

## Cycle A Key Knowledge

<b>Class 1</b>	<b>Pulse &amp; Rhythm (Theme: All about me)</b>	<b>Celebration Music</b>	<b>Timbre and rhythmic patterns</b>	<b>Musical Stories</b>	<b>Big Band</b>
<b>Key knowledge from across the units</b>	To know that rhythm means a pattern of long and short notes.	To know that there are special songs we can sing to celebrate events.	To know that an instrument or rhythm pattern can represent a character in a story	To understand that a piece of music can tell a story with sounds.	To know that an orchestra is a big group of people playing a variety of instruments together.
	To know that pulse is the regular beat that goes through music.	To understand that my voice or an instrument can match an action in a song.	To know that my voice can create different timbres to help tell a story	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 understand that the pulse of music can get faster or slower.	To know that moving to music can be part of a celebration.	To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.	To understand what 'high' and 'low' notes are.	To understand that performing means playing a finished piece of music for an audience.
	To know that a piece of music can have more than one section, eg a versed and a chorus.	To recognise that different sounds can be long or short.			
		To recognise music that is 'fast' or 'slow'.			

<b>Class 2</b>	<b>West African Call &amp; Response</b>	<b>Ballads</b>	<b>Musical Me</b>	<b>Developing Singing Technique</b>	<b>Recorder Whole Class</b>
<b>Key knowledge from across the units</b>	To know that dynamics can change the effect a sound has on the audience.	To know that a ballad tells a story through song.	To understand that 'melody' means a tune.	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 the recorder is a woodwind instrument.
	To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	To know that lyrics are the words of a song.	To know that 'notation' means writing music down so that someone else can play it.	To know that different notes have different durations, and that crotchets are worth one whole beat.	To understand that 'melody' means a tune.
	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	To know that in a ballad, a 'stanza' is a verse.	To understand that 'accompaniment' can mean playing instruments along with a song.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To understand how to play pitches and rhythms from staff notation
	To understand that the tempo of a musical phrase can be changed to achieve a different effect.		To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	To know that written music tells you how long to play a note for.	To know that written music tells you how long to play a note for.

	To understand that an instrument can be matched to an animal noise based on its timbre.				To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.
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Class 3	Instrumental - Wider Opps - Brass				
<p><b>Key knowledge from across the units</b></p>	<p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p>	<p>To know that playing in time means all performers playing together at the same speed.</p>	<p>To understand how to play pitches and rhythms from staff notation without prompts.</p>	<p>To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.</p>	<p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>
	<p>To know that a 'loop' in music is a repeated melody or rhythm.</p>	<p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p>	<p>To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.</p>	<p>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</p>	<p>To know that poly-rhythms means many rhythms played at once.</p>
	<p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p>	<p>To know that expressive language (like a poem) can be used as inspiration for composing music.</p>	<p>To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</p>	<p>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.</p>
	<p>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</p>	<p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p>	<p>To understand that both instruments and voices can create audio effects that describe something you can see.</p>	<p>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</p>	<p>To understand the concept of an octave, recognise this on staff notation, and play it at the correct pitch.</p>

<b>Class 4</b>	<b>Advanced Rhythms</b>	<b>Dynamics, pitch and tempo</b>	<b>Songs of WW2</b>	<b>Theme and variations (Pop Art)</b>	<b>Composing and performing a Leavers' Song</b>	<b>Garage Band</b>
<b>Key knowledge from across the units</b>	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.	To know that the conductor beats time to help the performers work well together.	To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2	To know that a 'theme' is a main melody in a piece of music.	To know that a chord progression is a sequence of chords that repeats throughout a song.	To know that music technology can be used to compose songs
	To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972.	To understand that improvisation means making up music 'on the spot'.	To know that the Solfa syllables represent the pitches in an octave.	To know that 'variations' in music are when a main melody is changed in some way throughout the piece.	To know that a melody can be adapted by changing its dynamics, pitch or tempo.	To know that a melody can be adapted by changing its dynamics, pitch or tempo.
	To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.	A 'counter-subject' or 'counter-melody' provides contrast to the main melody.	To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten	To know that chord progressions are represented in music by Roman numerals.	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 quaver is worth half a beat.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.	To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.	To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly	To understand that all types of music notation show note duration.	
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## Cycle B Key Knowledge

<b>Class 1</b>	<b>Classical Music, dynamics and tempo</b>	<b>Nursery Rhyme week</b>	<b>Exploring Sound</b>	<b>Musical Vocabulary</b>	<b>Music and Movement</b>	<b>Pitch and tempo</b>
<b>Key knowledge from across the units</b>	To understand that sounds can be adapted to change their mood, eg through dynamics or tempo.	To understand that my voice or an instrument can match an action in a song.	To understand how to listen carefully and talk about what I hear	To understand that pitch means how high or low a note sounds.	To know that the beat is the steady pulse of a song.	To understand that tempo can be used to represent mood or help tell a story.
	To know that sounds can help tell a story.	To know that moving to music can be part of a celebration.	To know that sounds can be copied by my voice, body percussion and instruments.	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.	To know that tempo is the speed of the music.	To understand that 'tuned' instruments play more than one pitch of notes.
	To know that tempo is the speed of the music.	To understand that performing means performing a finished piece of music for an audience.	To understand that instruments can be played loudly or softly.	To know that music has layers called 'texture'.	To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	v wrote 'Peter and the Wolf' for children in 1936. To know that following a leader when we perform helps everyone play together accurately.

	To know that dynamics means how loud or soft a sound is.	To know that my voice can create different timbres to help tell a story.	To know that music often has more than one instrument being played at a time.	To know that signals can tell us when to start or stop playing		
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<b>Class 2</b>	<b>Orchestral Instruments</b>	<b>Christmas Production</b>	<b>Pentatonic Melodies and composition</b>	<b>Myths and Legends</b>	<b>Traditional Instruments &amp; Improvisation</b>	<b>Glockenspiel Whole Class</b>
<b>Key knowledge from across the units</b>	To know that musical instruments can be used to create 'real life' sound effects.	To understand that 'melody' means a tune.	To know that the word 'crescendo' means a sound getting gradually louder.	I know that a graphic score can show a picture of the structure of music.	To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.	To understand that 'melody' means a tune.
	To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.	To understand that 'accompaniment' can mean playing instruments along with a song.	To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.	To understand how to play pitches and rhythms from staff notation
	To know that stringed instruments, like violins, make a sound when their strings vibrate.	To know that lyrics are the words of a song	To understand that a pentatonic melody uses only the five notes C D E G A.	To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.	To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'	To know that written music tells you how long to play a note for.
	To know that a brass instrument is played by vibrating your lips against the mouthpiece.	To know that to perform well, it is important to listen to the other members of your ensemble.			To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone	To know that some tuned instruments have a lower range of pitches and some have a

					humming a long-held note.	higher range of pitches.
	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.				To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music	

<b>Class 3</b>	<b>Composition notation (Theme: Ancient Egypt)</b>	<b>Body and Tuned Percussion</b>	<b>Blues</b>	<b>Changes in pitch, tempo and dynamics</b>	<b>Samba and Carnival sounds &amp; instruments</b>	<b>End of year production – Musical Theatre</b>
<b>Key knowledge from across the units</b>	To know that simple pictures can be used to represent the structure (organisation) of music.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.	To understand that a chord is the layering of several pitches played at the same time.	To know that when you sing without accompaniment it is called 'A Capella'.	To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.	To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.
	To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.	To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To understand that harmony means playing two notes at the same time, which usually sound good together.	To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.	To know that choreography means the organisation of steps or moves in a dance.
	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 know that a 'loop' in music is a repeated melody or rhythm.	To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.	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 a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.	To know that musical theatre uses transitions, which are short passages of music used to move between

						sections of the musical action.
	To know that simple pictures can be used to represent the structure (organisation) of music.	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.	To know that 'performance directions' are words added to music notation to tell the performers how to play.		
			To understand that a chord is the layering of several pitches played at the same time.			

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