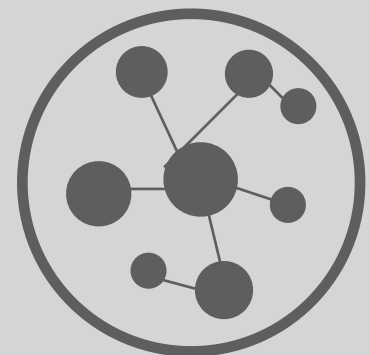




### Information

Isolated facts that can have no organisational basis or links



### Schema

Knowledge organised in a meaningful way - memories (emotional), concepts, knowledge

## Second Order Concepts

*'The kinds of questions a musician asks'*

Second-order concepts: these shape the key questions asked in a subject and organise the subject knowledge.

### Listen and appraise

- What can you hear?*
- How does it make you feel?*
- What can you compare this music to?*
- How can you describe this piece?*

### Notation

- How could this be written down?*
- How can we signify silence?*
- What do these notes mean?*
- What do these symbols represent?*

### Performance

- Why should I sing this part quietly?*
- How can I control my volume?*
- How do I want my audience to feel?*
- How can all the parts blend together as one?*

### Pitch and rhythm

- Are there high or low notes?*
- How could you describe the pace of this music?*
- How are the sounds made?*

### Composition

- What structure/pattern does this piece follow?*
- How do the instruments perform together?*
- Why have you chosen these instruments?*



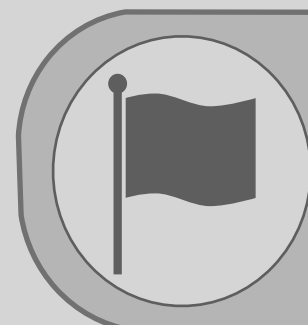
## Key Concepts (Big Ideas)

Key concepts identify the content or focus areas of study



### Performance

*The skills and knowledge required to perfect the piece in readiness for others to hear.*



### Culture

*Where the music originated from and any influences from around the world.*



### Composition

*The structure of a piece and how it is constructed.*

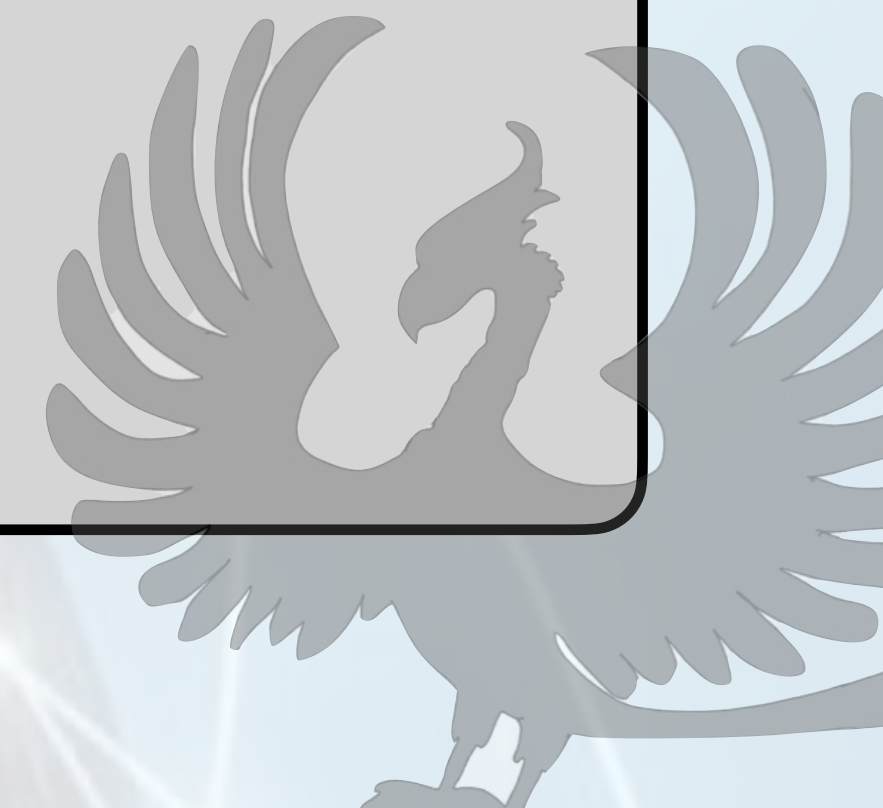
### History

*The study of the origins and evolution of music over time including composers and eras.*



### Instruments

*The name of the instrument and how the sound is made.*

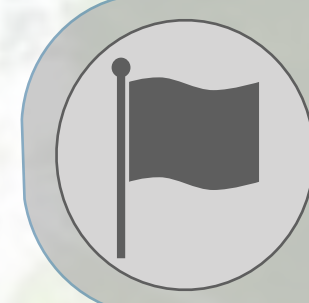


## Key Concepts (Big Ideas)



### Performance

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The structure of a piece and how it is constructed.



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### Instruments

The name of the instrument and how the sound is made.

EYFS	Year 1/2	Year 3/4	Year 5/6
Colour Symphony Dancing Dinosaurs Jack and the Beanstalk		Handel Wagner	Price
		Sebelius Dvorak Stravinsky	Sebelius Heitor Villa Lobos
Big Bear Funk		Vivaldi Stravinsky Britten	Grieg
		Orff Mozart	Holst Wagner Tchaikovsky
Aquarium		Elgar Meredith Haydn	REeich

Knowledge and Understanding			
	EYFS	Y1	Y2
<b>Sing and use voice</b>	I can begin to build a repertoire of songs. I can sing in a group or on my own. I can sing a range of well-known songs and nursery rhymes.	I can explore the explore my voice my learning songs, raps and chants. I can use my voice expressively and creatively with confidence. I can demonstrate good singing posture. I can identify different dynamics, rhythm and pitch when singing. I can sing in unison.	I can sing songs in a round. I can sng and recognise simple melodic shapes and patterns. I can take a lead in activities that involve imitation or call and response. I can sing/chant in unison and with a simple second part. I can sing topic-related songs using creativity and expression to create dramatic effect.
<b>Possible Questions</b>	<i>Which nursery rhymes, action songs, Christmas songs do you know? What is your favourite song to sing?</i>	<i>Which songs can you sing? How should you sit or stand to sing?</i>	<i>How can you create dramatic effect with your voice/instrument? What is a round? How can you sing in a round</i>
<b>Listen, review and evaluate</b>	I can perform movements and actions to topic songs/music. I can listen to different sounds eg animals, rain, instruments.	I can listen to a variety of music from BBC 10 pieces (see overview). I can listen with attention and concentration. I can identify different instruments in a piece of music. I can describe how a piece of music makes me feel. I can express opinions, discuss similarities and differences between two pieces.	I can notice how music can be used to create different moods. I can explain how music can communicate ideas. I can listen to my own music and understand how to improve my compositions. I can explain similarities and differences between composers, genres and instruments. I am beginning to recognise how music will fit a topic/theme.
<b>Possible Questions</b>	<i>What can you hear? Which movements match this music?</i>	<i>What can you hear? Can you hear the piano? How does this music make you feel? Explain whether or not you like this music. What's the same? What's different?</i>	<i>How are these sounds/composers/genres the same/different? What mood does this music create? How is the music telling the story?</i>
<b>Compose. Notate and perform</b>	I can perform songs and stories to parents/carers I can explore different sounds the instruments can make. I can experiment with untuned percussion. I can play clapping games. I can play a piece of music with a group. I can choose an instrument to create a specific sound.	I can identify the pulse in a piece of music and move/play along to it. I can control dynamics. I can play instruments within a group. I can keep a steady pulse/tempo and control the speed of sounds made.	I can perform simple rhythmic patterns. I can play a drum using different techniques. I can keep a steady pulse whilst adding rhythmic patterns. I can read and play simple notations, individually and in teams. I can recall, repeat and play simple rhythmic patterns. I can choose and order sounds in a beginning, middle and an end. I can create short musical patterns. I can perform and interpret a piece using simple notation. I can follow a conductor and recognise visual signs for start, stop, mime actions, sing in your head. I can notate a composition using simple graphic notation. I understand that music can be notated in different ways.
<b>Possible Questions</b>	<i>How can you describe the sound the drum makes? Which instrument will make the loudest sound?</i>	<i>How can you change the dynamics of an instrument? How can you keep a steady pulse? What does it feel like to play music in a group?</i>	<i>What can you hear? What does this music tell you? What do these notes mean? Which sounds would you put at the beginning/middle/end</i>

Knowledge and Understanding			
	EYFS	Y1	Y2
<b>Learn and use instruments</b>	<p>I can explore different sounds of instruments.</p> <p>I can experiment with untuned instruments and play clapping games.</p> <p>I can play in a group.</p> <p>I can change the tempo of my playing.</p> <p>I can choose an instrument to create a specific sound.</p>	<p>I can improvise or play along with a piece of music.</p> <p>I can start and stop a sound.</p> <p>I can make long and short sounds.</p> <p>I can play sounds that are very different (high and low, loud and quiet.)</p>	<p>I can investigate long and short sounds on my instrument.</p> <p>I can explore changes in pitch.</p> <p>I am beginning to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.</p>
<b>Possible Questions</b>	<p>Can you play me that music at a faster/slower tempo?</p> <p>How can you change the tempo of your playing?</p> <p>Why did you choose that instrument?</p> <p>What sounds can you make with that instrument?</p>	<p><i>How can you change the sound an instrument makes?</i></p> <p><i>How does sound change?</i></p> <p><i>How do you start/stop the sound on this instrument?</i></p>	<p><i>How can you make long or short sounds on this instrument?</i></p> <p><i>How can you make high or low notes on this instrument?</i></p>
<b>Digital Composition</b>	<p>I can perform my songs to parents/carers.</p> <p>I can make different sounds using digital media to create sound effects in a play.</p> <p>I can explore how to change sounds.</p>	<p>I can experience using Music Technology to capture, change and combine sounds.</p> <p>I can navigate and select Live Loops.</p> <p>I can build and record drum beats.</p> <p>I can develop new ideas from song lyrics and organise them into a chorus and verse.</p> <p>I can create simple loops.</p>	<p>I can experience using Music Technology to capture, change and combine sounds.</p> <p>I can edit Live Loops and create effects.</p> <p>I can perform and record guitar, bass, keyboard and drums.</p> <p>I can add sounds to a digital bank.</p>
<b>Possible Questions</b>	<p>How did you create that sound?</p> <p>Why did you choose that sound?</p>	<p><i>How can you make digital music?</i></p> <p><i>When would live loops be useful?</i></p>	<p><i>Why might we need to edit ideas?</i></p> <p><i>How do you add sounds to a digital bank?</i></p>

Knowledge and Understanding				
	Y3	Y4	Y5	Y6
<b>Sing and use voice</b>	<p>I can sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</p> <p>I can clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</p> <p>I can sing and recognise short melodic shapes and rhythmic patterns from memory.</p>	<p>I can perform with control and awareness of what others in the group are singing. I can sustain a drone or melodic obstinate to accompany singing..</p> <p>I can demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</p> <p>I can sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</p> <p>I can continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</p> <p>I can add my own words to an existing tune to make a new song.</p>	<p>I can demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</p> <p>I can sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</p>	<p>When singing,I can show greater mastery and control of tone, diction, posture and breathing consistently.</p> <p>I can maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture.</p>
<b>Possible Questions</b>	<p><i>What is a pulse?</i></p> <p><i>What shape or patterns did you just sing?</i></p>	<p><i>Why do we need good posture when we are singing?</i></p> <p><i>How can you control your voice?</i></p> <p><i>How can you sing expressively?</i></p>	<p><i>Why is it important to have good diction when singing?</i></p> <p><i>How can my singing impact my audience?</i></p>	<p><i>Why is breathe control important when I sing?</i></p>
<b>Listen, review and evaluate</b>	<p>I am becoming aware of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</p> <p>I can make constructive comments on own and others’ music to develop compositions and performances.</p> <p>I can use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.</p> <p>I am beginning to recognise how composers use the inter-related dimensions of music to create effects and mood.</p>	<p>I can analyse and explore the way sounds can be combined and used expressively.</p> <p>I can comment on a musician’s use of technique to create an effect.</p> <p>I can recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</p> <p>I can make constructive comments on own and others’ music to develop compositions and performances discussing some of the inter-related dimensions of music.</p> <p>I can use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.</p> <p>I can identify how composers use the inter-related dimensions of music to create effects and mood.</p> <p>I can ask questions about music in other cultures and traditions.</p>	<p>I can compare and discuss differences in performances of the same piece of music.</p> <p>I can make constructive comments on own and others’ music to develop compositions and performances making use of inter-related dimensions of music.</p> <p>I can use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, repetition, Sequence).</p> <p>I can recognise how music reflects its purpose, place and time including other cultures, traditions and a variety of genres.</p> <p>I can discuss music in subjective and objective terms using musical vocabulary.</p>	<p>I can compare and discuss differences in performances of the same piece of music.</p> <p>I can recognise structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed).</p> <p>I can compare and discuss differences in performances of the same piece of music.</p> <p>I can make constructive and refined comments on own and others’ music to develop compositions and performances using the full range of inter-related dimensions of music.</p> <p>I can use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</p> <p>I can recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to own cultures, traditions and experiences</p> <p>I can confidently use a wide range of musical vocabulary.</p>
<b>Possible Questions</b>	<p><i>What did you notice?</i></p> <p><i>What’s the same/different?</i></p> <p><i>What did you like/dislike about that music?</i></p> <p><i>Why is this music being performed in this way?</i></p>	<p><i>What is the structure of this piece?</i></p> <p><i>Which other pieces of music have you heard before that sound like this?</i></p> <p><i>What do you think about this piece of music?</i></p> <p><i>How has the composer created this effect?</i></p>	<p><i>Which musical terms can you use to describe this music?</i></p> <p><i>What is the same/different to other pieces of music you have heard?</i></p>	<p><i>What is the same/different to other pieces of music you have heard?</i></p> <p><i>How can you show active listening?</i></p> <p><i>How does music reflect a mood/feeling?</i></p>
<b>Compose. Notate and perform</b>	<p>I can clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</p> <p>I can understand and respond to visual cues for starting and stopping.</p> <p>I can direct others to start and stop using gestures and can follow a conductor.</p> <p>I can maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</p> <p>I can make four-bar rhythms in groups, pairs or individually.</p> <p>I can improvise with increasing confidence. (e.g. using 2 – 3 notes).</p> <p>I can contribute ideas to a group composition, playing own part.</p> <p>I can add pitch names to rhythmic notation to make melodies.</p> <p>I can understand how changes in pitch can be shown on either graphic score and staff notation.</p> <p>I can understand graphic scores and how more than one sound can play at a time to create texture.</p> <p>I am starting to understand simple rhythmic notation including crotchet, quaver, minim, semibreve.</p>	<p>I can perform using a range of rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.</p> <p>I can understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</p> <p>I can direct others to start and stop using gestures and can follow a conductor.</p> <p>I can maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).</p> <p>I can construct a piece with a simple structure (e.g. Binary or Ternary).</p> <p>I can improvise with increasing confidence (e.g. using 2 – 3 notes).</p> <p>I can add pitch names to rhythmic notation to make more complex melodies.</p> <p>I can begin to show an awareness of how changes in pitch can be shown on a stave.</p> <p>I can work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.</p>	<p>I can perform using a range of rhythmic and melodic notation combining the inter-related dimensions of music.</p> <p>I can understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</p> <p>I can maintain a third part in a vocal or instrumental piece showing an understanding of texture.</p> <p>I can direct others to start and stop using gestures or counting in, setting tempi and dynamics.</p> <p>I can perform a solo part within a group.</p> <p>I can work independently within a group composition showing thought in selection of instruments and playing techniques.</p> <p>I am beginning to compose using conventional notation for rhythms and/or pitch.</p> <p>I can memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation.</p> <p>I can construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).</p> <p>I can improvise with increasing confidence (e.g. using a scale pattern).</p> <p>I can use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.</p> <p>I can compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, experimenting with the use of harmony to create texture.</p> <p>I can recognise simple structures in the music that is being performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues).</p>	<p>I can perform using a range of rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations.</p> <p>I can understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</p> <p>I can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</p> <p>I can construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues).</p> <p>I can improvise with increasing confidence. (e.g. using a scale pattern).</p> <p>I can use different scale patterns to construct melodies (e.g. major, minor, pentatonic).</p> <p>I can compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture.</p> <p>I can work independently within a group composition showing thought in selection of instruments and playing techniques.</p> <p>I can notate compositions using a variety of methods, incorporating the inter-related dimensions of music.</p>
<b>Possible Questions</b>	<p><i>How can you create music with repeating patterns?</i></p> <p><i>What can you see on the graphic score that tells to you play higher notes?</i></p> <p><i>What do all the dots mean?</i></p>	<p><i>Why do you need to be able to hear others while you’re playing?</i></p> <p><i>What clues does the conductor give to you?</i></p>	<p><i>How can scales be used to create pieces of music?</i></p> <p><i>How can you change the texture of a piece of music?</i></p> <p><i>How does your conductor control the group?</i></p> <p><i>What do the notes on this musical score mean?</i></p>	<p><i>What is the role of a conductor?</i></p> <p><i>What clues can the conductor give for starting and stopping the music?</i></p> <p><i>How can you develop a mood through music?</i></p> <p><i>How can notation help record your composition?</i></p>

Knowledge and Understanding				
	Y3	Y4	Y5	Y6
<b>Learn and use instruments</b>	<p>I can play a simple melody with technical control of the instrument/voice to create a pleasing sound.</p> <p>I can demonstrate the difference between pulse and rhythm.</p> <p>I can choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre.</p> <p>I can add pitch names to rhythmic notation to make melodies.</p> <p>I can recognise and describe how sounds are made on different instruments.</p>	<p>I can play notes on an instrument with care so that they sound clear.</p> <p>I can create repeated patterns with a range of instruments.</p> <p>I can carefully control sounds with awareness of their combined effect.</p> <p>I can recognise and describe how sounds are made and changed on different instruments and how this groups them into instrumental families.</p>	<p>I can recognise and identify instrumental families aurally.</p> <p>I can play notes on an instrument with care and control so that they sound clear.</p> <p>I can carefully control sounds with awareness of their combined effect with deliberate purpose.</p>	<p>I can recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</p>
<b>Possible Questions</b>	<p><i>Why is this instrument being used?</i></p> <p><i>Which instruments can you hear?</i></p>	<p><i>How can you create a clear sound on this instrument?</i></p> <p><i>How can you control your sound?</i></p>	<p><i>Which instruments can you hear?</i></p> <p><i>Which other instruments belong to the same family?</i></p> <p><i>Why are these instruments related?</i></p>	<p><i>Which family do these instruments belong to? How do you know?</i></p> <p><i>How can you sort these instruments?</i></p> <p><i>How can you compare these instruments to those from a different culture?</i></p>
<b>Digital Composition</b>	<p>I can explore and develop using Music Technology to capture, change and combine sounds.</p> <p>I can navigate and select live loops.</p> <p>I can create dynamic effects through sections.</p> <p>I can build and record common drum beats.</p>	<p>I can use ICT to compose.</p> <p>I can navigate and select live loops and adjust the tempo for recording.</p> <p>I can create dynamic effects through sections.</p> <p>I can evaluate digital music.</p> <p>I can perform and record using a variety of instruments and chord progressions.</p> <p>I can organise song lyrics into a chorus and verse by identifying rhyming patterns</p>	<p>I can use ICT for recording/refining compositions.</p> <p>I can effectively use Live Loop in a musical piece</p>	<p>To create a piece using ICT (ie garage band).</p> <p>I can effectively use Live Loop in a musical piece by editing and modifying loops to customise templates.</p> <p>I can remix and personalise a song by creating sections and sounds.</p> <p>I can build and record common drum beats in the Beat Sequencer.</p> <p>I can perform and record guitar, bass, keyboard and drums and use chord progression.</p> <p>I can develop new ideas for song lyrics and organise them into a chorus and verses.</p> <p>I can identify different rhyming patterns and use them to build lyrics.</p> <p>I can invent new lyrics to an existing song.</p>
<b>Possible Questions</b>	<p><i>How can technology create different sound effects?</i></p> <p><i>How can live loops be used?</i></p> <p><i>How can you record a set of sounds?</i></p>	<p><i>How can you find previously recorded live loops?</i></p> <p><i>Why are live loops helpful for compositions?</i></p> <p><i>What do you think of this music?</i></p> <p><i>How does this digital music make you feel?</i></p>	<p><i>How can you use live loops effectively in composition?</i></p>	<p><i>How can you modify templates on GarageBand?</i></p> <p><i>What patterns can you identify in this digital music?</i></p> <p><i>How can you organise a song?</i></p> <p><i>Why is it important to organise parts of a song?</i></p>