

# Model Music Curriculum Year 1 Knowledge Organiser

## Singing

- Simple songs, chants and rhymes from **memory**
- Follow simple visual directions (stop, start, loud, quiet) 'My turn, your turn.'
- Begin with songs using a small range, **so-mi** (think **cuckoo** or **nee-naw**)
- Then slightly wider range (e.g. Bounce High, Bounce Low).
- Include pentatonic songs (e.g. Dr Knickerbocker).
- Call and response songs to help control vocal **pitch** and to match the pitch with accuracy.

## Listening

- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are **listening to, singing and playing**.
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

## Composing

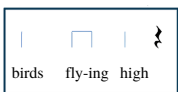
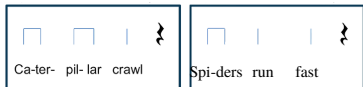
- **Improvise** (make up on the spot) simple vocal chants- question and answer phrases.
- Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).
- Understand the difference between creating a **rhythm** pattern and a **pitch** pattern.
- Invent, retain and recall **rhythm** and **pitch** patterns and perform these for others, taking turns.
- Use music technology, if available, to capture, change and combine sounds.
- Recognise how graphic notation can represent created sounds. Explore and invent own symbols

## Pulse

- Respond to the pulse in recorded/live music through movement and dance- Stepping, jumping/ tip-toeing
- Change the speed of the movement as the **tempo** of the music changes
- Play repeated patterns using body percussion, tuned and untuned classroom percussion (shake, scrape, tap) to maintain a steady beat

## Rhythm

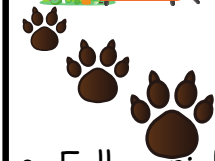
- Copycat rhythm patterns
- Repeating rhythm patterns (**ostinati**)
- Word-pattern chants



- Create, retain, perform own rhythm patterns.

## Pitch

- High and low sounds.
- Explore percussion sounds to enhance storytelling.



- Follow pictures and symbols to guide singing and playing

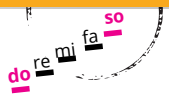


# Model Music Curriculum Year 2 Knowledge Organiser

## Singing



- Sing songs regularly with a pitch range of **do-so** with increasing vocal control (C-G or E-B or F-C)
- Sing short phrases independently
- Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately
- Know the meaning of **dynamics** (loud/quiet) and **tempo** (fast/slow)
- Demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)



## Listening



- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are **listening to, singing and playing.**
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.



## Composing


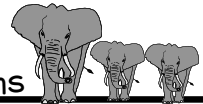


- Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).
- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Use music technology, if available, to capture, change and combine sounds.



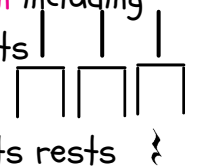
## Pulse




- Walk in time to the beat of a piece of music or song.
- Recognise any changes in **tempo** (faster/slower)
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats
- Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. in 2 Maple Leaf Rag by Joplin  in 3 The Elephant from Carnival of the Animals by Saint-Saëns 

## Rhythm

- Copycat rhythms
- Copy a leader, and invent rhythms for others to copy
- Create and perform chanted rhythm patterns
- Represent rhythm patterns using **stick notation** including crotchets, quavers, crotchets rests



## Pitch

- Singing games based on the cuckoo interval (**so-mi**)
- Respond to changes in pitch with actions (e.g. stand up/sit down, hands high/hands low)
- Recognise dot notation and match it to 3-note tunes played on tuned percussion 



# Model Music Curriculum Year 3 Knowledge Organiser

## Singing

- A variety of **unison** songs with a pitch range of **do-so**
- Perform **forte** and **piano** (loud and soft) with expression
- Perform actions confidently and in time to a range of action songs
- Perform as a choir in school assemblies



## Listening

- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are **listening to**, **singing** and **playing**.
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

## Composing

- **Improvise** short 'on-the-spot' responses using a limited note-range; do, re, mi (E, F, G or C, D, E, etc)
- Structure musical ideas (eg using **echo**; copy back and **question** and **answer**; 2 distinct phrases that operate like a conversation) to create music that has a beginning, middle and end
- Create short up and down phrases using rhythmic notation and letter names (3 note range)
- Compose song accompaniments on untuned percussion using known rhythms and note values.

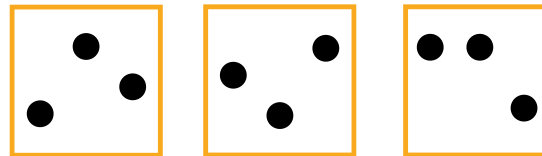
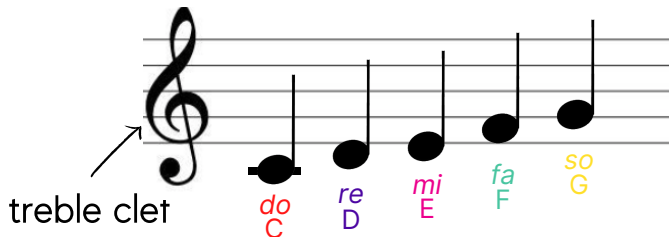


## Performing

- Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.
- Play and perform melodies following **staff notation** using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups.
- Individually copy back stepwise melodic phrases with accuracy at different speeds; **allegro** and **adagio** (fast and slow.). Extend to question-and-answer phrases.
- Listen to and correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi

## Notation

Staff notation - music written on a STAVE (5 lines and 4 spaces)



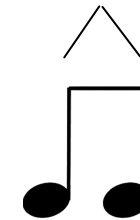
Dot notation - focus on high, middle, low sounds

1 beat



crotchet

1 beat



quavers

silent for 1 beat



crotchet rest

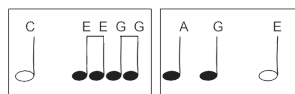
# Model Music Curriculum Year 4 Knowledge Organiser

## Singing

- Unison songs with the range of an octave (do-do), with some leaps in the melody
- Follow directions for getting louder (**crescendo**) and (**decrescendo**)
- **Rounds** and **partner songs** in different time signatures (2, 3 and 4 time) A simple second part introduces vocal harmony
- Perform a range of songs in school assemblies

## Composing

- **Improvise** on the instrument being learnt, making decisions about the structure
- Create short **pentatonic** phrases using a limited range of 5 pitches suitable for the instruments being learnt.
- Use rhythm cards to create sequences of 2-, 3- or 4-beat phrases, arranged into bars



Introduce **major** and **minor** tonality

Compose music to create a specific mood

Capture and record creative ideas in a variety of ways; **graphic symbols**, **rhythm** and **staff notation**, **technology**

## Listening

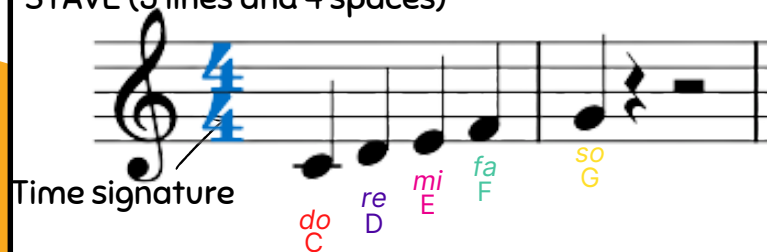
- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are **listening to**, **singing** and **playing**.
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

## Performing

- Develop facility in the basic skills of a selected musical instrument. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.
- Play and perform melodies following **staff notation** using a small range (e.g. C-G/**do-so**)
- Copy short, melodic phrases
- Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.

## Notation

Staff notation – music written on a STAVE (5 lines and 4 spaces)



Wood Blocks

Claves

Tambourine

Rhythmic score



2 beats



1 beat



half a beat each



minim



crotchet



quavers

# Model Music Curriculum Year 5 Knowledge Organiser

## Singing

- Sing a broad range of songs from an extended repertoire with a sense of **ensemble** and performance.
- Focus on **phrasing** (breathing), accurate pitching and appropriate vocal style
- Sing **three-part rounds, partner songs**, and songs with a **verse** and a **chorus**.
- Perform in assemblies and other opportunities

## Listening

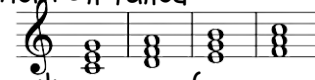
- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are **listening to, singing** and **playing**.
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

## Composing

- **Improvise** freely over a **drone** (a sustained sound; a long note or chord) using tuned percussion and melodic instruments.
  - **Improvise** over a simple **groove**, responding to the beat
  - Use a wider range of **dynamics**, including **fortissimo** (very loud), **pianissimo** (very quiet), **mezzo forte** (moderately loud) and **mezzo piano** (moderately quiet) **ff pp mf mp**
  - Compose melodies from pairs of phrases in either **C major** or **A minor** or a key suitable for the instrument chosen
  - Compose a short **ternary** piece (**A-B-A**) with a partner
  - Use chords to compose music to evoke a specific atmosphere, mood or environment
- Capture and record creative ideas in a variety of ways; **graphic symbols, rhythm** and **staff notation, technology**.

## Performing

- Play melodies on tuned percussion, melodic instruments or keyboards, following **staff notation** (note range **C-C / do-do**)
- Understand how **triads** are formed, and play them on tuned percussion / melodic instruments.
- Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). **G major / D major**
- Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
- Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies

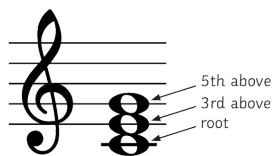


## Notation

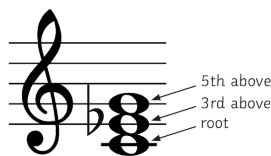
Staff notation – music written on a STAVE (5 lines and 4 spaces)



C major chord – triad C E and G



C minor chord – triad C E<sup>b</sup> and G



semi quavers 1 beat

quavers 2 beats

crotchet 1 beat

semibreve 4 beats

minim 2 beats

# Model Music Curriculum Year 6 Knowledge Organiser

## Singing

- Sing a broad range of songs, including those that have **syncopated** rhythms; as part of a choir, with a sense of **ensemble** and performance
- Perform to a wider audience.
- Observe **rhythm**, **phrasing**, accurate **pitching** and appropriate style.
- Sing **three-** and **four-part rounds** or **partner songs**, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts and vocal independence.

## Composing

Develop **improvisation** skills

- Create music with multiple sections that include repetition and contrast.
- Use **chord** changes as part of an **improvised sequence**.
- Extend **improvised** melodies beyond 8 beats over a fixed groove

Plan and compose an 8- or 16-beat melodic phrase using the **pentatonic scale** (e.g. C, D, E, G, A)

- Incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. **Notate** this melody.
- Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.
- Compose a **ternary** piece (A-B-A); use available music software/apps to create and record it, discussing how musical contrasts are achieved.

## Listening

- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are **listening to**, **singing** and **playing**.
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.
- At the end of Year 6, pupils should be able to **identify** some of the focused listening pieces of music and their **characteristics**

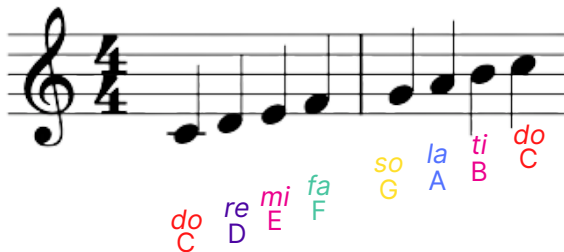
## Performing

- Play a melody following **staff notation** using notes within an **octave** range (**do-do**); make decisions about **dynamic** range, including very loud (**ff**), very quiet (**pp**), moderately loud (**mf**) and moderately quiet (**mp**).
- Accompany this same melody, and others, using block **chords** or a **bass line**. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.
- Perform a part within an ensemble
- Transition project!



## Notation

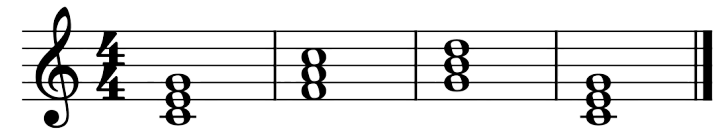
Staff notation - music written on a STAVE (5 lines and 4 spaces)



4 bar melody using notes within an **octave** range



C major F major G major C major



Suggested **chords** to accompany the melody