchet, quavers, crotchet rest, minim)
- Metre (Beats in a bar)
- Tonality – major/minor

Instrument-specific vocabulary

- Plucking, strumming, fretting
- Parts of the instrument

Explore and Compose

Explore:

- Long and short sounds, **rhythm – duration** appropriate to the music being played and sung (e.g., crotchets, beamed quavers, crotchet rests, minims.)
- The rhythm patterns of words and sentences
- Changes in **pitch** (intervals higher and lower – steps and leaps)
- Sequences of sound **(structure)**
- Sounds in response to a stimulus **(visual - e.g., notation - or aural)**

Improvise:

- A simple melody from a selected group of notes (e.g., a pentatonic/ diatonic scale or set of known instrumental notes from a piece)
- Short repeated rhythmic patterns **(ostinati)**
- Rhythm patterns from words

Compose:

- Short A simple melody from a selected group of notes (e.g., a pentatonic scale or set of known instrumental notes from a piece)
- Repeated rhythmic patterns **(ostinati)**
- Rhythm Patterns from words

Perform

Perform to a range of audiences over the year including:

- Each other (within the class)
- Other classes and staff within the school
- Whole Key Stage/Whole School (in Assembly or similar)
- To parents (school concert/assembly)
- Outside the school to other schools and unknown audiences (e.g., Suffolk County Music WCET Festival, 'Celebration' (Britten Pears Arts), other opportunities arising in the local community)

Demonstrate increasing confidence in performing as a group and as an individual (in supported contexts) as the year progresses.
Demonstrate increasing accuracy and control in singing and playing during performance as the year progresses

Suffolk County Music Service Whole Class Ensemble Teaching Guitar

Termly Outcomes Year 5/6

Term 1

General Knowledge:
Instrument assembly, care and preparation including awareness of the need for tuning.

Technical Skills:
- Posture and instrument hold for good tone
- Play open strings, changing between strings
- Play fretted notes and simple related chords
- Play the correct open/fretted string for a named note/ chord
- Play a range of open string/chordal pieces from a range of notations which might include letter (note name) notation, graphic score (blob grid) , and open string tablature

Ensemble Skills:
Play together, responding to a conductor
Play for a performance

Wider Musical Skills:
Accuracy of pulse, rhythm and pitch within the context of the repertoire

Term 2

General Knowledge:
Instrument assembly, care and preparation including finer awareness of need for tuning

Technical Skills:
- Posture and instrument hold for good tone
- Play open strings and simple related chords, changing between them with more controlled finger movement
- Left hand position behind frets for fretted notes and simple chords has better tone
- Play the correct open/fretted string/s for a named note/ Chord
- Play a range of open string pieces from a range of notations which might include letter (note name) notation, graphic score (blob grid) , open string tablature and stave.

Ensemble Skills:
Play more accurately together, responding to a conductor by increased watching and counting.
Play for a performance

Wider Musical Skills: Accuracy of pulse, rhythm and pitch within the context of the repertoire

Term 3

General Knowledge:
Instrument assembly, care and preparation including awareness of how loosening and tightening pegs affects tuning

Technical Skills:
- Posture and instrument hold for good tone
- Play open strings and simple related chords, with faster, more controlled finger movement
- Play the correct open/fretted string/s for a named note/ chord
- Play a range of open string pieces from a range of notations which might include letter (note name) notation, graphic score (blob grid) , open string tablature and stave.

Ensemble Skills:
Play together, responding to a conductor and with awareness of musical instructions.
Play for a performance

Wider Musical Skills:
Accuracy of pulse, rhythm and pitch within the context of the repertoire