



Stottesdon C of E Music Curriculum Knowledge Progression

<p>EYFS Autumn 1 Cycle 1 Amazing Me Express Activities “Special people” <u>Core knowledge</u></p> <ul style="list-style-type: none"> • Develop an understanding of pulse and rhythm • Sing songs in relation to topic • Express feelings and create music in response to a stimulus <p><u>Instruments to become familiar with:</u></p> <ul style="list-style-type: none"> - Claves - Tambour <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Teme - Kye kye kule - Nursery – Head, shoulders knees and toes <p>EYFS Autumn 2 Cycle 1 Weather Express Activities “Growth and Change” <u>Core knowledge</u></p> <ul style="list-style-type: none"> • Develop an understanding of loud and quiet • Sing songs in relation to topic • Perform actions to accompany songs • To explore and change sounds to create different effects. <p><u>Instruments to become familiar with:</u></p> <ul style="list-style-type: none"> - drum <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Teme - Brown bear’s snoring - Nursery - Christmas pudding 	<p>EYFS Spring 1 Cycle 1 People Who Help Us Express Activities “Working World”; <u>Core knowledge</u></p> <ul style="list-style-type: none"> • Develop an understanding of texture and layers • Sing songs in relation to topic • Use instruments to accompany songs, working collaboratively with others. <p><u>Instruments to become familiar with:</u></p> <ul style="list-style-type: none"> - Guitar <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Teme - Firefighters’ song - Nursery - Old MacDonald <p>EYFS Spring 2 Cycle 1 Farm Express Activities “Going Places” <u>Core knowledge</u></p> <ul style="list-style-type: none"> • Develop an understanding of, and identify, high and low sounds • Sing songs in relation to topic • Move in time with music <p><u>Instruments to become familiar with:</u></p> <ul style="list-style-type: none"> - Chime bars <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Teme - Popcorn - Nursery - Miss Polly had a dolly 	<p>EYFS Summer 1 Cycle 1 Minibeasts Express Activities “Moving Patterns”; <u>Core knowledge</u></p> <ul style="list-style-type: none"> • Develop an understanding of pattern in music. • Sing songs in relation to topic. • Explore and engage in music-making in small groups <p><u>Instruments to become familiar with:</u></p> <ul style="list-style-type: none"> - woodblock <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Teme - Music market - Nursery - Incy wincy spider <p>EYFS Summer 2 Cycle 1 Homes Express Activities “Stories and Sounds”. <u>Core knowledge</u></p> <ul style="list-style-type: none"> • Sing songs in relation to topic. • Listen carefully to rhymes and songs, noticing how they sound • Explore and use effects to express ideas and feelings. <p><u>Instruments to become familiar with:</u></p> <ul style="list-style-type: none"> - maracas <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Teme - Me Tarzan, you Jane - Nursery - The wheels on the bus
<p>EYFS Autumn 1 Cycle 2 Once Upon a Time Express Activities “Stories and Sounds”. <u>Core knowledge</u></p> <ul style="list-style-type: none"> • Sing songs in relation to topic. • Listen carefully to rhymes and songs, noticing how they sound • Explore and use effects to express ideas and feelings. <p><u>Instruments to become familiar with:</u></p> <ul style="list-style-type: none"> - maracas <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Teme - Me Tarzan, you Jane - Nursery - The wheels on the bus <p>EYFS Autumn 2 Cycle 2 Transport Express Activities “Working World”; <u>Core knowledge</u></p> <ul style="list-style-type: none"> • Develop an understanding of texture and layers • Sing songs in relation to topic • Use instruments to accompany songs, working collaboratively with others. <p><u>Instruments to become familiar with:</u></p> <p>Guitar</p> <p><u>Core Song to learn:</u></p> <p>Teme - Firefighters’ song Nursery - Christmas pudding</p>	<p>EYFS Spring 1 Cycle 2 Being Healthy Express Activities “Special people” <u>Core knowledge</u></p> <ul style="list-style-type: none"> • Develop an understanding of pulse and rhythm • Sing songs in relation to topic • Express feelings and create music in response to a stimulus <p><u>Instruments to become familiar with:</u></p> <ul style="list-style-type: none"> - Claves - Tambour <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Teme - Kye kye kule - Nursery - Head, shoulders knees and toes <p>EYFS Spring 2 Cycle 2 Wild Animals Express Activities “Going Places” <u>Core knowledge</u></p> <ul style="list-style-type: none"> • Develop an understanding of, and identify, high and low sounds • Sing songs in relation to topic • Move in time with music <p><u>Instruments to become familiar with:</u></p> <ul style="list-style-type: none"> - Chime bars <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Teme – Popcorn - Nursery - Miss Polly had a dolly 	<p>EYFS Summer 1 Cycle 1 Plants Express Activities “Growth and Change” <u>Core knowledge</u></p> <ul style="list-style-type: none"> • Develop an understanding of loud and quiet • Sing songs in relation to topic • Perform actions to accompany songs • To explore and change sounds to create different effects. <p><u>Instruments to become familiar with:</u></p> <ul style="list-style-type: none"> - drum <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Teme - Brown bear’s snoring - Nursery - Old MacDonald <p>EYFS Summer 2 Cycle 2 Journeys Express Activities “Moving Patterns”; <u>Core knowledge</u></p> <ul style="list-style-type: none"> • Develop an understanding of pattern in music. • Sing songs in relation to topic. • Explore and engage in music-making in small groups <p><u>Instruments to become familiar with:</u></p> <ul style="list-style-type: none"> - woodblock <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Teme - Music market - Nursery - Incy wincy spider

<p><u>KS1 Autumn 1 Shropshire and Me</u> Music Express ourselves Y1/2 and our land resources Y2.</p> <ul style="list-style-type: none"> • Use their voices to describe feelings and moods as well as controlling the musical elements • Explore descriptive sounds and use instruments to enhance music inspired by myths <p><u>Music/Genre to listen to:</u> - Pop – Beatles - With a Little Help from my friends</p> <p><u>Instruments to become familiar with (describe their sounds; play musically; describe how to change sounds):</u> - Maracas</p> <p><u>Core Song to learn:</u> - Glad to be me</p> <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> - Perform (sing and play) with increasing pitching control and an awareness of some musical elements (pitch; tempo; dynamics; duration). - Follow and respond physically to pitch change in short melodic phrases (including matching voices/tuned percussion to graphic notation); - Listen and describe music and its images using: high/low; loud/quiet; fast/slow; thoughts/feelings - Experiment with instrument timbres (incl. voice); matching them to sounds; record, evaluate and improve our performances 	<p><u>KS1 Spring 1 The Greatest Explorers</u> Music Express number and pattern for Y1 and Y2.</p> <ul style="list-style-type: none"> • Use simple notations, play create and combine rhythms using body percussion and instruments • Develop an understanding of metre (groups of a steady beat) through counting, body percussion and reading scores <p><u>Music/Genre to listen to:</u> - Classical – Ballet – The Nutcracker Ballet Suite – Tchaikovsky (beat) - Hall of the Mountain King - Grieg (tempo)</p> <p><u>Instruments to become familiar with (describe their sounds; play musically; describe how to change sounds):</u> - Cymbals</p> <p><u>Core Song to learn:</u> - Boom Chicka Boom</p> <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> - Identify the pulse in different music; recognise, play and control changes in tempo; begin to group beats in twos/threes/fours (identify strongest beat) - Recall short sequences or patterns; tap the rhythm of words; echo 4 beat rhythms on instrument; begin to represent patterns with stick notation (crotchets, quavers, rests); make own patterns - Sing or play in groups (e.g. beat and rhythmic patterns/ostinato) - Record, evaluate and improve our performances 	<p><u>KS1 Summer 1 Spectacular Species and Great Inventions</u> Music Express animals and weather resources for Y1 and Y2.</p> <ul style="list-style-type: none"> • Develop an understanding of changing pitch through animal and pitch movement; Interpret pitch line notation • Create descriptive sounds and word rhythms; understand difference between pitch and rhythm. • Create a descriptive class composition using voices and instruments (creation stimuli) <p><u>Music/Genre to listen to:</u> - Classical – Beethoven Pastoral Symphony - Classical – Vivaldi Winter</p> <p><u>Instruments to become familiar with (describe their sounds; play musically; describe how to change sounds):</u> - Guiro</p> <p><u>Core Song to learn:</u> - The Lion Sleeps Tonight</p> <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> - Listen and describe music and its images using: high/low; loud/quiet; fast/slow; thoughts/feelings - Follow and respond physically to pitch change (high – middle -low) in short melodic phrases (including matching voices/tuned percussion to graphic notation) - Perform (sing and play) with increasing pitching control and an awareness of some musical elements (pitch; tempo; dynamics; duration). - Experiment with instrument timbres (incl. voice) and representing them with graphics. Make short sequences using weather symbols - Record, evaluate and improve our performances
<p><u>KS1 Autumn 2 Great Fire Of London (Bonfire Night)</u> Music Express travel for Y1 and Y2</p> <ul style="list-style-type: none"> • Learn, perform and accompany songs; • Explore the beat and word rhythms; use a grid score to combine them <p><u>Music/Genre to listen to:</u> - African drumming + call and response Nigeria Jin-Go-La -Ba</p> <p><u>Instruments to become familiar with (describe their sounds; play musically; describe how to change sounds):</u> - Tambourine (tambour) - Drum</p> <p><u>Core Song to learn:</u> - London’s Burning</p> <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> - Perform (sing and play) with increasing control and an awareness of some musical elements (dynamics; rhythm; beat; ostinato). - Identify the pulse in different music and respond physically; begin to group beats in threes (identify strongest beat) - Recall short sequences or patterns; tap the rhythm of words; echo 3 beat rhythms on instrument; begin to represent patterns with stick notation (crotchets, quavers, rests); make own patterns - Record, evaluate and improve our performances 	<p><u>KS1 Spring 2 Holidays</u> Music Express Seasons resources for Y1/ Y2 and Storytime (Y1)</p> <ul style="list-style-type: none"> • Explore sounds and learn how music can be used to tell a story. Identify musical elements; participate in a group performance; deepen understanding of pitch. <p><u>Music/Genre to listen to:</u> - Classical (Orchestral): Carnival of the animals (Cuckoo) Saint Saens</p> <p><u>Instruments to become familiar with (describe their sounds; play musically; describe how to change sounds):</u> - Glockenspiel</p> <p><u>Core Song to learn:</u> - Round the Seasons</p> <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> - Listen and describe music and its images using: high/low; loud/quiet; fast/slow; thoughts/feelings - Follow and respond physically to pitch change (high – middle -low) in short melodic phrases (including matching voices/tuned percussion to graphic notation) - Experiment with instrument timbres (incl. voice) and representing them with graphics - Perform (sing and play) with increasing pitching control and an awareness of some musical elements (pitch; tempo; dynamics; duration). - Record, evaluate and improve our performances 	<p><u>KS1 Summer 2 Our Wonderful world (Local History Olympics)</u> Music Express Machines Y1 and Water for Y1/2 .</p> <ul style="list-style-type: none"> • Develop a sense of a steady beats using their own bodies. • Respond to music and play rhythm percussion on body percussion and instruments. • Explore tempo and control tempo when playing and singing • Create a class composition which describes the water sounds <p><u>Music/Genre to listen to (describe their sounds; play musically; describe how to change sounds):</u> - Classical (Orchestral): Carnival of the animals (Aquarium) Saint Saens</p> <p><u>Instruments to become familiar with:</u> - Two tone block</p> <p><u>Core Song to learn:</u> - Row, Row, Row your boat</p> <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> - Identify the pulse in different music; recognise, play and control changes in tempo; begin to group beats in twos/fours - Recall short sequences or patterns; tap the rhythm of words; begin to represent patterns with stick notation (crotchets, quavers, rests); make own patterns - Listen and describe music and its images using: high/low; loud/quiet; fast/slow; thoughts/feelings - Experiment with instrument timbres (incl. voice), matching them to sounds, representing them with graphics. Make short sequences using symbols

<p><u>LKS2 Autumn 1 Climate and weather/The Stone Age</u> Music Express: Environment (Y3/4)</p> <ul style="list-style-type: none"> recognise how sound sources can be used expressively and be combined to create music in response to a stimuli. To perform and compose parts of songs, accompany with an ostinato Focus on Christmas performance <p><u>Music/Genre to listen to:</u></p> <ul style="list-style-type: none"> Vivaldi – Spring – Four Seasons Vaughan Williams Antarctic Symphony Maxwell Davies Antarctic Symphony <p><u>Instruments to become familiar with (describe their sounds; play musically; describe how to change sounds):</u></p> <ul style="list-style-type: none"> Violin (string family – legato/staccato through arco/pizzicato) Tambour/tambourine <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> Christmas song according to celebration in church <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> Sing and perform rhythmically straightforward parts (minims, crotchets). Compose music in pairs/small groups to create a specific mood; select appropriate instruments for different sound qualities (TIMBRES) Identify and control different ways instruments make sounds. Combine sounds to create TEXTURES. Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. Listen with attention to detail. Express song meanings through lyrics. 	<p><u>LKS2 Spring 1 Bronze Age and Iron Age</u> Music Express: In the Past (y3 and Y4)</p> <ul style="list-style-type: none"> Focus on pitch and notation and explore music from different eras. Compose their own fanfare using their knowledge of pitch and rhythm. <p><u>Music/Genre to listen to:</u></p> <ul style="list-style-type: none"> Gregorian Chant O Beata Infantia <p><u>Instruments to become familiar with (describe their sounds; play musically; describe how to change sounds):</u></p> <ul style="list-style-type: none"> Trumpet Glockenspiel <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> Let’s Dance (1960’s pop) <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> Describe, compare and evaluate music from different eras. Understand how venue, occasion and purpose affects the way music is created, performed and heard. Use graphic and basic stave notation to illustrate the shape of melodies. Compose music in pairs - and small groups to create a specific mood; select and sequence pitches (limited range) to create melodic phrases; explore repeated patterns. 	<p><u>LKS2 Summer 1 – Our Local area (Industrial Revolution) and Coasts</u> Music Express: Our community (y5)</p> <ul style="list-style-type: none"> To understand metre; compose lyrics demonstrating this using backing track. To perform a song from our musical heritage; extend an arrangement and explore accompaniments <p><u>Music/Genre to listen to:</u></p> <ul style="list-style-type: none"> Jerusalem: Hubert Parry <p><u>Instruments to become familiar with (describe their sounds; play musically; describe how to change sounds):</u></p> <ul style="list-style-type: none"> Organ (comparison to piano from KS1) maracas <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> Lean on me; Bill Withers <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> Describe, compare and evaluate music from different eras using appropriate vocabulary; listen with attention to detail. Sing/perform with increasing confidence, fluency, expression and technique. Demonstrate an understanding of metre; conduct in different metres.
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In Spring and Summer of both cycles children have a half term of instrumental lessons on the Ocarina
Play and perform in solo and ensemble contexts using voices and instruments (ocarinas) with increasing accuracy and fluency:

- Internalise short melodies and play these on pitched instruments (play by ear), copying stepwise melodic phrases.
 - Play new pieces from staff notation using a small range.
- Keep in time on an instrument, performing a repeated pattern to a steady pulse.
- Apply word chants to rhythms; understand how to link one syllable per note.
- Introduce and understand the difference between crotchets and paired quavers.
- Perform rhythmically straightforward parts (minims, crotchets and quavers).
- Maintain own part with some awareness of how different parts fit together.
 - Contribute to a class performance; suggest and make improvements.

Core Song to learn (Cycle 1): Alphabet song
Core Song to learn (Cycle 2): Walk with me

<p><u>LKS2 Autumn 2 Ancient Egyptians</u></p> <ul style="list-style-type: none"> Identify dynamics and texture (and gradual changes) within these through listening, performing and composing. Explore the harmonic minor scale with its characteristic “middle eastern” sound. Listen to a range of “Egyptian-inspired” music. Focus on Christmas performance <p><u>Music/Genre to listen to:</u></p> <ul style="list-style-type: none"> The Bell (from Tubular Bells II); Mike Oldfield Gamelan music of Indonesia <p><u>Instruments to become familiar with (describe their sounds; play musically; describe how to change sounds):</u></p> <ul style="list-style-type: none"> Glockenspiel claves <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> Christmas song according to celebration in church. <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. Listen with attention to detail. Identify and control different ways instruments make sounds; combine sounds to create textures; create and combine repeated patterns. Capture and record creative ideas using graphic symbols Express song meanings through lyrics. 	<p><u>LKS2 Spring 2 Roman Britain</u> Poetry: Music Express y4</p> <ul style="list-style-type: none"> To perform poetry with musical intention, exploring the human voice. To develop a sense of pulse and rhythm. <p>Singing French: Music Express y3</p> <ul style="list-style-type: none"> To perform songs in French showing an understanding of pitch and musical shape. <p><u>Music/Genre to listen to:</u></p> <ul style="list-style-type: none"> Bolero: Ravel <p><u>Instruments to become familiar with (describe their sounds; play musically; describe how to change sounds):</u></p> <ul style="list-style-type: none"> Recorder woodblock <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> Frere Jacques <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> Sing with increasing confidence, fluency and expression; be aware of correct posture and technique. Use graphic and basic stave notation to illustrate the shape of melodies. Identify rhythmic patterns and repetitions of sounds/patterns. Identify how pieces (poems) are structured and accompanied. 	<p><u>LKS2 Summer 2 Ancient Civilisations</u> Time: Music Express y3&4</p> <ul style="list-style-type: none"> To understand metre through performing, listening and improvising. <p>Sounds: Music Express y4</p> <ul style="list-style-type: none"> To identify different well-known instruments. To use voices to create a percussion backing. <p><u>Music/Genre to listen to:</u></p> <ul style="list-style-type: none"> Spirituals (when the saints/swing low/I’m gonna sing/this train) In the mood – swing band music Carillon: Bizet <p><u>Instruments to become familiar with (describe their sounds; play musically; describe how to change sounds):</u></p> <ul style="list-style-type: none"> Piano Guero <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> When the saints <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised. Improvise on a limited range of pitches, making decisions about structure. Use voices to create and control sounds including tempo and dynamics. Identify rhythmic patterns, instruments and repetitions of sound/pattern. Sing partner songs and rounds with increasing confidence, fluency and expression.
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<p><u>UKS2 Autumn 1 Changes in our local environment/Anglo Saxons</u> At the movies: Music Express y5</p> <ul style="list-style-type: none"> • Explore music from 1920s animated films to present day movies, including how music determines mood/atmosphere. • Pupils will use different musical elements in a composition-based unit of work. • Explore graphic representations of musical sound effect; develop musical imagination through experimenting/improvising (Mickey Mousing) • Learn techniques for creating soundtracks/film scores; compose their own movie music. <p><u>Music/Genre to listen to:</u></p> <ul style="list-style-type: none"> - Excerpts from Disney's Fantasia <p><u>Instruments to become familiar with (describe their sounds; play musically; describe how to change sounds):</u></p> <ul style="list-style-type: none"> - Violin - Cymbals <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Christmas song according to celebration in church. <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> - Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo, timbre, duration, structure, dynamics; analyse/comment on the effectiveness of how sounds, and images are used to create different moods. - Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures – exploring a ternary piece with musical contrasts) - Capture and record creative ideas using graphic symbols, rhythm notation, time signatures and staff notation. 	<p><u>UKS2 Spring 1 Europe a study of the alpine region/The Vikings</u> Keeping healthy: Music Express y5</p> <ul style="list-style-type: none"> • Explore tempi and speeds of music. • Sing and perform different songs; transfer melodies to a tuned instrument. • Learn about, and perform, the chromatic scale; use as an accompaniment. <p><u>Music/Genre to listen to:</u></p> <ul style="list-style-type: none"> - Gospel; Dry Bones - Chariots of fire theme tune (1924 Olympics) <p><u>Instruments to become familiar with (describe their sounds; play musically; describe how to change sounds):</u></p> <ul style="list-style-type: none"> - Xylophone - Glockenspiel <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Body-popping skeleton <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> - Sing a broad range of songs, in different metres (and syncopation) with a sense of ensemble and performance; pay attention to diction, phrasing and musical expression; control breathing, posture and sound projection. - Create different vocal effects when singing. - Recognise different tempi and identify musical features; scale, chromatic, drone, ostinato. - Fit different rhythmic patterns together; maintain own part with awareness of pulse. Record ideas using basic rhythm notation. - Improvise freely over a drone using tuned percussion (or ocarinas), responding to the beat. 	<p><u>UKS2 Summer 1 Journeys Trade/ Roman Britain to 1066</u> Water music; Music Connections</p> <ul style="list-style-type: none"> • Listen to, perform and compose music inspired through water. • Explore the concept of melodic shape, identifying step and leap movement. <p><u>Music/Genre to listen to:</u></p> <p>Smetana: Vltava Debussy: La Mer</p> <p><u>Instruments to become familiar with (describe their sounds; play musically; describe how to change sounds):</u></p> <ul style="list-style-type: none"> - Guitar - maracas <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Song for leavers' assembly in church. <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> - Identify how music reflects different intentions, time and place; understand how this influences how music is created, performed and heard. - Develop a broad understanding of music from different styles and genres (year-long target). - Compose a melody demonstrating step and leap. Record ideas using basic staff notation.
<p>In both cycles children have a half term of instrumental lessons on the Ocarina</p> <p>Play and perform in solo and ensemble contexts, using voices and instruments (Ocarinas) with increasing accuracy, fluency, control and expression:</p> <ul style="list-style-type: none"> ○ Play a melody (developing confidence up to a 4 bar phrase) from staff notation within an octave range (make links to scale), making decisions about dynamic range. <ul style="list-style-type: none"> ○ Understand how triads are formed and accompany a melody with block chords or a bassline (make links to arpeggio). <ul style="list-style-type: none"> ○ Develop the skill of playing by ear, copying longer phrases. ○ Develop understanding of rhythmic notation; semibreves, minims, crotchets, paired quavers, semiquavers and rests. <ul style="list-style-type: none"> ○ Understand the difference between 2, 3 and 4 time signatures. ○ Read and play short rhythmic phrases at sight developing confidence to a variety of rhythmic notation. ○ Be aware of other parts when playing a layered piece and be aware of own role; solo, leading, providing rhythmic support. <ul style="list-style-type: none"> ○ Refine and improve their own and each other's work. ○ Perform with an awareness of audience, venue and occasion <p><u>Core Song to learn (Cycle 1): Jingle Bells</u></p> <p><u>Core Song to learn (Cycle 2): Swinging and sliding</u></p>		
<p><u>UKS2 Autumn 2 South America – the Amazon – Maya Civilisation</u> Solar System: Music Express y5</p> <ul style="list-style-type: none"> • Learn how music can be used to achieve atmospheric moods; become familiar with excerpts from 'The Planets' by Gustav Holst • Perform and combine ostinato patterns representing different planets. • Create their own music (soundscapes) with ostinati and other features (tempo, dynamics, instrumentation). • Learn a song/rap about the sun. <p><u>Music/Genre to listen to:</u></p> <ul style="list-style-type: none"> - Holst: The Planets <p><u>Instruments to become familiar with:</u></p> <ul style="list-style-type: none"> - Flute - tambour/tambourine <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Christmas songs according to celebration in church. <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> - Analyse/comment on the effectiveness of how sounds are used to create different moods; describe the effect of different combinations of pitch using concord/discord. - Create music with multiple sections (ostinati) which include repetition and contrast. Record ideas using basic rhythm notation. - Create different vocal effects when singing and rapping; sing with clear diction and musical expression. 	<p><u>UKS2 Spring 2 Protecting the environment/Ancient Greeks</u> Ancient Greece: Music Connections</p> <ul style="list-style-type: none"> - Perform, compose and sing music in triple time (incl 3 or 4 part rounds). - Identify and use the pentatonic scale; compose/perform rhythms. - Explore leitmotifs; composing own (with sound effects) for a Greek god/goddess. <p><u>Music/Genre to listen to:</u></p> <ul style="list-style-type: none"> - Waltz music (eg; Blue Danube, Strauss) to illustrate triple time. - Steel Drum music (calypso) <p><u>Instruments to become familiar with (describe their sounds; play musically; describe how to change sounds):</u></p> <ul style="list-style-type: none"> - Clarinet - claves <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Music is fun <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> - Demonstrate how combined musical elements can be organised to communicate different moods and effects; compose using appropriate musical features (leitmotif/melody, rhythm, pentatonic scale). Record ideas using basic rhythm and staff notation. - Appraise own work by comparing/contrasting with others using key elements. - Sing/play 3 or 4 part rounds. 	<p><u>UKS2 Summer 2 Our World in the future/ The Battle of Britain</u> World War II: Music Connections</p> <ul style="list-style-type: none"> - Identify the changing styles in music over the decades since the 1930's. - Learn and accompany singing games. - Learn/revisit the chromatic scale; use it to compose siren music and soundscapes. <p><u>Music/Genre to listen to:</u></p> <ul style="list-style-type: none"> - We'll meet again: Vera Lynn - Big band/swing music (Glenn Miller) <p><u>Instruments to become familiar with (describe their sounds; play musically; describe how to change sounds):</u></p> <ul style="list-style-type: none"> - Saxophone - guiro <p><u>Core Song to learn:</u></p> <ul style="list-style-type: none"> - Song for leavers' assembly in church <p><u>Core knowledge :</u></p> <ul style="list-style-type: none"> - Describe, compare and evaluate different types of music using appropriate musical vocabulary; describe pitch using concord/discord. - Sing a range of songs with a sense of ensemble and purpose; control breathing, posture and sound projection, and show an understanding of expression and phrasing. - Compose using the chromatic scale to create a desired effect. Record ideas using basic rhythm and staff notation.