

Music at Holy Trinity CE Primary

“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

Our curriculum **intent for Music** is that every child will:



- Be engaged and inspired to develop a love of music
- Develop their self- confidence, creativity and sense of achievement
- Perform, compose, listen and appraise music across a wide range of historical periods and genres
- Have an opportunity to learn a musical instrument
- Learn to sing with confidence and use their voices to create music on their own and with others
- Develop an understanding of the history of music, knowing about great musicians and their contributions.
- Understand and explore how music is created, produced and communicated

At Holy Trinity, we believe that music is a vital part of the children's education and imperative for developing children's creativity, self- confidence, social and personal development as well as their language skills. Music is used to unite the school, providing many opportunities for children to perform together, share their talent and develop self-confidence. We provide positive learning experiences which are enjoyable, rewarding and aim to develop every child's sense of achievement. We generate an environment which is supportive and flexible to allow for creativity and self-expression.

Implementation of the Music Curriculum at Holy Trinity

Music is taught through the topic of each term and we use **Kapow** to support our teaching. We offer pupils in Year 4 the opportunity to learn a musical instrument through Berkshire Maestros organisation. All pupils are given the opportunity to sing/ perform in class assemblies as well as Harvest and Easter services. EYFS and KS1 perform their own nativity every year and KS2 present a Christmas carol service at the Holy Trinity Church. Year 6 perform their end of year show which is supported by Years 4 and 5.

Singing

Each class from EYFS to year 6 has a weekly singing assembly providing all pupils with the opportunity to listen, sing, compose, perform and appraise music. Children are encouraged to share their musical talents by playing and performing to the school in solo and ensemble contexts.

The Impact of the Music Curriculum at Holy Trinity

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Their achievements are celebrated in our Big Music Book and displays around the school.

At Holy Trinity Primary School, we seek to ensure a strong musical culture where children are fostering a love and passion for music and their belief and are living our vision of being happy and doing good.

How does Music fit into our School Vision?



Music links/actions:

- Positive learning experiences are enjoyable, rewarding and aim to develop children's self- confidence and sense of achievement
- Music is used to unite the school providing many opportunities for children to perform in solo and ensemble contexts and showcase their musical talents
- Provide pupils with opportunities to listen to a range of high level live and recorded music
- Explore more opportunities to utilise music for SEND/SALT pupils
- Provide music CPD for staff
- Ensure music resources are available and of a standard to allow staff to teach high quality music lessons
- Explore ways that music can be used to develop staff well-being
- Charanga scheme is used to support teaching
- Ensure pupils have access to high quality musical instruments
- Ensure pupils have access to high quality live and recorded music
- Explore ways of sourcing a range of high level instruments to engage and inspire pupils
- Continue link with Holy Trinity Church, performing various services
- Continue link with Lynwood House and Sunningdale lights
- Berkshire Maestros provide high quality instrument lessons
- Build links with music leaders across the local cluster
- Link with Charters to enquire about specialised teaching and musical resources
- Explore opportunities for additional cultural events

Holy Trinity Overview for Music

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
EYFS	Pupils will know: • That we can move with the pulse of the music. • That the words of songs can tell stories and paint pictures. • To sing or rap nursery rhymes and simple songs from memory. • Songs have sections. • A Performance is sharing music.										
	Exploring Sound & Harvest Service 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.		Celebration Music & Nativity Performance Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.		Music and Movement 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.		Musical Stories & Easter Service 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.		Transport Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.		Big Band 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.
PROGRESSION IN KNOWLEDGE IN MUSIC											
Substantive Knowledge This is the factual information and concepts pupils learn that can be clearly stated or 'declared.' It includes: • Being able to name musical instruments and their characteristics. • Understanding musical terminology, such as pitch, tempo, rhythm etc. • Naming symbols used in musical notation and what they represent. • Knowing about musical styles and genres and their cultural and historical background. • Knowing about significant figures in music. This type of knowledge is most often developed in our 'Listening and evaluating and 'Notation' strands.				Procedural Knowledge Playing music is a skill, but to be able to competently perform that skill, musicians undoubtedly have many elements of procedural knowledge such as: • How to hold the instrument correctly. • How to produce different sounds with the instrument. • How to read the notation in front of them. • How to play a melody in time. There is a crossover between tacit and procedural knowledge - to some extent this procedural knowledge may be gained instinctively but it may not, or it may need refining, and our curriculum details when procedural knowledge will be explicitly taught to pupils.				Tacit Knowledge Much of the knowledge gained in music learning is gained through experience of music and informal listening, not through direct instruction. Tacit knowledge can be both substantive or disciplinary and includes: • Developing a natural sense of rhythm and melody, demonstrated by an ability to clap along to the pulse of the music. • Learning how to hold instruments through hands-on experience. • Understanding pitch and tone in singing through practise and imitation. • Instinctively moving to music, showing an understanding of rhythm and expression through their bodies.			

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Procedural knowledge is most often developed in our 'Creating Sound' 'Improvising and Composing' and 'Performing' strands.

- Understanding that music can evoke feelings, by listening and reacting to different types of music.

In our music curriculum, there are many opportunities for pupils to develop this tacit knowledge. In EYFS and Key Stage 1, children are encouraged to explore instruments, sound and emotions and as they develop musically, this tacit knowledge is refined with more explicit instruction.

Tacit knowledge is most often developed in our 'Listening and evaluating', 'Creating sound' and 'Improvising and composing' strands where pupils develop an intuitive understanding of music.

These five strands run through the curriculum:

Listening & Evaluating	Creating Sound	Notation	Improvising and Composing	Performing – Singing and Playing
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Inter-related dimensions of music through the curriculum:

Pitch	Duration (including pulse & rhythm)	Dynamics	Tempo	Timbre	Texture	Structure	Appropriate musical notation
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Year 1 Music Knowledge Organisers

	Keeping the Pulse - My Favourite Things Tempo – Snail and Mouse	Tempo - Snail and Mouse (+ Nativity performance)	Dynamics - The Seaside	Sound Patterns - Fairy Tales	Pitch - Superheroes	Musical Symbols – Under the Sea
Year 1	End Task: to demonstrate the understanding of pulse through performance. Pupils will know: • Notation is read from right to left. • Pictorial representation of rhythm show sounds and rests. Pupils will be able to: • Clap the rhythm of their name in time to the pulse	End Task: Nativity Performance. Pupils will know: • That sound can help tell a story. • That an instrument or voice can be played at different speeds. (Tempo) • That pulse can be fast and slow. (Tempo) Pupils will be able to: • Recognise basic tempo changes.	End Task: Use percussion, body sounds and vocal to represent the seaside. Pupils will know: • the names of up to three instruments in Group A and B. • that notation is read from left to right. Pupils will be able to: • Talk about tempo, dynamics, and pitch of the music. • Use instruments to create a sound scape.	End Task: Create a rhythmic pattern to a familiar fairy tale. Pupils will know: • Sections of music can be described as loud, quiet or silent (dynamics). Pupils will be able to: • Begin to articulate how a piece of music makes them feel. • Recognise simple repeating patterns in music.	End Task: To compose a simple tune to represent a superhero. Pupils will know: • Sounds within music can be described as high or low and this is called 'pitch'. • In all pictorial representations of music, symbols higher up the page are higher sounds and those further down are lower sounds. Pupils will be able to:	End Task: to perform as part of a group to demonstrate dynamics, pitch and rhythm. Pupils will know: • the names of up to three instruments in Group A and B. • that notation is read from left to right. Pupils will be able to: • Move to reflect a character. • Create sounds to reflect a character

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- Tap in time to the pulse. - Sing a rhythm in time with the pulse. - Keep the pulse while playing a rhythm on an instrument. - Follow instructions during a performance. - Sing and perform a song for Harvest Festival Key Vocabulary: - Pulse/Beat - Rhythm	- Describe the differences between two pieces of music. - Listen to and repeat short rhythmic patterns. - Sing short songs from memory. Key Vocabulary: - Beat - Fast - Singing voice - Slow - Speaking voice - Warm up	Key Vocabulary: - Dynamics - Pitch - Rest - Sound pattern - tempo	- Control the dynamics of an instrument depending on the force that the instrument is played with. - Use instruments creatively to create a soundscape. - Begin to understand how to play different sounds on pitched instruments. Key Vocabulary: - Sound pattern - Dynamics - Instrument - Soundscape - Symbol - Volume - Loud - Quiet - Silent	- Recognise simple patterns and repetition in pitch. - Talk about the pitch of the music using 'high' and 'low'. - Reading different types of notation and understanding they are read by moving your eyes left to right as the sound occurs. - Experiment with loud, soft, high and low sounds. Key Vocabulary: - High - Low - Pattern - Performance - Pitch - tempo	- Move at a speed that reflects the tempo of the audio. - Respond to dynamic changes without prompting. - Demonstrate a sound pattern correctly to a pulse. - Sing and play high and low sounds. - Read symbols representing high and low sounds correctly. - Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these. Key Vocabulary: - Dynamics - Pitch - Rest - Sound pattern - tempo
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Year 2 Music Knowledge Organisers

Year 2	Instruments – Musical Storytelling	Call and Response - Animals + Nativity Performance	Singing – On This Island	Contrasting Dynamics - Space	Structure – Myths and Legends	Pitch – Musical Me
	End Task: to perform a composition showing changes in tempo and dynamics. Pupils will know: - Sections of music can be described as fast or slow (tempo). - Sections of music can be described as loud or soft or silent (dynamics).	End Task: To create and perform sound patterns based on call and response. Pupils will know: - names of up to three instruments from Group A & B - that dynamics can change the effect a	End Task: children learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city. Pupils will know: Sections of music can be described as fast or slow and the meaning of these terms. (Tempo)	End Task: Perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics. Pupils will know: Sections of music can be described as fast or slow and the meaning of these terms. (Tempo)	End Task: Create a group composition shoeing rhythms and rests. Pupils will know: Pictorial representations of rhythm show sounds and rests. Pupils will be able to:	End Task: To compose, complete notation (using a 3 lined staff) and perform a song. Pupils will know: - Notation is read from left to right. - In all pictorial representations of music, representations further up the page

- Sections of music can be described as high or low (pitch). Pupils will be able to: - Identify sections of the music where the tempo changes - Describe sections of music as fast or slow - Describe dynamics as loud or soft - Suggest appropriate musical dynamics or tempo changes for different scenes in the story. - Work and perform as part of a group. Key Vocabulary: - Dynamics - Encore - Instrumental sound - Sound effect - tempo	sound has on the audience. - That dynamics means loud/quiet. Pupils will be able to: - Listen with concentration to short pieces of music - Begin to explain why music has a certain effect on them. - Recognise and repeat simple patterns and repetition in rhythm - Perform as a group keeping time with the beat. Key Vocabulary: - Call and response - Dynamics - Sound pattern	- Sections of music can be described as loud, quiet or silent and the meaning of these terms. (Dynamics) - Sounds within music can be described as high or low sounds and the meaning of these terms. (Pitch) - Notation is read from left to right. Pupils will be able to: - Breathe after each phrase in a song when singing. - Use different pitches while singing (high and low notes). - Use sounds creatively to represent a chosen environment. - Perform a composition. - Apply pitch and dynamics to enhance a composition. - Read notation from left to right. Key Vocabulary: - composer - composition - dynamics - inspiration - pitch - tempo - phrase	- Sections of music can be described as loud, quiet or silent and the meaning of these terms. (Dynamics) - In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. - Pictorial representations of rhythm show sounds and rests. Pupils will be able to: - Use their voice to create a variety of sounds. - Use dynamics to create an atmosphere. - Collaborate with peers to contribute to a group soundscape. - Correctly identify changes in dynamics. - Compare two pieces of music using musical vocabulary to describe the changes in dynamics. - Identify and discuss patterns in different pieces of music. - Successfully create and play patterns, notating them. - Create and play a simple pitch pattern accurately. Key Vocabulary: - composer - dynamics - pitch pattern - planet	- Recognise, play and write rhythms with one beats and paired half beats. - Show a rest beat using a silent movement. - Read and follow a structure from left to right. - Add rhythms to a structure to create a beginning, middle and end. - Work well as part of a group, listening to others and respecting their ideas. - Maintain a steady beat. - Use a thinking voice to play rhythms on an instrument. Key Vocabulary: - one-beat notes (crochet) - composition - paired half-beat notes (quaver) - legend - myth - notation - pulse - rest - rhythm - structure - tempo - thinking voice	are higher sounds and those further down are lower sounds. - Sounds within music can be described as high or low sounds and the meaning of these terms. (Pitch) Pupils will be able to: - Move their eyes from left to right to read pitch patterns. - Sing high and low notes including the notes in between. - Play a pattern of high and low notes on an instrument. - Read notation from left to right. - Draw high and low sounds using dots at the top and bottom of a page, respectively. - Recognise when notes stay the same. - Recognise missing notes on a stave. Key Vocabulary: - dot - high - low - musical sentence - notation - phrase - pitch - pitch pattern - stave
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- representation
- soundscape
- tempo

Year 3 Music Knowledge Organisers

Year 3	Ballads End Task: Pupils will write a verse with rhyming words which tell part of a story & perform their lyrics fluently and with actions. Pupils will know: • that a ballad tells a story through song. • that lyrics are the words of a song. • that in a ballad, a 'stanza' is a verse. Pupils will be able to: • Identify the key features of a ballad. • Perform a ballad using actions. • Sing in time and in tune with a song and incorporate actions. • Retell a summary of an animation's story. • Write a verse with rhyming words which tell part of a story. • Perform their lyrics fluently and with actions. Key Vocabulary: • ballad • chorus	Creating Compositions - Mountains End Task: Create a composition for an animation. Pupils will know: • that the timbre of instruments played affect the mood and style of a piece of music. • that an ensemble is a group of musicians who perform together. • that to perform well, it is important to listen to the other members of your ensemble. Pupils will be able to: • Verbalise how the music makes them feel. • Create actions or movements appropriate to each section of a piece of music. • Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.	Pentatonic Melodies and Composition – Chinese New Year End Task: Compose and perform piece of pentatonic melody. Pupils will know: • that the word 'crescendo' means a sound getting gradually louder. • To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. • To understand that a pentatonic melody uses only the five notes C D E G A. Pupils will be able to: • Match their movements to the music explain why they chose these movements. • Accurately notate and play a pentatonic melody. • Play their part in a composition confidently.	Traditional Instruments and Improvisation - India End Task: to compose and perform a piece of music in the style of traditional Indian music Pupils will know: • that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. • that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. • that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'. • 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. • that many types of music from around the world consist of more than one layer of	Developing singing techniques - Vikings End Task: use simple rhythmic notation to compose and perform a Viking battle song. Pupils will know: • The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. • Different notes have different durations and crotchets are worth one whole beat. • That 'reading' music means using how the written note symbols look and their position to know what notes to play. • That written music tells you how long to play a note for. Pupils will be able to: • Move and sing as a team, following the lyrics on the screen.	Jazz End Task: compose and play a jazz piece using swung quavers on a tuned instrument. Pupils will know: • that 'syncopation' means a rhythm that is played off the natural beat. • that Ragtime is piano music that uses syncopation and a fast tempo. • that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. • that 'scat singing' is using made-up words to create the sound of an instrument playing. Pupils will be able to: • Explain what ragtime music is. • Play on the 'off beat' and sing a syncopated rhythm. • Play a call and then improvise a response. • Improvise or compose a scat singing
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Believe • Achieve • Inspire •

- compose - dynamics - emotions - ensemble - facial expressions - features - feelings - instrumentals - lyrics - melody - nonsense words - performance	- Play melodies and rhythms which represent the section of animation they are accompanying. Key Vocabulary: - atmosphere - compose - composition - dynamics - ensemble - influence - in-time - layers - letter notation - listen - timbre - melody - melodic pattern - notation	- Work as a group to perform a piece of music. Key Vocabulary: - accuracy - crescendo - control - composition - dynamics - duration - expression - features - fluency - folk music - glockenspiel - grid notation - harmony - layered melodies	sound; for example a 'tala' and 'rag' in traditional Indian music. Pupils will be able to: - verbalise feelings about music and identify likes and dislikes - read musical notation and the play the correct notes of the rag - improvise along to a drone and a tal - play a rag and a tal accurately alongside a drone Key Vocabulary: - Bollywood - compose - drone - dynamics - harmonium - improvise - Indian flute - lyrics - melodic line - notation - opinion - pitch - rag - repeated rhythm	- Recognise minims, crotchets  and quavers  often by ear and reliably by sight. - Perform rhythms accurately from notation and layer them to create a composition. - Add appropriate sound effects to their performances using untuned percussion. - Join in with the performances confidently, and reasonably in time and tune. - Make suggestions for improving their performance. Key Vocabulary: - accuracy - backing track - beat - body percussion - call and response - composition - co-ordinated - crotchet  - discipline - duration - melody - in-time - in-tune - dynamics	performance with sounds and words. - Compose and play a jazz motif fluently, using swung quavers. - Play a swung rhythm using a tuned percussion instrument. Key Vocabulary: - call and response - improvisation - jazz - motif - off-beat - pitch - Ragtime - rhythm - scat singing - straight quaver - strung quaver - swing music - swung rhythm - syncopated rhythm
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Year 4 Music Knowledge Organisers

Year 4	Instrumental Tuition (Berkshire Maestros) End Task: Perform a piece as a class. Pupils will know: - How to play the instrument - How to read musical notation. - How to follow a conductor when performing. Pupils will be able to: - Play the instrument whilst reading notation. Key Vocabulary: - Pulse - Rhythm - Dynamics - Pitch - Notation - Perform (Plus vocab particular to the specific instrument being learnt)	Adapting and transposing motifs (The Romans) End Task: to combine and perform different versions of a musical motif. Pupils will know: - 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!). - To know that 'transposing' a melody means changing its key, making it higher or lower pitched. - To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. Pupils will be able to: - Learn a new song, singing in time and in tune while following the lyrics. - Identify motifs aurally and play a repeated pattern on a tuned instrument. - Create and performing a motif, notating it with reasonable accuracy. - Transpose their motif, using sharp or flat notes where necessary	Body and tuned percussion (Rainforests) End Task: to compose and perform a piece of music with 4 layers and appropriate structure. Pupils will know: - that deciding the structure of music when composing can help us create interesting music with contrasting sections. - that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. - that a 'loop' in music is a repeated melody or rhythm. - that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. Pupils will be able to: - Identify the structure of a piece of music. - Have an idea as to when there is one layer in a piece of music and when there are two. - Play a sequence in the correct order in time with their partner. - Have two contrasting rhythms being played together.	Changes in pitch, tempo and dynamics (Rivers) End Task: To compose and perform a piece of music based around ostinatos. Pupils will know: - When you sing without accompaniment it is called 'a cappella'. - Harmony means playing two notes at the same time that usually sound good together. - An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. 'Performance directions' are words added to musical notation to tell the performers how to play. Pupils will be able to: - Sing in tune and in harmony with others, with developing breath control. - Explain how a piece of music makes them feel with some use of musical terminology. - Perform a vocal ostinato in time. - Listen to other members of their group as they perform.	Rock and Roll End Task: To play a piece of rock and roll music Pupils will know: - 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. - 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. - that playing in time means all performers playing together at the same speed. - that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. Pupils will be able to: - Perform the hand jive hand actions in sequence and in time with the music. - Sing in tune and perform their actions in time. - Play the notes of the walking bass in the correct sequence.
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		and change the rhythm. - Combine different versions of a musical motif and perform as a group using musical notation. Key Vocabulary: - backing track - bass line - beat - call and response - compose - crotchet  - dotted minim  - flats - graphic notation - in-time - in-tune - key - key signature - loop	- Have two different melodies being played together. - Have a complete piece of music with four different layers with an appropriate structure. Key Vocabulary: - body percussion - combine - compose - contrast - contrasting rhythms - dynamics - inspiration - layers - loop - melody line - organisation - pitch - record - repeated melodies	- Create an ostinato and represent it on paper so that they can remember it. - Create and perform a piece with a variety of ostinatos. Key Vocabulary: - a cappella - ostinato - breath control - cue - diction - directing - dynamics - expression - harmony line - in the round - layer - melody - mood - notation - opinion	- Independently play their part with some awareness of the other performers. Key Vocabulary: - bass line - beat - chorus - dynamics - flat notes - hand jive - in-time - in-tune - notation - originate - pitch - rhythm - rhythmic patterns - rock and roll
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Year 5 Music Knowledge Organisers

Year 5	Composition notation (Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Holi festival)	Looping and Remixing	Musical Theatre
	End Task: To use hieroglyphics and stave notation to write a piece of music. Pupils will know: that simple pictures can be used to represent the structure (organisation) of music.	End Task: improvise with notes form the Blues scale. Pupils will know: - that a chord is the layering of several pitches played at the same time. - that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	End Task: create an 8-beat break to play in a performance. Pupils will know: - that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. - that 'The Click Song' is a traditional song sung	End Task: To work as a group to perform a piece of music. Pupils will know: that a vocal composition is a piece of music created only using voices.	End Task: To create and share their version of the remixed loops they have chosen. Pupils will know: that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.	End Task: Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. Pupils will know: that musical theatre includes both character and action songs, which explain what is going on and how characters feel.

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- that a slow tempo and a minor key (pitch) can be used to make music sound sad. - that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. Pupils will be able to: - Sing in time and in tune with other people and the backing track. - Remember the lyrics to a song. - Identify the structure of a piece of music and match this to non-standard notation. - Improvise their own piece of music. - Play a melody with reasonable accuracy. - Perform with confidence and in time with others. - Compose and play a melody using stave notation. - Contribute meaningfully to the group performance and composition. - Use hieroglyphic notation to show the structure of their piece. Key Vocabulary: - accuracy - backing track - balance - composition - control - crotchet 	- that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. - that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. - that a chord is the layering of several pitches played at the same time. Pupils will be able to: - Name three key features of blues music. - Sing in tune, using vocal expression to convey meaning. - Explain what a chord is and play the chord of C sixteen times. - Play the 12-bar blues correctly. - Play the notes of the blues scale in the correct order, ascending and descending. - Play a selection of blues scale notes out of order in their own improvisation. Key Vocabulary: 12-bar blues - ascending scale - backing track - bar - bent notes - blues - blues scale - chord - convey - descending scale - expression	in the Xhosa language and is believed to bring good luck at weddings. - that major chords create a bright, happy sound. - that poly-rhythms means many rhythms played at once. Pupils will be able to: - Sing using the correct pronunciation and with increasing confidence. - Play a chord with two notes, remaining in time. - Maintain their part in a performance with accuracy. - Play the more complicated rhythms in time and with rests. - Create an eight beat break and play this in the correct place. Key Vocabulary: - a capella - break - call and response - chords - chord progression - diction - djembe - duo - dynamics - eight-beat break - ensemble - expression - improvisation - major chord	- that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. - that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. - 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. Pupils will be able to: - Suggest a colour to match a piece of music. - Create a graphic score and describe how this matches the general structure of a piece of music. - Create a vocal composition in response to a picture and justify their choices using musical terms. - Create a vocal composition in response to a colour. - Record their compositions in written form. - Work as a group to perform a piece of music. Key Vocabulary: - dynamics - graphic score	- that a loop is a repeated rhythm or melody, and is another word for ostinato. - that remix is music that has been changed, usually so it is suitable for dancing to. Pupils will be able to: - Perform a looped body percussion rhythm; keeping in time with their group. - Use loops to create a whole piece of music, ensuring that the different aspects of music work together. - Play the first section of 'Somewhere Over the Rainbow' with accuracy. - Choose a suitable fragment of music and be able to play it along to the backbeat. - Perform a piece with some structure and two different loops. Key Vocabulary: - accuracy - backbeat - body percussion - fragment - layers - loop - looped rhythm - melody - melody line - notation - ostinato - remix - rhythm - riff	- that choreography means the organisation of steps or moves in a dance. - that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. Pupils will be able to: - Explain what musical theatre is and be able to recall at least three features of this kind of music. - Categorise songs as action songs or character songs. - Select appropriate existing music for their scene to tell the story of a journey. - Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. Key Vocabulary: - action song - backdrop - book musical - character song - choreographer - composer - comic opera - costumes - designer - dialogue - director - duet - ensemble - hip-hop musical
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- dotted minim - ensemble - expression - features - fluency - lyrics - minim - minor key  	- features - flat - improvisation		- inspiration - layering - mood - pitch - represent - soundtrack - synesthesia - tempo - texture - timbre - visual representation - vocal sounds		
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Year 6 Music Knowledge Organisers

Year 6	Songs of WWII	Dynamics, Pitch and Texture (Coast: Fingall's Cave by Mendelssohn)	Theme and Variation (Pop Art)	Film Music	Baroque	Performance – Musical Theatre
	End Task: To perform a song with a number of parts as a group. Pupils will know: - that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. - that the Solfa syllables represent the pitches in an octave. - that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. - that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. Pupils will be able to: - Use musical and comparative language in discussion.	End Task: Follow a conductor to perform a graphic score. Pupils will know: - that the conductor beats time to help the performers work well together. - that improvisation means making up music 'on the spot'. - that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. - 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. Pupils will be able to:	End Task: To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. Pupils will know: - that a 'theme' is a main melody in a piece of music. - that 'variations' in music are when a main melody is changed in some way throughout the piece. - that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. - that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.  Pupils will be able to:	End Task: To compose, notate and perform a piece of music that relates to a film. Pupils will know: - that a film soundtrack includes the background music and any songs in a film. - that 'major' key signatures use note pitches that sound cheerful and upbeat. - that 'minor' key signatures use note pitches that can suggest sadness and tension. - 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'. Pupils will be able to:	End Task: Perform a fugue. Pupils will know: - that music in which very similar parts are introduced one by one to overlap is called a canon. - that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. - that a 'polyphonic' texture means lots of individual melodies layered together, like a canon. - that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. - that a counter-melody is different to harmony because it uses a different rhythm as well	End Task: Year 6 Performance at Cordes Hall Pupils will be able to: - Listen appreciatively and attentively to my peers - Use dynamics and expression to make my performance more interesting. - Sing the melody and harmonies (where appropriate).

- Follow the melody line. - Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. - Sing the correct words at the correct time. - Recall the counter-melody line. Key Vocabulary: - accuracy - backing track - compare - contrast - complement - control - counter-melody - diaphragm - dynamics - era - expression - features - graphic score - harmony	- Engage in discussion about the sounds of an orchestral piece. - Have a selection of varied vocabulary in response to what they hear. - Change dynamics and pitch, differentiating between the two. - Take the role of conductor or follow a conductor. - Change texture within their group improvisation and talk about its effect. - Create a graphic score to represent sounds. - Follow the conductor to show changes in pitch, dynamics and texture. Key Vocabulary: - classical - characterise - composition - conductor - depict - dynamics - ensemble - graphic score - improvisation - notation - orchestra - pitch - texture	- Perform rhythms confidently either on their own or in a group. - Identify the sounds of different instruments and discuss what they sound like. - Make reasonable suggestions for which instruments can be matched to which art pieces. - Recall the names of several instruments according to their orchestra sections. - Keep the pulse using body percussion. - Sing with control and confidence. - Name rhythms correctly. - Copy rhythms accurately with a good sense of pulse. - Draw rhythms accurately. - Show a difference between musical variations. - Show creativity in a finished musical product. Key Vocabulary: 3/4 time  4/4 time 	- Identify how different styles of music contribute to the feel of a film. - Participate in discussions, sharing their views and justifying their answers. - Use the terms 'major' and 'minor'. - Identify different instruments to describe how music evokes different emotions. - Identify pitch, tempo and dynamics, and use these to explain and justify their answers. - Give reasonable and thought-out suggestions for what different graphic scores represent. - Use their body, voice and instruments to create sounds to represent a given theme. - Create a musical score to represent a composition. - Interpret their graphic score and performing their composition appropriately with their group. - Create sounds that relate to the scene of a film. Key Vocabulary: - accelerando - body percussion - brass - characteristics - chords	as complementary notes. Pupils will be able to: - Define some key features of Baroque music, including recitative, canon, ground bass and fugue. - Take part in a vocal improvisation task based on Baroque recitative. - Play several parts of a canon using staff notation, with or without letter names. - Compose a ground bass melodic ostinato. - Notate a ground bass pattern using staff notation. - Name some well-known Baroque composers and describe what musical features they were known for. - Learn a fugue part by reading staff notation, with or without note names. - Perform a fugue. Key Vocabulary: - Baroque - bass clef  - bass instrument - canon - counter melody - counter-subject
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			• accidentals • body percussion • diaphragm • legato • motif • orchestra • percussion • phrases • pitch • pizzicato • pulse • quaver  	• chromatics • clashing • composition • conversation • convey • crescendo • descending • dynamics • emotion	• fugue • ground bass • improvise • melodic ostinato • melody • musical structure • opera • ostinato part	
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National Curriculum: Music

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should **engage and inspire** pupils to **develop a love of music** and **their talent as musicians**, and so increase their **self-confidence, creativity and sense of achievement**. As pupils progress, they should develop **a critical engagement** with music, allowing them to **compose**, and to **listen with discrimination** to the **best in the musical canon**.

Aims

The national curriculum for music aims to ensure that all pupils:

- **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**.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

Key stage 1

Pupils should be taught to:

- use their **voices expressively and creatively** by singing songs and speaking chants and rhymes
- play **tuned and untuned instruments** musically
- **listen** with concentration and understanding to a **range of high-quality live and recorded music**
- experiment with, **create, select and combine sounds** using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to **sing and play musically** with increasing confidence and control. They should develop **an understanding of musical composition**, organising and manipulating ideas within musical structures and **reproducing sounds from aural memory**.

Pupils should be taught to:

- play and perform in **solo and ensemble contexts**, using their **voices** and **playing musical instruments** with increasing accuracy, fluency, control and expression
- improvise and **compose music** for a range of purposes using the inter-related dimensions of music
- **listen** with **attention to detail** and recall sounds with increasing aural memory
- use and understand **staff and other musical notations**
- **appreciate** and understand a **wide range of high-quality** live and recorded music drawn from **different traditions** and from **great composers and musicians**
- develop an understanding of the **history of music**

Instrument use in school: Untuned instruments

Untuned instruments are musical instruments that do not produce varied pitches or notes when played. This means they generally cannot play melodies or harmonies. Instead, untuned instruments are used to keep the pulse or add rhythm and texture to music. Through using the instruments in Group A, pupils develop their bilateral motor skills, as they use both hands and one hand has to cross the mid-line of their body. The instruments in Group B, develop pupils gross motor skills.

Group A

These are instruments that are particularly useful for keeping a beat.



claves



woodblock



drum



güiro



triangle

Group B

These are instruments that are particularly useful for adding expressive texture.



tambourine



egg shakers



maracas



rainstick

Instrument use in school: Tuned instruments

Tuned instruments, also referred to as pitched instruments, are designed to produce specific pitches or notes, enabling them to perform melodies. The Group C instruments listed here are played by striking, necessitating precise hand-eye coordination and careful control over the force exerted by the hands. For more complex compositions, these instruments may also demand bilateral coordination, requiring simultaneous and coordinated use of both sides of the body. Group D instruments necessitate a deeper understanding of how finger placement affects notes, as well as dexterity, making them slightly more complex in terms of learning the basic skills needed to produce and control pitches.

Group C



xylophone



glockenspiel



piano/
keyboard



hand bells



chime bars

Group D



ukulele



recorder

If a music hub is brought in to teach your instrumental scheme, pupils may learn these instruments as part of the scheme. Subsequently, the skills acquired should be applied in future lessons where appropriate.

Diversity in the Kapow Primary Music curriculum

In the main scheme we include:

- A wide range of music from every continent in the world.
- Discrete units on [Indian classical music](#), [Samba](#), and [South and West Africa](#).
- A wide variety of musical genres studied including: folk, pop, jazz, baroque, blues and rock and roll.
- Both contemporary and traditional music.
- Representation of composers and musicians from diverse ethnic backgrounds.
- Representation of both male and female musicians.

You can download the [Music: List of songs, artists and composers](#) to see the specifics.

In the instrumental scheme we include:

- Only one western form of music represented - minimalism (which in itself is heavily influenced by non-Western traditions).
- Discrete units on Calypso, Salsa, Gumbboot dancing, Bollywood, and Gamelan music - exploring each musical tradition in depth.
- Discussion of broader issues e.g. slavery and the impact of movement of peoples on the development of musical styles.

