

## Music Subject Skeleton Overview

**“Music is a more potent instrument than any other for education, because rhythm and harmony find their way into inward places of the soul.” Plato**



### Essential Knowledge

| Music Overview   |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                            |
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|                  | Autumn 1                                                                                                                                                                                                                                                                       | Autumn 2                                                                                                                                                                                                                                                                                                      | Spring 1                                                                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                              | Summer 1                                                                                                                                                                                                                                                                                                                               | Summer 2                                                                                                                                                                                                                   |
| Christian Values | FORGIVENESS                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                               | PERSEVERANCE                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                       | RESPECT                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                            |
|                  | FRIENDSHIP                                                                                                                                                                                                                                                                     | TRUTHFULNESS                                                                                                                                                                                                                                                                                                  | WISDOM                                                                                                                                                                                                                                                                                                                             | COMPASSION                                                                                                                                                                                            | JUSTICE                                                                                                                                                                                                                                                                                                                                | RESPONSIBILITY                                                                                                                                                                                                             |
| EYFS             | <b>Exploring Sound &amp; Harvest Service</b><br><br>Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.                    | <b>Celebration Music &amp; Nativity Performance</b><br><br>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.                                                                                                                  | <b>Music and Movement</b><br><br>Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.                                                                                                                                                | <b>Musical Stories &amp; Easter Service</b><br><br>Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music. | <b>Transport</b><br><br>Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.                                                                                                                                                    | <b>Big Band</b><br><br>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience. |
| Y1               | <b>Keeping the Pulse – My Favourite Things</b><br><br><b>Tempo – Snail and Mouse</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>Notation is read from right to left.</li> <li>Pictorial representation of rhythm show sounds and rests.</li> </ul> | <b>Tempo - Snail and Mouse (+ Nativity performance)</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>That sound can help tell a story.</li> <li>That an instrument or voice can be played at different speeds. (Tempo)</li> <li>That pulse can be fast and slow. (Tempo)</li> </ul> | <b>Dynamics – Seaside</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>Sections of music can be described as loud, quiet or silent and the meaning of these terms. (Dynamics).</li> <li>Music notation is read from left to right.</li> <li>The names of three instrument from Group A and B.</li> </ul> | <b>Sound Patterns – Fairy Tales</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>Sections of music can be described as loud, quiet or silent (dynamics).</li> </ul>         | <b>Pitch – Superheroes</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>Sounds within music can be described as high or low and this is called 'pitch'.</li> <li>In all pictorial representations of music, symbols higher up the page are higher sounds and those further down are lower sounds.</li> </ul> | <b>Dynamics - The Seaside</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>the names of up to three instruments in Group A and B.</li> <li>that notation is read from left to right.</li> </ul>  |

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| <b>Y2</b> | <b>Instruments – Musical Storytelling</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>Sections of music can be described as fast or slow (tempo).</li> <li>Sections of music can be described as loud or soft or silent (dynamics).</li> <li>Sections of music can be described as high or low (pitch).</li> </ul> | <b>Call and Response - Animals</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>names of up to three instruments from Group A &amp; B</li> <li>that dynamics can change the effect a sound has on the audience.</li> <li>That dynamics means loud/quiet.</li> <li></li> </ul>                                                                                 | <b>Singing – On This Island</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>Sections of music can be described as fast or slow and the meaning of these terms. (Tempo)</li> <li>Sections of music can be described as loud, quiet or silent and the meaning of these terms. (Dynamics)</li> <li>Sounds within music can be described as high or low sounds and the meaning of these terms. (Pitch)</li> <li>Notation is read from left to right.</li> </ul> | <b>Contrasting Dynamics - Space</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>Sections of music can be described as fast or slow and the meaning of these terms. (Tempo)</li> <li>Sections of music can be described as loud, quiet or silent and the meaning of these terms. (Dynamics)</li> <li>In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</li> <li>Pictorial representations of rhythm show sounds and rests.</li> </ul> | <b>Structure – Myths and Legends</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>Pictorial representations of rhythm show sounds and rests.</li> </ul>                                                                                                                                                                                                                               | <b>Pitch – Musical Me</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>Notation is read from left to right.</li> <li>In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</li> <li>Sounds within music can be described as high or low sounds and the meaning of these terms. (Pitch)</li> </ul> |
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| <b>Y3</b> | <b>Ballads</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that a ballad tells a story through song.</li> <li>that lyrics are the words of a song.</li> <li>that in a ballad, a 'stanza' is a verse.</li> </ul>                                                                                                    | <b>Creating Compositions - Mountains</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that the timbre of instruments played affect the mood and style of a piece of music.</li> <li>that an ensemble is a group of musicians who perform together.</li> <li>that to perform well, it is important to listen to the other members of your ensemble.</li> </ul> | <b>Pentatonic Melodies and Composition – Chinese New Year</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that the word 'crescendo' means a sound getting gradually louder.</li> <li>To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</li> <li>To understand that a pentatonic melody</li> </ul>                                                                                                    | <b>Traditional Instruments and Improvisation - India</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</li> <li>that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.</li> <li>that a 'rag' is the tune in traditional Indian music, and is often</li> </ul>                                                                                                             | <b>Developing singing techniques – Vikings</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</li> <li>Different notes have different durations and crotchets are worth one whole beat.</li> <li>That 'reading' music means using how the written note symbols</li> </ul> | <b>Jazz</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that 'syncopation' means a rhythm that is played off the natural beat.</li> <li>that Ragtime is piano music that uses syncopation and a fast tempo.</li> <li>that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.</li> </ul>                                     |

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|    |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | uses only the five notes C D E G A.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>played on a stringed instrument called a 'sitar'.</p> <ul style="list-style-type: none"><li>that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.</li><li>that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</li></ul>                                                                                                                                                     | <p>look and their position to know what notes to play.</p> <ul style="list-style-type: none"><li>That written music tells you how long to play a note for.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>that 'scat singing' is using made-up words to create the sound of an instrument playing.</li></ul> |
| Y4 | <p><b>Instrumental Tuition (Berkshire Maestros)</b></p> <p><b>Pupils will know:</b></p> <ul style="list-style-type: none"><li>How to play the instrument</li><li>How to read musical notation.</li><li>How to follow a conductor when performing.</li></ul> | <p><b>Adapting and transposing motifs - The Romans</b></p> <p><b>Pupils will know:</b></p> <ul style="list-style-type: none"><li>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</li><li>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li><li>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</li></ul> | <p><b>Body and tuned percussion - Rainforests</b></p> <p><b>Pupils will know:</b></p> <ul style="list-style-type: none"><li>that deciding the structure of music when composing can help us create interesting music with contrasting sections.</li><li>that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</li><li>that a 'loop' in music is a repeated melody or rhythm.</li><li>that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</li></ul> | <p><b>Changes in pitch, tempo and dynamics - Rivers</b></p> <p><b>Pupils will know:</b></p> <ul style="list-style-type: none"><li>When you sing without accompaniment it is called 'a cappella'.</li><li>Harmony means playing two notes at the same time that usually sound good together.</li><li>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</li><li>'Performance directions' are words added to musical notation to tell the performers how to play.</li></ul> | <p><b>Rock and Roll</b></p> <p><b>Pupils will know:</b></p> <ul style="list-style-type: none"><li>that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.</li><li>that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</li><li>that playing in time means all performers playing together at the same speed.</li><li>that playing 'in time' requires playing the</li></ul> |                                                                                                                                          |

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| <b>Y5</b> | <b>Composition notation - Ancient Egypt</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that simple pictures can be used to represent the structure (organisation) of music.</li> <li>that a slow tempo and a minor key (pitch) can be used to make music sound sad.</li> <li>that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</li> </ul> | <b>Blues</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that a chord is the layering of several pitches played at the same time.</li> <li>that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</li> <li>that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</li> <li>that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</li> <li>that a chord is the layering of several pitches played at the same time.</li> </ul> | <b>South and West Africa</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</li> <li>that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</li> <li>that major chords create a bright, happy sound.</li> <li>that poly-rhythms means many rhythms played at once.</li> </ul> | <b>Composition to represent the festival of colour - Holi festival</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that a vocal composition is a piece of music created only using voices.</li> <li>that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.</li> <li>that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</li> <li>that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</li> </ul> | <b>Looping and Remixing</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.</li> <li>that a loop is a repeated rhythm or melody, and is another word for ostinato.</li> <li>that remix is music that has been changed, usually so it is suitable for dancing to.</li> </ul> | <b>Musical Theatre</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that musical theatre includes both character and action songs, which explain what is going on and how characters feel.</li> <li>that choreography means the organisation of steps or moves in a dance.</li> <li>that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.</li> </ul> |
| <b>Y6</b> | <b>Songs of WWII</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.</li> <li>that the Solfa syllables represent the pitches in an octave.</li> </ul>                                                                                                                                       | <b>Dynamics, Pitch and Texture - Coast: Fingall's Cave by Mendelssohn</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that the conductor beats time to help the performers work well together.</li> </ul>                                                                                                                                                                                                                                                                                                                                  | <b>Theme and Variation - Pop Art</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that a 'theme' is a main melody in a piece of music.</li> <li>that 'variations' in music are when a main melody is changed in some way throughout the piece.</li> </ul>                                                                                                                                                                                                           | <b>Film Music</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that a film soundtrack includes the background music and any songs in a film.</li> <li>that 'major' key signatures use note pitches that sound cheerful and upbeat.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              | <b>Baroque</b><br><br><b>Pupils will know:</b> <ul style="list-style-type: none"> <li>that music in which very similar parts are introduced one by one to overlap is called a canon.</li> <li>that a canon is a musical structure or 'form' in which an opening melody is</li> </ul>                                                                                                                                                                | <b>Performance – Musical Theatre</b><br><br><b>Pupils will be able to:</b> <ul style="list-style-type: none"> <li>Listen appreciatively and attentively to my peers</li> <li>Use dynamics and expression to make my performance more interesting.</li> </ul>                                                                                                                                                                                           |

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|  | <ul style="list-style-type: none"> <li>that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</li> <li>that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li> </ul> | <ul style="list-style-type: none"> <li>that improvisation means making up music 'on the spot'.</li> <li>that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</li> <li>that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</li> </ul> | <p>that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</p> <ul style="list-style-type: none"> <li>that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</li> </ul>  | <ul style="list-style-type: none"> <li>that 'minor' key signatures use note pitches that can suggest sadness and tension.</li> <li>that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</li> </ul> | <p>imitated by one or more parts coming in one by one.</p> <ul style="list-style-type: none"> <li>that a 'polyphonic' texture means lots of individual melodies layered together, like a canon.</li> <li>that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</li> <li>that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li> </ul> | <ul style="list-style-type: none"> <li>Sing the melody and harmonies (where appropriate).</li> </ul> |
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