

Ackworth Howard C of E School

Educating for 'life in all its fullness.'



Music Curriculum – Essential Knowledge

Intent

At Ackworth Howard J&I School, we believe that music should develop: the mind (creativity, engagement, inspiration, achievement); body (risk taking, passion, self-confidence, talents, appreciation); and spirit (shared society, spiritual encounter, global citizenship) of each child.



Mind

We aim to develop a love of music and singing through a wide range of genres, to inspire exploration and composition in order to enable an eventual skill of critical engagement.



Body

We aim to develop strong listening skills and build self confidence. Learners collaborate and rehearse for many specific performance opportunities to provide them a sense of achievement. Music is at the heart of our school and is a key influence in the positive culture and wellbeing of the school community. Music education engages and inspires learners to develop a love of music and their talent as a musician.



Spirit

Music is a universal language that embodies one of the highest forms of creativity and therefore the approaches offered by our school impact on wider society enabling people to flourish as part of a strong Christian ethos. Learning experiences provide opportunities for spiritual encounter across the curriculum.

Early Years Music (Expressive Arts and Design: Being Imaginative and Expressive)

Statutory Guidance from the EYFS Framework for Expressive Arts and Design	Ackworth Howard's Knowledge Essentials
<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>Expressive Arts and Design: Being Imaginative and Expressive</p> <p>Nursery</p> <ul style="list-style-type: none"> • I can dance to music. • I can explore moving to music in different ways. • I show an interest in the small world and roleplay areas. • I enjoy roleplaying their first-hand experiences. • I can develop storylines in my play. • I can use familiar props in my play. • I can sing along to familiar songs and nursery rhymes I have learnt or are learning. • I am starting to develop pretend play, pretending that one object represents another. • I can include my experiences in my roleplay. • I can talk about music (their favourite songs or songs they do not like). • I know and sing along to more nursery rhymes. • I can listen to songs from different cultures. • I can explore a range of musical instruments and learn to hold a beat. • I can use vocals and instruments to make music either together or separately. • I can link real life and stories into the small world. • I can use props in my play.

Early Years Music (Expressive Arts and Design: Being Imaginative and Expressive)

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Early Years Music

Statutory Guidance from the EYFS Framework for Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Ackworth Howard’s Knowledge Essentials

Expressive Arts and Design: Being Imaginative and Expressive

Reception

- I can sing simple well know songs and rhymes,
- I can describe the sounds I can hear.
- I can explore musical instruments including body percussions.
- I can play instruments in time and in a simple composition.
- I can take part in the Nativity Performance – joining in with the words to sings, using actions and listening to music.

- I can use the stories I know and have heard in school to roleplay them.
- I can extend my roleplay with more imaginary storylines.
- I am continuing to use the props available in school and ones I have made myself.
- I can experiment with changing my voice with different tempo, pitch and dynamics.
- I can describe instrument sounds.

- I can perform songs, rhymes, poems and stories and moving in time with the music.
- I can compose and adapt my own music using my voice and with instruments.
- I am continuing to extend and develop the storylines I am role playing in school.
- I can independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express my imagination.

Early Years Music

Statutory Guidance from the EYFS Framework for Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Ackworth Howard's Knowledge Essentials

ELG

Being Imaginative

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Early Years Music Vocabulary (Expressive Art and Design: Being Imaginative and Expressive)

Essential Vocabulary

Nursery

Dance, music, move, arms, legs, high, low, small world, roleplay, act out, play	Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting	Roleplay, talk, music, feel, like, dislike, sing, join in, nursery rhymes, culture, around the world, same, different, instruments.	Instruments, music, listen, play, bang, hit, play, sing, story, join in, play, dress up	Actions, songs, words, join in, singing, roleplay, friends, props, home, local area, holiday, weekend, family.	Stories, small world, imagination, imaginary, ideas, songs, games, sing, instrument
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Reception

Pitch, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move	Pitch, tempo, sequence, composition, instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting, percussion, pattern, African instruments, drum, tambourine, bells, maracas, glockenspiel and xylophone, shake, tap, bang, pulse, beat, orchestra, horn, bells.	Join in, pretend, roleplay, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending.	Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, shouting, voices, whispering, voices, talking voices, change, high, low	Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, listen, bang, tap, scratch	Join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school.
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Early Years Music

Ackworth Howard's Knowledge Essentials (Reception: Linked to Kapow Scheme of Work)

Listening

- Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music
- Exploring lyrics by suggesting appropriate actions
- Exploring the story behind the lyrics or music
- Listening to and following a beat using body percussion and instruments
- Considering whether a piece of music has a fast, moderate or slow tempo
- Listening to sounds and matching them to the object or instrument
- Listening to sounds and identifying high and low pitch
- Listening to and repeating a simple rhythm
- Listening to and repeating simple lyrics
- Understanding that different instruments make different sounds and grouping them accordingly.

Composing

- Playing untuned percussion 'in time' with a piece of music
- Selecting classroom objects to use as instruments
- Experimenting with body percussion and vocal sounds to respond to music
- Selecting appropriate instruments to represent action and mood
- Experimenting with playing instruments in different ways.

Performing

- Using their voices to join in with well-known songs from memory
- Remembering and maintaining their role within a group performance
- Moving to music with instruction to perform actions
- Participating in performances to a small audience
- Stopping and starting playing at the right time

Early Years Music

Ackworth Howard's Knowledge Essentials (Linked to Kapow Scheme of Work)

The inter-related dimensions of music

- To understand that what 'high' and 'low' notes are
- To recognise that different sounds can be long or short
- To understand that instruments can be played loudly or softly
- To recognise music that is 'fast' or 'slow'
- To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music
- To know that different instruments can sound like a particular character
- To know that music often has more than one instrument being played at a time
- To recognise the chorus in a familiar song. To know that a piece of music can have more than one
- To know that signals can tell us when to start or stop playing

Early Years Music Vocabulary

Essential Vocabulary (Reception: Linked to Kapow Scheme of Work)

Exploring sound

voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds

Celebration Music

music, dance, tempo, move, Diwali, celebration, traditional, Hanukkah, Hora, kinnor, harp, flute, Jewish, trumpet, cymbals, tambourine, shofar, Kwanzaa, Africa, culture, call, response, drum, rhythm, beat, instrument, Christmas, Christian, sleigh bells, actions, action songs, voice sounds, body percussion

Music and Movement

actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform, performance, audience

Big Band

music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass

Musical Stories

classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance

Year 1

National Curriculum

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants 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.

Ackworth Howard's Knowledge Essentials

Listening

- Recognising and understanding the difference between pulse and rhythm.
- Understanding that different types of sounds are called timbres.
- Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower)
- Describing the character, mood, or 'story' of music they listen to, both verbally and through movement
- Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike)
- Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group

Composing

- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character
- Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes
- Choosing dynamics, tempo and timbre for a piece of music
- Creating a simple graphic score to represent a composition
- Beginning to make improvements to their work as suggested by the teacher

Performing

- Using their voices expressively to speak and chant
- Singing short songs from memory, maintaining the overall shape of the melody and keeping in time
- Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments
- Copying back short rhythmic and melodic phrases on percussion instruments
- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance
- Performing from graphic notation.

Year 1

National Curriculum

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants 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.

Ackworth Howard's Knowledge Essentials

The inter-related dimensions of music

Pitch

- To understand that pitch means how high or low a note sounds.
- To understand that 'tuned' instruments play more than one pitch of notes.

Duration

- To know that rhythm means a pattern of long and short notes.

Dynamics

- To know that dynamics means how loud or soft a sound is.
- To understand that sounds can be adapted to change their mood, e.g. through dynamics.

Tempo

- To know that the 'pulse' is the steady beat that goes through music.
- To know that tempo is the speed of the music.

Timbre

- To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.
- To know that my voice can create different timbres to help tell a story.

Texture

- To know that music has layers called 'texture.'

Structure

- To know that a piece of music can have more than one section, e.g. a versed and a chorus.

Notation

- To understand that music can be represented by pictures or symbols.

Year 1 Music Vocabulary

Essential Vocabulary

Pulse and Rhythm (Theme: All About Me)

body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables

Pitch and tempo (Theme: Superhero's)

accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune

Musical vocabulary (Theme: Under the sea)

actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse

Timbre and rhythmic patterns (Theme: Fairytales)

bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice

Vocal and body sounds (Theme: By the sea)

body percussion, brass, conductor, dynamics, fast, inspire, instruments, layer, loud, mood, percussion, performance, pitch, quiet, represent, slow, sounds, speed, strings, vocal sounds, volume, woodwind

Classical music, dynamics and tempo (Theme: Animals)

accuracy, actions, choir, composing, composition, confidence, dynamics, fast, instruments, in time, loud, melody percussion, performance, perform, quiet, repeat, represent, rhythm, sections, silence, sing, slow

Year 2

National Curriculum

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants 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.

Ackworth Howard's Knowledge Essentials

Listening

- Recognising timbre changes in music they listen to
- Recognising structural features in music they listen to
- Listening to and recognising instrumentation
- Beginning to use musical vocabulary to describe music
- Identifying melodies that move in steps
- Listening to and repeating a short, simple melody by ear
- Suggesting improvements to their own and others' work

Composing

- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character
- Successfully combining and layering several instrumental and vocal patterns within a given structure
- Creating simple melodies from five or more notes
- Choosing appropriate dynamics, tempo and timbre for a piece of music
- Using letter name and graphic notation to represent the details of their composition
- Beginning to suggest improvements to their own work

Performing

- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet)
- Singing short songs from memory, with melodic and rhythmic accuracy
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse
- Performing expressively using dynamics and timbre to alter sounds as appropriate
- Singing back short melodic patterns by ear and playing short melodic patterns from letter notation

Year 2

National Curriculum

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants 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.

Ackworth Howard's Knowledge Essentials

The inter-related dimensions of music

Pitch

- To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.

Duration

- To know that 'duration' means how long a note, phrase or whole piece of music lasts.
- To know that the long and short sounds of a spoken phrase can be represented by a rhythm.

Dynamics

- To know that dynamics can change the effect a sound has on the audience.

Tempo

- To understand that the tempo of a musical phrase can be changed to achieve a different effect.

Timbre

- To know that musical instruments can be used to create 'real life' sound effects.
- To understand an instrument can be matched to an animal noise based on its timbre.

Texture

- To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.

Structure

- To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.

Notation

- To know that 'notation' means writing music down so that someone else can play it.
- I know that a graphic score can show a picture of the structure and / or texture of music.

Year 2 Music Vocabulary

Essential Vocabulary

On the island: British songs and sounds

accurately, body percussion, compose, composition, duration, dynamics, folk song, inspired, inspiration, inter-related dimensions of music, layered effect, lyrics, performing, pitch, representing, soundscape, structure, tempo, texture, timbre, voice percussion

Musical Me / Ocarinas

beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume

Myths and legends

beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental, layers, melody, notation, performance, pluck, pitch, represent, rhythm, stave notation, structure, tempo, texture, thick, thin, timbre, verse, violin, viola

Orchestral instruments (Theme: Traditional Western stories)

actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind

Dynamics, timbre, tempo and motifs (Theme: Space)

Accuracy, arrange, atmosphere, brass, compare, composer, contrast, dynamics, effect, emotion, improvise, inspiration, interpretation, mood, motif, notate, orchestra, percussion, rhythm, sequence, soundscape, strings, symbols, timbre, visual interpretation, woodwind

African call and response song (Theme: Animals)

actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume

Year 3

National Curriculum

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 their 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.

Ackworth Howard's Knowledge Essentials

Listening

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz)
- Understanding that music from different parts of the world has different features
- Recognising and explaining the changes within a piece of music using musical vocabulary
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre
- Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work

Composing

- Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing)
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions
- Suggesting and implementing improvements to their own work, using musical vocabulary

Performing

- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance
- Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology
- Hold the ukulele correctly in both playing and rest position and name the different parts of the instrument
- Be able to strum ukulele chords and pluck open strings
- Recognise and play on the open ukulele strings G,C, E, A and alternate between 2 chords.
- Perform a song which involves singing & playing within the same piece.

Year 3

National Curriculum

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 their 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.

Ackworth Howard's Knowledge Essentials

The History of Music

Understanding that music from different times has different features. (Also part of the Listening strand)

The inter-related dimensions of music

Pitch

- To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.
- 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 five notes for example; C D E G A.
- To associate pitch with high or low
- To recognise how rising and falling patterns on the staff follow sound patterns of high & low

Duration

- To know that different notes have different durations, and that crotchets are worth one whole beat.
- To know that written music tells you how long to play a note for.
- To recognise and read rhythms made up of crotchet, quaver and minim.

Dynamics

- To know that the word 'crescendo' means a sound getting gradually louder.

Timbre

- To understand that the timbre of instruments played affect the mood and style of a piece of music.

Texture

- To know that many types of music from around the world consist of more than one layer of sound; for example drones in Eastern music, binary & ternary form in western music.

Structure

- To know that in a ballad, a 'stanza' means a verse.
- To know that music from different places often has different structural features, e.g. traditional Chinese music is based on the five-note pentatonic scale.
- To recognise and name the different sections in a ukulele piece as verse, chorus, intro, instrumental, outro.

Notation

- To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.
- To follow a piece of ukulele music using both standard and non standard forms of notation

Year 3 Music Vocabulary

Essential Vocabulary

Ballads

ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume

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

atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, melodic pattern, melody, opinion, notation, pitch, repeated rhythm, represent, sound effect, soundscape, story, tempo, timbre, tuned percussion, untuned percussion,

Pentatonic melodies and composition (Theme: Chinese New Year)

accuracy, crescendo, control, composition, duration, dynamics, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, timbre, tempo, untuned percussion,

Ukulele 1

Pulse, beat, rhythm, crotchets, quavers, semi quaver, minim, semi breve, dynamics, piano, forte, loud, soft, diminuendo, crescendo, pitch, high, low, texture, thick, thin, timbre, squeaky, mellow, rich, tinny Ukulele, body, neck, tuning pegs, sound hole, strings, fret, fret board, open strings, rest position, playing position, pluck, strum, tuned, tuning, in-tune, timing, tempo, speed

Ukulele 2

Pulse, beat, rhythm, crotchets, quavers, minim, semi breve, dynamics, piano, forte, loud, soft, diminuendo, crescendo, pitch, high, low, texture, thick, thin, timbre, squeaky, mellow, rich, tinny, speed, tempo, timing, time signature, structure, binary, ternary. Ukulele, body, neck, tuning pegs, sound hole, strings, fret, fret board, open strings, rest position, playing position, pluck, strum, tuned, tuning, in-tune, timing, tempo, speed,

Ukulele 3

Pulse, beat, rhythm, crotchets, quavers, semi quaver, minim, semi breve, breve, dynamics, piano, forte, loud, soft, diminuendo, crescendo, pitch, high, low, speed, tempo, duration, timing, time signature, key signature. Ukulele, *body, neck, tuning pegs, sound hole, strings, fret, fret board, soprano, concert, open strings, chords, notes, rest position, playing position, pluck, strum, tuned, tuning, in-tune, timing, tempo, speed, improvise, compose, perform, sing, rap, chant, major, minor*

Year 4

National Curriculum

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 their 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.

Ackworth Howard's Knowledge Essentials

Listening

- Recognising the use and development of motifs in music
- Identifying gradual dynamic and tempo changes within a piece of music
- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music
- Recognising, naming and explaining the effect of the interrelated dimensions of music
- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music
- Using musical vocabulary to discuss the purpose of a piece of music
- Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work

Composing

- Composing a coherent piece of music in a given style with voices, bodies and instruments
- Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping
- Creating a piece of music with at least four different layers and a clear structure
- Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions
- Suggesting improvements to others' work, using musical vocabulary

Performing

- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique
- Perform a section as a soloist & lead a group in a piece with at least 2 parts
- Begin to read & play patterns using the first four frets of the ukulele reading a variety of notations including 'tab'
- Perform in a finger picking style on the ukulele
- Sing and play the ukulele at the same time, with up to 3 chord transitions.
- Record a performance on the ukulele & make a good appraisal noting points for improvement

Year 4

National Curriculum

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 their 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.

Ackworth Howard's Knowledge Essentials

The History of Music

- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)

The inter-related dimensions of music

Pitch

- To know 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.
- To know that a glissando in music means a sliding effect played on instruments or made by your voice.
- To know that 'transposing' a melody means changing its key, making it higher or lower pitched.

Duration

- To know that combining different instruments playing different rhythms creates layers of sound called 'texture.'
- To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.
- To know that a motif in music can be a repeated rhythm.

Dynamics

- To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.

Tempo

- To know that playing in time means all performers playing together at the same speed.

Timbre

- To know that grouping instruments according to their timbre can create contrasting 'textures' in music.
- To understand that both instruments and voices can create audio effects that describe something you can see.

Texture

- To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture.'
- To understand that harmony means playing two notes at the same time, which usually sound good together.

Structure

- To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.
- An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.
- To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.

Notation

- To know that 'performance directions' are words added to music notation to tell the performers how to play.

Year 4 Music Vocabulary

Essential Vocabulary

<u>Ukulele 4</u>	<u>Ukulele 5</u>	<u>Ukulele 6</u>
<p>Pulse, beat, rhythm, crotchets, quavers, semi quaver, minim, semi breve, breve, dynamics, piano, forte, loud, soft, diminuendo, crescendo, pitch, high, low, speed, tempo, duration, timing, time signature, key signature. Ukulele, <i>body, neck, tuning pegs, sound hole, strings, fret, fret board, soprano, concert, open strings, chords, notes, rest position, playing position, pluck, strum, tuned, tuning, in-tune, timing, tempo, speed, improvise, compose, perform, sing, rap, chant, major, minor</i></p>	<p>Pulse, beat, rhythm, crotchets, quavers, semi quaver, minim, semi breve, breve, dynamics, piano, forte, loud, soft, diminuendo, crescendo, pitch, <i>treble clef, stave, high low, texture, thick, thin, timbre, squeaky, mellow, rich, tinny.</i> Ukulele, guitar, <i>body, neck, tuning pegs, sound hole, open strings, fret, fret board, soprano, concert, alto, tenor, bass, rest position, playing position, pluck, strum, tuned, tuning, in-tune, timing, tempo, speed, improvise, compose, perform, sing, rap, chant, major, minor, solo, chorus, verse, chords, tab, notation, scale</i></p>	<p>Pulse, beat, rhythm, crotchets, quavers, semi quaver, minim, semi breve, breve, dynamics, piano, forte, loud, soft, diminuendo, crescendo, pitch, <i>treble clef, stave, high low, texture, thick, thin, timbre, squeaky, mellow, rich, tinny.</i> Ukulele, guitar, <i>body, neck, tuning pegs, sound hole, open strings, fret, fret board, soprano, concert, alto, tenor, bass, rest position, playing position, pluck, strum, tuned, tuning, in-tune, timing, tempo, speed, improvise, compose, perform, sing, rap, chant, major, minor, solo, audience, appraise, evaluation, chords, tab, notation, scale</i></p>
<p><u>Body and tuned percussion (Theme: Rainforests)</u> body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion</p>	<p><u>Adapting and transposing motifs (Theme: Romans)</u> backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups</p>	<p><u>Rock and Roll</u> bass line, beat, chorus, dynamics, flat notes, hand jive, in-time, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections, sequence, sharp notes, style, tempo, untuned percussion, verse, vocals, walking bass line</p>

Year 5

National Curriculum

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 their 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.

Ackworth Howard's Knowledge Essentials

Listening

- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (South African, West African, Musical, Theatre, Blues, Dance Remix.)
- Begin to understand the context of the djembe in traditional African culture and the tradition of music passed down aurally from generation to generation
- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary
- Comparing, discussing and evaluating music using detailed musical vocabulary
- Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work

Composing

- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama)
- Improvising coherently within a given style
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest
- Compose & play short word ostinatos of up to 2 bars on the djembe & perform as an ostinato
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence
- Suggesting and demonstrating improvements to own and others' work

Performing

- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group
- Performing with accuracy and fluency from simple staff, graphic and other forms of notation.
- Name the different parts of the Djembe drum and use a variety of techniques including rest, open, bass & high tones.
- Accurately copy back longer 8 beat phrases on the djembe.
- Perform an African drumming piece on the djembe made up of intro, outro, riffs, call & response

Year 5

National Curriculum

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 their 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.

Ackworth Howard's Knowledge Essentials

The History of Music

- Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand)

The inter-related dimensions of music

Pitch

- To understand that a minor key (pitch) can be used to make music sound sad and that major chords create a bright, happy sound.
- To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.
- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.

Duration

- To know 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.
- To understand that rhythms can be created in for example; 4, 8, 12 & 16 beat duration using crotchets, quavers, semi quavers, minims & semi-breves.

Dynamics

- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.

Tempo

- To understand that a slow tempo can be used to make music sound sad.
- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.

Timbre

- To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.

Texture

- To understand that a chord is the layering of several pitches played at the same time.
- To know that 'poly-rhythms' means many different rhythms played at once for example; in African drumming pieces.

Structure

- To know that a loop is a repeated rhythm or melody, and is another word for ostinato.

Notation

- To know that simple pictures can be used to represent the structure (organisation) of music.
- To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.
- To understand that standard & non standard forms of notation can be used to represent rhythm.

Year 5 Music Vocabulary

Essential Vocabulary

<p style="text-align: center;"><u>Musical Theatre</u></p> <p>action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions</p>	<p style="text-align: center;"><u>Looping and remixing</u></p> <p>accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure</p>	<p style="text-align: center;"><u>Composition to represent the festival of colour</u> <u>(Theme: Holi festival)</u></p> <p>dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds</p>
<p style="text-align: center;"><u>Djembe 1</u></p> <p><i>beat, pulse, rhythm, ostinato, texture, thick, thin, timbre, squeaky, mellow, rich, tinny, djembe, conga, bongo, shakere, cabasa, claves, triangle, egg shaker, tambourine, wood block, drum, agogo bells, call, response, leader, tradition, Ghana, Master Drummer, dance, aural, perform, chant, tap, shake, scrape, hit, open, high tone, bass, slap, call, response, riff, skin, hollow, rim,</i></p>	<p style="text-align: center;"><u>Djembe 2</u></p> <p><i>beat, pulse, rhythm, ostinato, crotchets, quavers, semi quaver, minim, semi breve, dynamics, piano, forte, Loud, Soft, diminuendo, crescendo, pitch, high low, texture, thick, thin, timbre, squeaky, mellow, rich, tinny, djembe, conga, bongo, shakere, cabasa, claves, triangle, egg shaker, tambourine, wood block, drum, agogo bells, call, response, leader, tap, shake, scrape, hit, open, high tone, bass, slap, call, response, riff, skin, hollow, rim, taiko, looba</i></p>	<p style="text-align: center;"><u>Djembe 3</u></p> <p><i>beat, pulse, rhythm, ostinato, piano, forte, Loud, Soft, diminuendo, crescendo, pitch, high low, texture, thick, thin, timbre, djembe, conga, bongo, shakere, cabasa, claves, call, response, leader, tap, shake, scrape, hit, open, high, tone, bass, slap, skin, hollow, rim, rumble, riff, improvise, compose, aural, sing chant, rap, poly-rhythms, intro, outro, solo, Makaribah, djambo, Swahili</i></p>

Year 6

National Curriculum

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 their 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.

Ackworth Howard's Knowledge Essentials

Listening

- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles
- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music)
- Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.

Composing

- Improvising coherently and creatively within a given style, incorporating given features
- Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments
- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure
- Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture
- Recording own composition using appropriate forms of notation and/or technology and incorporating
- Constructively critique their own and others' work, using musical vocabulary

Performing

- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance
- Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions
- Play a longer drumming piece including riffs, breaks, movement, chanting, signals/calls.
- Maintain own part in a djembe piece with at least 3 poly-rhythms.
- Perform a section as a soloist and/or lead a small group.
- Record & make a good appraisal of a djembe piece noting points for improvement.

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 their 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. 	<p><u>The History of Music</u></p> <ul style="list-style-type: none"> • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand) <p><u>The inter-related dimensions of music</u></p> <p>Pitch</p> <ul style="list-style-type: none"> • To know that the Solfa syllables represent the pitches in an octave. • To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. • To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. • To know that a melody can be adapted by changing its pitch. <p>Duration</p> <ul style="list-style-type: none"> • To understand that all types of music notation show note duration, for example; the Kodaly method which uses syllables to indicate rhythms. • To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. • To know that a quaver is worth half a beat. <p>Dynamics</p> <ul style="list-style-type: none"> • To know that a melody can be adapted by changing its dynamics. <p>Tempo</p> <ul style="list-style-type: none"> • To know that a melody can be adapted by changing its dynamics, pitch or tempo. <p>Timbre</p> <ul style="list-style-type: none"> • To know 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. <p>Texture</p> <ul style="list-style-type: none"> • To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. • To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. <p>Structure</p> <ul style="list-style-type: none"> • To know that a chord progression is a sequence of chords that repeats throughout a song. • To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way. <p>Notation</p> <ul style="list-style-type: none"> • To know that 'graphic notation' means writing music down using your choice of pictures or symbols, • To know that 'staff notation' means music written more formally on the special lines called 'staves' • To know that 'aural tradition' is music which is not written down and is passed on from generation to generation by 'ear'.

Year 6 Music Vocabulary

Essential Vocabulary

Djembe 4

beat, pulse, rhythm, ostinato, piano, forte, Loud, Soft, diminuendo, crescendo, pitch, high low, texture, thick, thin, timbre, djembe, conga, bongo, shakere, cabasa, claves, call, response, leader, tap, shake, scrape, hit, open, high, tone, bass, slap, skin, hollow, rim, rumble, riff, improvise, compose, aural, sing chant, rap, poly-rhythms, intro, outro, solo, drum signal, drum message,

Djembe 5

beat, pulse, rhythm, ostinato, crotchets, quavers, semi quaver, minim, semi breve, dynamics, piano, forte, Loud, Soft, diminuendo, crescendo, pitch, high low, texture, thick, thin, call, response, leader, tap, shake, scrape, hit, open, high tone, bass, slap, call, response, riff, skin, hollow, rim, improvise, compose, rumble, intro, outro, riff, Makaribah, djambo, Swahili, taiko, looba

Djembe 6

beat, pulse, rhythm, ostinato, piano, forte, Loud, Soft, diminuendo, crescendo, pitch, high low, texture, thick, thin, timbre, djembe, conga, bongo, shakere, cabasa, claves, call, response, leader, tap, shake, scrape, hit, open, high, tone, bass, slap, skin, hollow, rim, rumble, riff, improvise, compose, aural, sing chant, rap, poly-rhythms, intro, outro, solo record, perform, appraise, evaluate, composer, performer, audience

Film Music

accelerando, Body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval, major, melodic, melody, military, minor, modulate, musical, orchestral, pitch, polished, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, urgency

Dynamics, pitch and texture – Year 6 production

classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture

Composing and Performing a Leavers Song – year 6

Production

allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse

Aspirational Outcomes...

- All children have an opportunity to 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.
- All children will experience and listen to a live performance of music in each Key Stage.
- All children are provided with access to extra-curricular musical participation opportunities such as choir, after school activity clubs and singing in the local community.
- All children learn to sing and to use their voices, to create and compose music on their own and with others.
- All children have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical experience.
- All children 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.
- All children know how to use equipment in a safe way and manage risk.
- All pupils are supported to improve their wellbeing through the universal language of music.