



Curriculum Flight Path: Music

	Early Years	Year 1 (1/2 Year A)	Year 2 (1/2 Year B)	Year 3 ($\frac{3}{4}$ Year A)	Year 4 ($\frac{3}{4}$ Year B)	Year 5	Year 6
	Theme 1:						
Possible Themes Performing, composing & appraising	ME!	Hey You!	Hands, feet and heart	Let your spirit fly	Mama Mia!	Living on a prayer	Happy
Substantive knowledge <i>As a musician, I am learning about</i>	How music makes me feel. Representing music pictorially.	how to Respond to different moods of music, in different ways.	Simple rhythmic patterns on an instrument. Having control when playing a musical instrument.	Playing tunes on tuned and untuned instruments with increasing clarity and accuracy.	the cultural and social meanings of lyrics. Exploring the way in which sounds are combined towards certain effects. Understand the relationship between lyrics and melody.	Using pitch simultaneously to produce harmony by building up simple chords. Analysing and comparing features from a wide range of music.	Evaluating differences in live and recorded performances. How one piece of music can be interpreted in different ways by different performers.
Disciplinary Knowledge <i>As a musician, I am learning to</i>	Performing: <ul style="list-style-type: none"> Use their voice to speak/sing/chant Clap a short rhythmic pattern Composing: <ul style="list-style-type: none"> Make a range of sounds using their voice Appraising: <ul style="list-style-type: none"> Say whether they like or 	Performing: <ul style="list-style-type: none"> Use instruments to perform a simple piece of music. Perform a rhythm to a steady pulse. Composing: <ul style="list-style-type: none"> Identify changes in sounds. Make a sequence of sounds for a purpose. Appraising:	Performing: <ul style="list-style-type: none"> Follow a melody using their voice or an instrument. Perform in an ensemble with instructions from the leader. Composing: <ul style="list-style-type: none"> Order sounds to create a beginning, middle and end. Create short, rhythmic patterns- sequences of long and short sounds. Appraising:	Performing: control their voice when singing and pronounce words clearly. Collaborate to create a piece of music. Composing: <ul style="list-style-type: none"> Repeat patterns using a range of instruments. Understand how to use tempo and how it provides contrast within a piece of music. 	Performing: <ul style="list-style-type: none"> Perform simple parts of an ensemble rhythmically. Composing: <ul style="list-style-type: none"> Use notations to record and interpret sequences of pitches. Appraising: <ul style="list-style-type: none"> Explain why silence is used in a piece of music and say what effect it has. 	Performing: <ul style="list-style-type: none"> Sing and use their understanding of meaning to add expressions. Perform 'by ear' and from simple notations. Composing: <ul style="list-style-type: none"> Begin to use standard notation. Use their notation to record groups of pitch. Appraising:	Performing: <ul style="list-style-type: none"> Sing a harmony part. Take lead in a performance. Composing: <ul style="list-style-type: none"> Combine groups of beats. Appraising: <ul style="list-style-type: none"> Compare and contrast the impact that different composers from different times have had on the people of the time.

	dislike a piece of music.	<ul style="list-style-type: none"> Recognise repeating patterns. Describe how sounds are made and changed. 	Identify particular features when listening to music. Listen carefully to recall short, rhythmic patterns.	Appraising: Use musical words e.g. pitch, duration, dynamics, tempo. Identify the features within a piece of music.	Start to identify the character of a piece of music.	Describe, compare and evaluate music using musical vocabulary. Suggest improvements to their own/others work.	
Possible leading enquiry question	Does music always make you feel the same way?	Are there different ways to respond to music?	Can music tell a story?	What makes the biggest contrast in music?	Can music have a character?	Can music be used to express yourself?	Which is best - live, or prerecorded?
Vocabulary (progressive - so what are the new words?)	Chant Fast Follow High Instrument Low Loud	beat beater cymbal drum high (sound) listen loud low (sound)	accompany body percussion chime bar chord claves compose	Year 2 vocab plus: names of orchestral instruments accompaniment call and response castanets composer conductor drone duet duration dynamics glockenspiel	Year 3 vocab plus: harmony improvise	Year 4 vocab plus: Accent bass notation	Year 5 vocab plus: diction interval syncopation
Theme 2:							
Possible Theme	My stories	Rhythm in the way we walk	HO HO HO	Glockenspiel 1	Glockenspiel 2	Classroom jazz 1	Classroom Jazz 2
Substantive knowledge <i>As a musician, I am learning about</i>	Different sounds instruments make. Describing sounds using musical vocabulary.	The difference between loud and quiet sounds. A range of different musical instruments.	Evaluating and improving their own work and give reasons. Changes in timbre, dynamics and pitch.	Internalising the pulse in a piece of music. Effectively choose, order, combine and control sounds to create different textures.	Appreciate harmonies, drone and ostinato.	Tempo and how it changes the character of music. Cyclic patterns- verse and chorus, coda	Appraising the introductions, interludes and endings for songs. How small changes of tempo can make a piece of music more effective.
Disciplinary Knowledge	Performing: Join in with singing. Composing:	Performing: Respond to musical indications about when to play or sing.	Performing: perform musical patterns keeping a steady pulse.	Performing: Sing from memory. Improvise within a group.	Performing: Sing songs from memory with increasing	Performing: Maintain their part whilst others are performing their part.	Performing: Take on a solo part. Provide rhythmic support.

<p><i>As a musician, I am learning to</i></p>	<p>Make a range of sounds with instruments, Appraising: Identify and distinguish environmental sounds.</p>	<p>Respond musically with increasing accuracy to a call and keep a steady pulse. (high/low, fast/slow, loud/soft)</p> <p>Composing: Tell the difference between long and short sounds.</p> <p>Appraising: Form an opinion to express how they feel about a piece of music. Hear the pulse in a piece of music.</p>	<p>Sing/clap a pulse increasing or decreasing in tempo.</p> <p>Composing: Choose sounds to achieve an effect. Choose sounds to create an effect on the listener.</p> <p>Appraising: Identify particular features when listening to music. Independently identify the pulse in a piece of music and tap along.</p>	<p>Composing: Begin to read and write musical notation. Use silent beats for effect.</p> <p>Appraising: Recognise a range of instruments by ear.</p>	<p>expression, accuracy and fluency. Improvise using repeated patterns with increasing accuracy and fluency.</p> <p>Composing: use notations to record compositions in small groups or on their own</p> <p>Appraising: describe and identify different purposes of music. Use musical words e.g. pitch, duration, timbre</p>	<p>Recognise and use basic structural forms.</p> <p>Composing: Use technology to compose music which meets a specific criterion. Choose the most appropriate tempo for a piece of music.</p> <p>Appraising: Contrast the work of established composers and show preferences. Choose the most appropriate tempo for a piece of music.</p>	<p>Perform parts from memory.</p> <p>Composing: Use a variety of different musical devices in their composition.</p> <p>Appraising: Refine and improve their work. Analyse features within different pieces of music.</p>
<p>Possible leading enquiry question</p>							
<p>Vocabulary (progressive - so what are the new words?)</p>	<p>Quiet (use instead of 'soft') Repeat Rhythm Sing Slow Song Sounds</p>	<p>perform quiet shaker steady beat tambourine tempo triangle tune voice</p>	<p>duration ostinato percussion phrase pitch</p>	<p>Year 2 vocab plus: lyrics melodic phrase melody orchestra orchestration ostinati round scale stepwise movement structure theme unison woodblock xylophone</p>	<p>Year 3 vocab plus: leaping (large interval between two notes) pentatonic</p>	<p>Year 4 vocab plus: Texture timbre</p>	<p>Year 5 vocab plus: diction interval syncopation</p>

	Theme 3						
Possible Theme	Everyone!	In the Groove	I wanna play in a band	Three little birds	Stop!	Make you feel my love	A new year carol
Substantive knowledge <i>As a musician, I am learning about</i>	Rhythm	Responding to different moods of music in different ways.	The importance of a warm up How to have control when playing instruments	Using appropriate vocabulary - relating to music. Comparing different kinds of music	Relationship between lyrics and melody	Pitch and harmony	Meanings behind music
Disciplinary Knowledge <i>As a musician, I am learning to</i>	<p>Performing: Experiment with creating sounds with different instruments,</p> <p>Composing: Represent sounds pictorially. Begin to sequence sounds to create a rhythm or beat.</p> <p>Appraising: Begin to express how music makes them feel. Identify reasons why they like some music more than others.</p>	<p>Performing: Performing a rhythm to a steady pulse.</p> <p>Composing: Make a sequence of sounds for a purpose Repeat patterns.</p> <p>Appraising Identify what different sounds could represent and give a reason why? Describe how sounds are made and changed.</p>	<p>Performing: Sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse</p> <p>Composing: Use simple structures in a piece of music. (E.g. repetition and order) Breathe in a song</p> <p>Appraising: Verbally recall what they have heard with simple vocabulary- loud, soft, high, low</p>	<p>Performing: Sing/play rhythmic patterns in contrasting tempo.</p> <p>Composing: Create accompaniments for melodies Compose a simple piece of music that they can recall to use again.</p> <p>Appraising: Recognise changes in sounds that move incrementally and more dramatically.</p>	<p>Performing: Use selected pitches simultaneously to produce simple harmonies.</p> <p>Composing: Use notation in a performance. Show how they can use dynamics to provide contrast.</p> <p>Appraising: Identify how a change in timbre can change the effect of a piece of music.</p>	<p>Performing: Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.</p> <p>Composing: Identify and use patterns of repetition, contrasts and variations.</p> <p>Appraising: Explain how tempo changes the character of music. Identify where gradual change in dynamics has helped to shape a phrase of music.</p>	<p>Performing: Perform a piece of music which contains 2 or more distinct melodic or rhythmic parts, knowing how the parts fit together.</p> <p>Composing: Show how a small change of tempo can make a piece of music more effective.</p> <p>Appraising: Appraise the introductions, interludes and endings for songs and compositions they have created.</p>
Possible leading enquiry question							

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