

## Music Knowledge overview

	Performing			Listening and Responding			Creating and Understanding		
	M	M/E	E	M	M/E	E	M	M/E	E
<p>Cycle 1 Autumn</p> <p><b>Come and Play</b></p>	<p>Participate in shared songs through singing or joining in with actions.</p> <p>Moves with music and begins to feel the pulse of the song.</p>	<p>Listen to a range of shared songs.</p> <p>Begin to respond to music with simple movements.</p>	<p>Experience to a range of shared songs.</p> <p>Begin to respond to music or show preferences with songs.</p>	<p>Show musical preferences including songs, instruments and recorded music.</p>	<p>Show musical preferences to shared songs.</p>	<p>Begin to respond to shared music or show preferences.</p>	<p>Create sounds within a shared musical activity (percussion or singing).</p>	<p>Begin join in with a musical activity, creating sounds (use of ICT, percussion or singing).</p>	<p>Experience peers and adults joining in with a musical activity (using ICT, percussion or singing).</p>
<p>Cycle 1 Spring</p> <p><b>Home Sweet Home</b></p>	<p>Singing songs and anticipating words within songs. joining in Joins by joining in or creating actions.</p> <p>Physically interprets songs in different styles (<b>fast, slow, loud and quiet</b>).</p>	<p>Begin to join in with a range of shared songs by singing or movement.</p> <p>Begin to respond to songs in different styles (<b>fast, slow, loud, and quiet</b>).</p>	<p>Experience different styles of music (fast, slow, loud, and quiet).</p> <p>Begin to respond to music or show preferences with songs.</p>	<p>Respond to changes in music; <b>loud / quiet (dynamics), fast / slow (tempo), high, low (pitch)</b>.</p>	<p>Begin to respond to changes in music; <b>loud / quiet (dynamics), fast / slow (tempo)</b>.</p>	<p>Begin to respond to shared songs or show preferences in a range of styles (<b>fast, slow, loud, and quiet songs</b>).</p>	<p>Select songs from a range of choices.</p> <p>Claps or use body percussion when responding to songs.</p>	<p>Select songs from a limited numbers of choices.</p> <p>Begins to clap or use body percussion when responding to songs.</p>	<p>Begins to show preferences to songs or sounds (toys, using ICT, percussion or singing).</p>
<p>Cycle 1 Summer</p> <p><b>People Who Help Us</b></p>	<p>Joins in with songs and anticipates words and actions within songs (singing and movement).</p> <p>Creates actions within songs.</p> <p>Moves in response to rhythm of music.</p>	<p>Joins in with songs and begins anticipates words or actions within songs.</p> <p>Follows actions within songs.</p> <p>Begins to move in response to rhythm of music.</p>	<p>Begins to copy actions when listening to familiar songs.</p> <p>Begins to respond to music with movement.</p>	<p>Develop preferences to music and sounds.</p> <p>Anticipates changes in familiar music; <b>loud / quiet / fast / slow</b>.</p>	<p>Begin to make preferences to songs and sounds.</p> <p>Begins to anticipates changes in familiar songs; <b>loud / quiet</b>.</p>	<p>Begin to make preferences to songs and sounds.</p>	<p>Show preferences to different styles of music and begin to make selections.</p> <p>Use a range of percussive instruments to make sounds to the music.</p>	<p>Being to show preferences to music and sounds.</p> <p>Use a range of percussive instruments to make sounds.</p>	<p>Being to show preferences to different songs or music styles.</p> <p>Use percussive instruments to make sounds.</p>
<p>Cycle 2 Autumn</p> <p><b>Splish, Splash, Splosh.</b></p>	<p>Participate in singing or signing a range of familiar songs.</p> <p>Reproduces songs in unfamiliar ways.</p> <p>Claps or taps to the pulse of the music.</p>	<p>Participate in singing or signing some familiar songs.</p> <p>Claps or taps alongside songs.</p>	<p>Copy actions when listening a familiar song.</p> <p>Shows a response when listening to familiar songs or music.</p>	<p>Identify and match a sound to the object making the sound.</p> <p>Identify a range of familiar sounds in their environment.</p>	<p>Begins to identify and match a sound to the object making the sound.</p> <p>Identify some familiar sounds in their environment.</p>	<p>Listens to a range of instruments and familiar sounds within their environment.</p>	<p>Use devices to capture and play back sounds in their environment.</p> <p>Experiment with ways of playing percussive instruments; <b>volume, tempo, timbre</b>.</p>	<p>Use devices to play back sounds in their environment.</p> <p>Experiment with ways of playing percussive instruments; <b>volume, tempo</b>.</p>	<p>Listen to play back of sounds recorded in their environment.</p> <p>Experiment with ways of playing familiar instruments; <b>volume</b>.</p>
<p>Cycle 2 Spring</p> <p><b>Our Local Area</b></p>	<p>Participate in singing or signing whole familiar songs.</p> <p>Improves the ability to match the singing pitch of the song.</p> <p>Combines movement and playing of musical instruments.</p>	<p>Participate in singing or signing parts of familiar songs.</p> <p>Being to show an awareness of pitch when singing.</p> <p>Begins to incorporate movement into familiar songs.</p>	<p>Begins to sing or sign parts of familiar songs.</p> <p>Begins to respond to songs with familiar movements.</p>	<p>Describes the sound of a small selection of instruments; <b>scratchy, soft, smooth</b>.</p>	<p>Simply describes the sound of a small selection of instruments; <b>loud / quiet</b>.</p>	<p>Begins to show an awareness of objects / instruments and the noises they make.</p>	<p>Creates visual representation of sounds.</p> <p>Begins to play instruments with some control; dynamics and tempo.</p>	<p>Creates visual representation of contrasting sounds.</p> <p>Begins to experiment with playing instruments with control; dynamics and tempo.</p>	<p>Begins to experiment with playing and increasing range of instruments.</p>

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<p>Cycle 2 Summer</p> <p><b>Journeys</b></p>	<p>Begins to show an awareness of matching singing pitch to a song or note from an instrument.</p> <p>Begins to sing the melodic shape of songs. (the moving melody of songs).</p> <p>Replicates familiar dances and actions when responding to songs.</p>	<p>Attempts to match the singing pitch to a song or note from an instrument.</p> <p>Begins to attempt to sing the melodic shape of familiar songs.</p> <p>Replicates familiar actions when responding to songs.</p>	<p>Experiments with changing pitch in singing or producing different pitches when playing an instrument.</p> <p>Replicates some familiar actions when responding to familiar songs.</p>	<p>Identifies changes in music; <b>faster, slower, louder, quieter.</b></p> <p>Associates musical styles with characters and stories.</p>	<p>Identifies changes in music; <b>faster, slower.</b></p> <p>Begins to match some common musical styles with characters or stories.</p>	<p>Listens to a range of music and songs with varying tempos.</p> <p>Experiences a range of music within stories or films.</p>	<p>Begins to participate in group and solo performances.</p> <p>Keeps a steady beat when tapping or playing an instrument.</p>	<p>Begins to participate in group performances.</p> <p>Attempts to keep a steady beat when using body percussion or playing a percussive instrument.</p>	<p>Experiences or participates in a range of group performances.</p> <p>Shows awareness of the beat of music when using body percussion or playing a percussive instrument.</p>
<p>Cycle 3 Autumn</p> <p><b>Once upon a time</b></p>	<p>Use body percussion, instruments and voices to perform songs.</p> <p>Choose songs to perform.</p> <p>Move and dance with the music.</p>	<p>Use body percussion, instruments and voices to perform familiar songs.</p> <p>Make song preferences when performing.</p> <p>Begin to responds to music with movement and dance.</p>	<p>Use body percussion, instruments or voices to participate with familiar songs.</p> <p>Begin to make song preferences.</p> <p>Begin to responds to music with movement or dance.</p>	<p>Listen to a widening range of songs.</p> <p>Begin to identify to rhythmic patterns within the songs they listen to.</p>	<p>Listen to a widening range of songs.</p> <p>Begin to identify contrasting rhythmic patterns within the songs they listen to.</p>	<p>Begin to listen to a widening range of musical songs with contrasting rhythmic and dynamic patterns.</p>	<p>Find the steady beat of music they listen to.</p> <p>Add actions to a familiar song.</p>	<p>Begin to follow the steady beat of music they listen to.</p> <p>Participate in creating new actions to a familiar song.</p>	<p>Attempt to follow the steady beat of music they listen to.</p> <p>Follow new actions to a familiar songs.</p>
<p>Cycle 3 Spring</p> <p><b>On the Farm</b></p>	<p>Keep a steady beat when listening to or performing songs.</p> <p>Play a simple melodic instrument alongside familiar songs.</p> <p>Begin to show an awareness of intervals (high / low).</p>	<p>Keep a steady beat when listening to or performing songs.</p> <p>Use a range of melodic instrumental to make sounds.</p> <p>Explore pitch (high and low)</p>	<p>Show an awareness of the beat of music.</p> <p>Use a melodic instrumental to make a range of sounds.</p>	<p>Describe songs using musical vocabulary; <b>fast, slow, loud, quiet.</b></p> <p>Recognise some band and orchestral instruments.</p>	<p>Describe songs using musical vocabulary; <b>fast, slow.</b></p> <p>Recognise a number of familiar band or orchestral instruments.</p>	<p>Begin to make preferences when listening to different; <b>fast, slow, loud, quiet.</b></p> <p>Listen to a number of familiar band and orchestral instruments.</p>	<p>Copy back simple rhythm and melodic patterns.</p> <p>Understand feelings can be created by music/song.</p>	<p>Copy back simple rhythm patterns.</p> <p>Understand the reasons people like to listen to music.</p>	<p>Begin to repeat familiar rhythm patterns.</p> <p>Explore and listen to the song preferences of others.</p>
<p>Cycle 3 Summer</p> <p><b>All About the Body</b></p>	<p>Repeat a simple melodic instrumental. (Using notes C D E).</p> <p>Begin to sing or sign songs from memory.</p>	<p>Practice a simple melodic instrumental. (Using notes C D E).</p> <p>Begin to sing or sign parts of songs from memory.</p>	<p>Use melodic instruments to explore making sounds.</p> <p>Begin to sing or sign parts of familiar songs from memory.</p>	<p>Describe songs using increasing musical vocabulary; <b>fast, slow, loud, quiet, soft, high pitch, low pitch.</b></p> <p>Understand songs may have meaning.</p>	<p>Describe songs using increasing musical vocabulary; <b>fast, slow, loud, quiet.</b></p> <p>Explore the meaning of some familiar songs.</p>	<p>Listen to songs containing contrasting styles; <b>fast, slow, loud, quiet, soft, high pitch, low pitch.</b></p>	<p>Make simple improvisations within the major scale (notes C D E).</p> <p>Describe tempo as fast of slow.</p>	<p>Begin to make simple improvisations within the major scale (notes C D E).</p> <p>Begin to differentiate contrasting tempos; fast of slow.</p>	<p>Begin to make simple improvisations with music instruments.</p> <p>Explore making sounds with contrasting tempos.</p>
<p>Cycle 4 Autumn</p> <p><b>The Great Outdoors</b></p>	<p>Find different steady beats in music.</p> <p>Begin to sing or sign songs from memory.</p> <p>Sing or sign songs in unison.</p>	<p>Begin to find the steady beats in different styles of music.</p> <p>Begin to sing or sign familiar songs from memory.</p> <p>Begin to sing or sign songs in unison.</p>	<p>Show an awareness of the beat when listening to different styles of music.</p> <p>Begin to sing or sign parts of familiar songs from memory.</p>	<p>Listen to and begin to identify rhythmic patterns within music.</p> <p>Begin to describe tempo; <b>fast / slow.</b></p>	<p>Explore and respond to different rhythmic patterns within a range of music.</p> <p>Be able to differentiate between different tempos; <b>fast / slow.</b></p>	<p>Begin to respond to different rhythmic patterns within a range of music.</p>	<p><b>Music Genre: Pop</b></p> <p>Begin to identify different and show preferences for different genres of music.</p> <p>Explain how music makes you feel.</p>	<p><b>Music Genre: Pop</b></p> <p>Begin to listen to a range of different genres of music and begin to show preferences.</p> <p>Understand music can affect our feelings.</p>	<p><b>Music Genre: Pop</b></p> <p>Begin show preferences for different genres of music.</p> <p>Explore how music can change how we feel.</p>

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<p>Cycle 4 Spring</p> <p><b>Marvellous Machines</b></p>	<p>Use body percussion, instruments and voices to play alongside and increasing range of familiar songs.</p> <p>Know the difference between practice and performance.</p>	<p>Use body percussion, instruments or voices to play alongside and range of familiar songs.</p> <p>Participate in both practice and performance.</p>	<p>Use body percussion, instruments or voices to play make sounds alongside familiar songs.</p> <p>Participate in simple performances.</p>	<p>Recognise and increasing numbers of band and orchestral instruments.</p> <p>Describe dynamics within music listened to; <b>loud / quiet.</b></p>	<p>Recognise and increasing numbers of band and orchestral instruments.</p> <p>Differentiate between contrasting dynamics in music listened to; <b>loud / quiet.</b></p>	<p>Begin to recognise the sounds some familiar instruments make.</p> <p>Listen to and respond to music with contrasting; <b>loud / quiet.</b></p>	<p><b>Music Genre: Rock</b></p> <p>Begin to copy back simple melodic patterns using intervals; <b>high and low.</b></p> <p>Rehearse and play simple melodically instrumentals within the major scale (notes C D E).</p>	<p><b>Music Genre: Rock</b></p> <p>Begin to recognise intervals; <b>high and low.</b></p> <p>Pay simple melodically instrumentals within the major scale (notes C D E).</p>	<p><b>Music Genre: Rock</b></p> <p>Begin to reproduce different pitches with melodic instruments; <b>high and low.</b></p>
<p>Cycle 4 Summer</p> <p><b>Roald Dahl</b></p>	<p>Understand how to follow the leader or conductor.</p> <p>Practice, rehearse and perform a learned song; solo and group.</p>	<p>Understand the role of the leader or conductor in a performance.</p> <p>Practice, rehearse and perform a learned song as a group.</p>	<p>Follow the actions of the leader or conductor in a performance.</p> <p>Perform a familiar song as a group.</p>	<p>Recognise feelings created by a listening to a performance or song.</p> <p>Talk about what a song means.</p>	<p>Recognise some common feelings created by a listening to a performance or song.</p> <p>Understand songs can carry meaning.</p>	<p>Explore contrasting songs and how they make us feel.</p>	<p><b>Musical Genre: Classical</b></p> <p>Copy back simple melodic patterns use <b>long and short notes.</b></p> <p>Begin to talk about different styles and genres of music.</p>	<p><b>Musical Genre: Classical</b></p> <p>Practice using <b>long and short notes</b> in musical rehearsals.</p> <p>Begin to explore preferences with different styles and genres of music.</p>	<p><b>Musical Genre: Classical</b></p> <p>Explore making different sounds with instruments; <b>long and short notes.</b></p> <p>Explore listening to different styles and genres of music.</p>
<p>Cycle 5 Autumn</p> <p><b>Come Dine with Me</b></p>	<p>Demonstrate good singing posture and posture when performing.</p> <p>Use body percussion, instruments and voices to play alongside and increasing range of familiar songs. (In the key of C major)</p>	<p>Show and understanding of good and bad singing posture and posture.</p> <p>Use body percussion, instruments or voices to play alongside and range of familiar songs. (In the key of C major)</p>	<p>Show an awareness of our bodies when performing (standing, facing front).</p> <p>Use body percussion, instruments or voices to play make sounds alongside familiar songs.</p>	<p>Identify some of the instruments within songs or pieces of music.</p>	<p>Differentiate between some of the instruments within songs or pieces of music.</p>	<p>Explore music with a variety of familiar instruments.</p>	<p><b>Musical Genre: Electronic Music</b></p> <p>Copy and improvise simple rhythmic patterns.</p> <p>Find the groove of the music.</p> <p>Begin to reflect on feelings about sharing and performing.</p>	<p><b>Musical Genre: Electronic Music</b></p> <p>Copy simple rhythmic patterns.</p> <p>Begin to find the groove of the music.</p> <p>Share some thoughts or on feelings about sharing and performing.</p>	<p><b>Musical Genre: Electronic Music</b></p> <p>Explore creating simple rhythmic patterns.</p> <p>Experiment with finding the groove of different songs.</p>
<p>Cycle 5 Spring</p> <p><b>Beautiful Britain</b></p>	<p>Begin to sing or sign with expression with attention to the meaning of the words.</p> <p>Begin to sing or sing clearly or with clear diction, following the beat of the song.</p>	<p>Show an understanding of singing or signing with expression.</p> <p>Sing or sign familiar songs, following the beat of the song.</p>	<p>Explore using our voices to make different sounds and pitches.</p> <p>Sign familiar songs attempting to follow the beat of the song.</p>	<p>Listen to and identify a range of rhythmic patterns within music.</p>	<p>Listen to and identify contrasting rhythmic patterns within music.</p>	<p>Listen to a range of contrasting rhythmic patterns within music.</p>	<p><b>Musical Genre: Blues Music</b></p> <p>Copy back more complex melodic patterns using <b>long and short notes.</b></p> <p>Rehearse and play simple melodically instrumentals within the major scale (notes of C D E F).</p>	<p><b>Musical Genre: Blues Music</b></p> <p>Copy and improvise simple rhythmic patterns using <b>long and short notes.</b></p> <p>Rehearse and play simple melodically instrumentals within the major scale (notes of C D E).</p>	<p><b>Musical Genre: Blues Music</b></p> <p>Explore making sounds with an increasing range of instruments; explore producing <b>long and short, loud and quiet notes.</b></p>

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<p>Cycle 5 Summer</p> <p><b>Fighting Fit</b></p>	<p>Share a song that has been learned in lessons and with confidence.</p> <p>Copy back simple melodic phrases with the voice or melodic instrument.</p>	<p>Share a song that has been learned in lessons.</p> <p>Begin to copy back simple melodic phrases with the voice or melodic instrument.</p>	<p>Take part in simple performances of familiar songs.</p> <p>Begin to participate in simple call and response songs.</p>	<p>Respond to music and describe tempo; <b>slow, quick, fast, very fast, speeding up, slowing down.</b></p> <p>Respond to music and describe rhythm; <b>long, short, hard, fast, slow happy, lazy.</b></p>	<p>Respond to music and begin to describe tempo; <b>slow, quick, fast, very fast.</b></p> <p>Respond to music and describe rhythm; <b>long, short, hard, fast.</b></p>	<p>Explore and respond to music with contrasting tempos; <b>slow, quick, fast, very fast.</b></p> <p>Explore and respond to music with contrasting tempos; <b>long, short, hard, fast.</b></p>	<p><b>Musical Genre: Jazz Music</b></p> <p>Copy back more complex rhythm patterns.</p> <p>Produce simple improvisations within the major scale. Key of C major (notes C D E F).</p>	<p><b>Musical Genre: Jazz Music</b></p> <p>Copy and improvise simple rhythmic patterns.</p> <p>Explore improvisation within the major scale Key of C major (notes C D E).</p>	<p><b>Musical Genre: Jazz Music</b></p> <p>Explore producing and listening to simple rhythmic patterns.</p>
<p>Cycle 6 Autumn</p> <p><b>Explorers</b></p>	<p>Use body percussion, instruments and voices to perform songs (Key of C and G Major).</p> <p>Perform songs with different time signatures (2/4 - 4/4).</p>	<p>Use body percussion, instruments and voices to perform songs (Key of C and G Major).</p> <p>Perform alongside songs with different time signatures (2/4 - 4/4).</p>	<p>Use body percussion, instruments, signs or voices to perform a range of familiar songs.</p>	<p>Identify if the tempo is fast, slow or steady.</p> <p>Identify a range of instruments from ear.</p>	<p>Respond to music and begin to describe tempo; <b>slow, quick, fast, very fast.</b></p> <p>Identify an increasing range of instruments from ear.</p>	<p>Explore and begin to differentiate or identify some common musical instruments.</p>	<p><b>Musical Genre: Rap/Hip Hop Music</b></p> <p>Explore a range of musical styles and identify key features of them.</p> <p>Understand the different styles of singing.</p>	<p><b>Musical Genre: Rap/Hip Hop Music</b></p> <p>Explore a range of musical styles and recognise key features of them.</p> <p>Explore some of different styles of singing in some contrasting styles.</p>	<p><b>Musical Genre: Rap/Hip Hop Music</b></p> <p>Listen to and explore some contrasting styles of singing.</p>
<p>Cycle 6 Spring</p> <p><b>Chocolate</b></p>	<p>Play alongside side and identify songs in 2/2 an 4/4 and 3/4 timings.</p>	<p>Play alongside side songs in 2/2 an 4/4 and 3/4 timings.</p>	<p>Perform songs with different timings and tempos.</p>	<p>Listen and respond to music with time signatures of 4/4 and 2/4.</p> <p>Explore the importance of the words within songs.</p>	<p>Listen to music with time signatures of 4/4 and 2/4.</p> <p>Understand the importance of the words within songs.</p>	<p>Listen to songs with contrasting timings and tempos.</p>	<p><b>Musical Genre: Reggae Music</b></p> <p>Talk about how musical genres evolved or were created.</p> <p>Explore improvisation within the major scale (notes C D E F G A).</p>	<p><b>Musical Genre: Reggae Music</b></p> <p>Talk about where musical genres originated in the world.</p> <p>Explore improvisation within the major scale (notes C D E F G).</p>	<p><b>Musical Genre: Reggae Music</b></p> <p>Explore different genres and where they originated in the world.</p> <p>Explore creating simple musical improvisations.</p>
<p>Cycle 6 Summer</p> <p><b>My Body</b></p>	<p>Sing on pitch and in time both solo and ensemble.</p> <p>Sing expressively with attention to staccato and legato.</p>	<p>Begin to sing on pitch and in time both solo and ensemble.</p> <p>Sing expressively.</p>	<p>Begin to sing, sing on both solo and ensemble.</p> <p>Sing, sing expressively.</p>	<p>Identify legato and staccato notes.</p> <p>Listen to whole songs and identify the song structure.</p>	<p>Differentiate between legato and staccato notes.</p> <p>Listen to whole songs and discuss the song structure.</p>	<p>Listen to different types of notes, sharing preferences.</p> <p>Listen to whole songs and join in with the chorus of familiar songs.</p>	<p><b>Musical Genre: World Music</b></p> <p>Identify the structure of songs with reference to verse and chorus.</p> <p>Explore ways of representing high and low sounds and short and long sounds in notation.</p>	<p><b>Musical Genre: World Music</b></p> <p>Differentiate between the verse and chorus in familiar songs.</p> <p>Explore ways of representing high and low sounds and short and long sounds in notation.</p>	<p><b>Musical Genre: World Music</b></p> <p>Explore songs with clear, repetitive verse / chorus structures.</p>



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Cycle 7 Autumn 1  <b>Reggae Music</b>	Use body percussion, instruments and voices to perform and increasing range of songs (Key of C, F and G Major).  Play alongside side and begin to identify songs in 2/2 - 4/4, 3/4 timings.	Use body percussion, instruments and voices to perform and increasing range of songs (Key of C, F and G Major).  Perform songs in 2/2 - 4/4, 3/4 timings.	Use body percussion, instruments, sign and voices to perform and increasing range of familiar songs.  Perform songs in different timings.	Discuss the strengths and weaknesses of a song or performance.  Identify their own feelings when listening to a performance or song.	Discuss personal options on a song or performance.  Recognise feelings created by a listening to a performance or song.	Explore contrasting songs and begin to link these to emotions.	<b>Musicians:</b> <i>Bob Marley</i> <i>Desmond Decker</i> <i>Toots and the Maytals</i>  Begin to distinguish between major and minor tonality within simple songs.  Explore songs and solos made from the pentatonic and blues scales.	<b>Musicians:</b> <i>Bob Marley</i> <i>Desmond Decker</i> <i>Toots and the Maytals</i>  Begin to distinguish between major and minor tonality in isolation.  Explore songs and solos made from the pentatonic scale.	<b>Musicians:</b> <i>Bob Marley</i> <i>Desmond Decker</i> <i>Toots and the Maytals</i>  Explore happy and sad songs.
Cycle 7 Autumn 2  <b>Funk Music</b>	Use body percussion, instruments and voices to perform and increasing range of songs (Key of C, F and G Major).  Play alongside side and begin to identify songs in 2/2 - 4/4, 3/4 timings.	Use body percussion, instruments and voices to perform and increasing range of songs (Key of C, F and G Major).  Perform songs in 2/2 - 4/4, 3/4 timings.	Use body percussion, instruments, sign and voices to perform and increasing range of familiar songs.  Perform songs in different timings.	Discuss the strengths and weaknesses of a song or performance.  Identify their own feelings when listening to a performance or song.	Discuss personal options on a song or performance.  Recognise feelings created by a listening to a performance or song.	Explore contrasting songs and begin to link these to emotions.	<b>Musicians:</b> <i>Parliament / Funkadelic</i> <i>Sly and the Family Stone</i> <i>James Brown</i>  Begin to distinguish between major and minor tonality within simple songs.  Explore songs and solos made from the pentatonic and blues scales.	<b>Musicians:</b> <i>Parliament / Funkadelic</i> <i>Sly and the Family Stone</i> <i>James Brown</i>  Begin to distinguish between major and minor tonality in isolation.  Explore songs and solos made from the pentatonic scale.	<b>Musicians:</b> <i>Parliament / Funkadelic</i> <i>Sly and the Family Stone</i> <i>James Brown</i>  Explore happy and sad songs.
Cycle 7 Spring 1  <b>African Music</b>	Begin to explore harmony in singing and when playing instruments.  Explore creating simple chord triads.	Begin to explore harmony in singing or when playing instruments.  Listen to simple chord triads.	Perform with songs and music containing simple harmonies.	Explore the composers of music and historical and cultural context of the song.  Justify a personal opinion to a song with reference to musical elements.	Explore the composers of music and historical context of the song.  Justify a personal opinion to a song.	Explore the composers of familiar music.  Begin to show preferences to songs or music.	<b>Musicians:</b> <i>Youssou N'Dour</i> <i>Ali Farka Touré</i> <i>Fela Kuti</i>  Know and understand what a musical introduction is and its purpose.  Recognise different genres of music.	<b>Musicians:</b> <i>Youssou N'Dour</i> <i>Ali Farka Touré</i> <i>Fela Kuti</i>  Know and identify a musical introduction in a song.  Begin to recognise different genres of music.	<b>Musicians:</b> <i>Youssou N'Dour</i> <i>Ali Farka Touré</i> <i>Fela Kuti</i>  Experience an increasing range of different genres of music.
Cycle 7 Spring 2  <b>Punk / Ska Music</b>	Begin to explore harmony in singing and when playing instruments.  Explore creating simple chord triads.	Begin to explore harmony in singing or when playing instruments.  Listen to simple chord triads.	Perform with songs and music containing simple harmonies.	Explore the composers of music and historical and cultural context of the song.  Justify a personal opinion to a song with reference to musical elements.	Explore the composers of music and historical context of the song.  Justify a personal opinion to a song.	Explore the composers of familiar music.  Begin to show preferences to songs or music.	<b>Musicians:</b> <i>Ramones</i> <i>The Clash</i> <i>Misfits</i>  Know and understand what a musical introduction is and its purpose.  Recognise different genres of music.	<b>Musicians:</b> <i>Ramones</i> <i>The Clash</i> <i>Misfits</i>  Know and identify a musical introduction in a song.  Begin to recognise different genres of music.	<b>Musicians:</b> <i>Ramones</i> <i>The Clash</i> <i>Misfits</i>  Experience an increasing range of different genres of music.

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Cycle 7 Summer 1  <b>Folk Music</b>	Create, rehearse and present a performance to an audience.	Rehearse and present a performance to an audience.	Rehearse and perform a familiar song to an audience.	Identify an increasing range of musical instruments by ear.	Identify an increasing range of musical instruments by ear.	Explore and begin to differentiate or identify common musical instruments.	<b>Folk Music:</b> <i>Bob Dylan</i> <i>Joni Mitchell</i> <i>Joan Baez</i>  Discuss the structure of songs with reference to verse, chorus, bridge and final chorus.  Identify the musical style of a song or piece of music.	<b>Folk Music:</b> <i>Bob Dylan</i> <i>Joni Mitchell</i> <i>Joan Baez</i>  Identify the structure of songs with reference to verse and chorus.  Begin to identify the musical style or genre of a song or piece of music.	<b>Folk Music:</b> <i>Bob Dylan</i> <i>Joni Mitchell</i> <i>Joan Baez</i>  Take part performing a range of songs with clear, repetitive verse / chorus structures.
Cycle 7 Summer 2  <b>Metal Music</b>	Create, rehearse and present a performance to an audience.	Rehearse and present a performance to an audience.	Rehearse and perform a familiar song to an audience.	Identify an increasing range of musical instruments by ear.	Identify an increasing range of musical instruments by ear.	Explore and begin to differentiate or identify common musical instruments.	<b>Metal Music:</b> <i>Black Sabbath</i> <i>Judas Priest</i> <i>Metallica</i>  Discuss the structure of songs with reference to verse, chorus, bridge and final chorus.  Identify the musical style of a song or piece of music.	<b>Metal Music:</b> <i>Black Sabbath</i> <i>Judas Priest</i> <i>Metallica</i>  Identify the structure of songs with reference to verse and chorus.  Begin to identify the musical style or genre of a song or piece of music.	<b>Metal Music:</b> <i>Black Sabbath</i> <i>Judas Priest</i> <i>Metallica</i>  Take part performing a range of songs with clear, repetitive verse / chorus structures.
Cycle 8 Autumn 1  <b>Rock Music</b>	Create a simple chord progression using triads.  Explore improvisation within a major scale, using the notes: C, D, E, F, G, A, B $\flat$ .	Explore creating simple chord triads.  Explore improvisation within a major scale, using the notes: C, D, E, F, G, A.	Use simple melodic instruments to make simple improvisations.	Justify a personal opinion to a musical style or genre.  Identify an increasing range of musical instruments by ear.	Make a personal opinion to a musical style and genre.  Identify an increasing range of musical instruments by ear.	Begin to show preferences to songs or musical styles or genres.	<b>Rock Music:</b> <i>The Beatles</i> <i>The Rolling Stones</i> <i>Pink Floyd</i>  Identify the musical style of a song using musical vocabulary.  Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.	<b>Rock Music:</b> <i>The Beatles</i> <i>The Rolling Stones</i> <i>Pink Floyd</i>  Identify the musical style of a song using some simple musical vocabulary.  Discuss the structure of the music with reference to verse, chorus and bridge.	<b>Rock Music:</b> <i>The Beatles</i> <i>The Rolling Stones</i> <i>Pink Floyd</i>  Take part performing a range of songs with varying song structures.
Cycle 8 Autumn 2  <b>Jazz Music</b>	Create a simple chord progression using triads.  Explore improvisation within a major scale, using the notes: C, D, E, F, G, A, B $\flat$ .	Explore creating simple chord triads.  Explore improvisation within a major scale, using the notes: C, D, E, F, G, A.	Use simple melodic instruments to make simple improvisations.	Justify a personal opinion to a musical style or genre.  Identify an increasing range of musical instruments by ear.	Make a personal opinion to a musical style and genre.  Identify an increasing range of musical instruments by ear.	Begin to show preferences to songs or musical styles or genres.	<b>Jazz Music:</b> <i>Miles Davis</i> <i>Chet Baker</i> <i>Count Baise</i>  Identify the musical style of a song using musical vocabulary.  Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.	<b>Jazz Music:</b> <i>Miles Davis</i> <i>Chet Baker</i> <i>Count Baise</i>  Identify the musical style of a song using some simple musical vocabulary.  Discuss the structure of the music with reference to verse, chorus and bridge.	<b>Jazz Music:</b> <i>Miles Davis</i> <i>Chet Baker</i> <i>Count Baise</i>  Take part performing a range of songs with varying song structures.

## Music Knowledge overview

<p>Cycle 8 Spring 1</p> <p><b>Music from around the World</b></p>	<p>Rehearse and learn to play instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major.</p>	<p>Rehearse and learn to play simple instrumental parts by ear or from notation, in the tonal centres of C major and G major.</p>	<p>Begin to attempt to copy back simple rhythm or melodic patterns with an instrument or voice.</p>	<p>Identify dynamic range within music; very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>) and moderately quiet (<b>mezzo piano</b>).</p>	<p>Identify dynamic range within music; very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>).</p>	<p>Explore and respond to music with dynamic range; <b>volume, pitch</b>.</p>	<p><b>Music from Around World Music:</b> <i>Nusrat Fateh Ali Khan</i> <i>Buena Vista Social Club</i> <i>Ravi Shankar</i></p> <p>Recall by ear simple memorable phrases heard in music.</p> <p>Identify major and minor tonality within a song.</p>	<p><b>Music from Around World Music:</b> <i>Nusrat Fateh Ali Khan</i> <i>Buena Vista Social Club</i> <i>Ravi Shankar</i></p> <p>Repeat simple memorable phrases heard in the music.</p> <p>Begin to distinguish between major and minor tonality within simple songs.</p>	<p><b>Music from Around World Music:</b> <i>Nusrat Fateh Ali Khan</i> <i>Buena Vista Social Club</i> <i>Ravi Shankar</i></p> <p>Begin to attempt to copy back simple rhythm or melodic patterns heard in music.</p>
<p>Cycle 8 Spring 2</p> <p><b>Rap / Hip Hop Music</b></p>	<p>Rehearse and learn to play instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major.</p>	<p>Rehearse and learn to play simple instrumental parts by ear or from notation, in the tonal centres of C major and G major.</p>	<p>Begin to attempt to copy back simple rhythm or melodic patterns with an instrument or voice.</p>	<p>Identify dynamic range within music; very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>) and moderately quiet (<b>mezzo piano</b>).</p>	<p>Identify dynamic range within music; very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>).</p>	<p>Explore and respond to music with dynamic range; <b>volume, pitch</b>.</p>	<p><b>Rap / Hip Hop Music:</b> <i>De La Soul</i> <i>Outkast</i> <i>A Tribe Called Quest</i></p> <p>Recall by ear simple memorable phrases heard in music.</p> <p>Identify major and minor tonality within a song.</p>	<p><b>Rap / Hip Hop Music:</b> <i>De La Soul</i> <i>Outkast</i> <i>A Tribe Called Quest</i></p> <p>Repeat simple memorable phrases heard in the music.</p> <p>Begin to distinguish between major and minor tonality within simple songs.</p>	<p><b>Rap / Hip Hop Music:</b> <i>De La Soul</i> <i>Outkast</i> <i>A Tribe Called Quest</i></p> <p>Begin to attempt to copy back simple rhythm or melodic patterns heard in music.</p>
<p>Cycle 8 Summer 1</p> <p><b>Latin / Samba Music</b></p>	<p>Play an instrument with a dynamic range, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>) and moderately quiet (<b>mezzo piano</b>).</p>	<p>Begin to play an instrument with a dynamic range, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>).</p>	<p>Begin to play and instrument, exploring dynamic range, including very loud and very quiet.</p>	<p>Describe a musical performance or song using musical vocabulary, offering constructive advice.</p>	<p>Describe a musical performance or song using musical vocabulary.</p>	<p>Make simple responses to musical performances.</p>	<p><b>Latin Music:</b> <i>Pérez Prado</i> <i>Paco de Lucia</i> <i>Carlos Santana</i></p> <p>Explain the role of a main theme in a song.</p> <p>Know and understand what a musical introduction and outro is, and its purpose.</p>	<p><b>Latin Music:</b> <i>Pérez Prado</i> <i>Paco de Lucia</i> <i>Carlos Santana</i></p> <p>Be able to identify the main theme in a song.</p> <p>Know and understand what a musical introduction and outro is.</p>	<p><b>Latin Music:</b> <i>Pérez Prado</i> <i>Paco de Lucia</i> <i>Carlos Santana</i></p> <p>To take part in a performance, joining in with a repetitive main theme.</p>
<p>Cycle 8 Summer 2</p> <p><b>Gospel Music</b></p>	<p>Play an instrument with a dynamic range, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>) and moderately quiet (<b>mezzo piano</b>).</p>	<p>Begin to play an instrument with a dynamic range, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>).</p>	<p>Begin to play and instrument, exploring dynamic range, including very loud and very quiet.</p>	<p>Describe a musical performance or song using musical vocabulary, offering constructive advice.</p>	<p>Describe a musical performance or song using musical vocabulary.</p>	<p>Make simple responses to musical performances.</p>	<p><b>Gospel Music:</b> <i>Aretha Franklin</i> <i>Mahalia Jackson</i> <i>Sister Rosetta-Thape</i></p> <p>Explain the role of a main theme in a song.</p> <p>Know and understand what a musical introduction and outro is, and its purpose.</p>	<p><b>Gospel Music:</b> <i>Aretha Franklin</i> <i>Mahalia Jackson</i> <i>Sister Rosetta-Thape</i></p> <p>Be able to identify the main theme in a song.</p> <p>Know and understand what a musical introduction and outro is.</p>	<p><b>Gospel Music:</b> <i>Aretha Franklin</i> <i>Mahalia Jackson</i> <i>Sister Rosetta-Thape</i></p> <p>To take part in a performance, joining in with a repetitive main theme.</p>

## Music Knowledge overview

Cycle 9 Autumn 1  <b>R&amp;B and Soul Music</b>	Create music in response to a music and video stimulus.	Create music in response a video stimulus.	Perform a song alongside visual stimulus.	Listen to a range of genres and begin to identify similarities and differences between them and understand how their musical providence.	Listen to a range of genres and begin to identify similarities and differences between them.	Listen to a range of contrasting musical genres and make personal preferences.	<b>R&amp;B and Soul Music:</b> <i>Sam Cooke</i> <i>Ray Charles</i> <i>Otis Redding</i>  Identify the sound of a range of contrasting musical styles and genres, using musical vocabulary.	<b>R&amp;B and Soul Music:</b> <i>Sam Cooke</i> <i>Ray Charles</i> <i>Otis Redding</i>  Identify the sound of a range of contrasting musical styles and genres.	<b>R&amp;B and Soul Music:</b> <i>Sam Cooke</i> <i>Ray Charles</i> <i>Otis Redding</i>  Take part performing a range of songs from contrasting musical genres.
Cycle 9 Autumn 2  <b>Blues Music</b>	Create music in response to a music and video stimulus.	Create music in response a video stimulus.	Perform a song alongside visual stimulus.	Listen to a range of genres and begin to identify similarities and differences between them and understand how their musical providence.	Listen to a range of genres and begin to identify similarities and differences between them.	Listen to a range of contrasting musical genres and make personal preferences.	<b>Blues Music:</b> <i>Robert Johnson</i> <i>Muddy Waters</i> <i>Howlin' Wolf</i>  Identify the sound of a range of contrasting musical styles and genres, using musical vocabulary.	<b>Blues Music:</b> <i>Robert Johnson</i> <i>Muddy Waters</i> <i>Howlin' Wolf</i>  Identify the sound of a range of contrasting musical styles and genres.	<b>Blues Music:</b> <i>Robert Johnson</i> <i>Muddy Waters</i> <i>Howlin' Wolf</i>  Take part performing a range of songs from contrasting musical genres.
Cycle 9 Spring 1  <b>Classical / Opera Music</b>	Use a wider range of dynamics in practice and performances, including; ( <b>sforzando</b> ) sudden, forced loud, ( <b>crescendo</b> ), gradually getting louder. ( <b>diminuendo</b> ), gradually getting quieter.	Play an instrument with a dynamic range, including very loud ( <b>fortissimo</b> ), very quiet ( <b>pianissimo</b> ), moderately loud ( <b>mezzo forte</b> ) and moderately quiet ( <b>mezzo piano</b> ).	Begin to play and instrument, exploring different types of rhythm.	Listen to an increasing range of music and identify music links between the genres and artists.	Listen to an increasing range of music and discuss music links between artists studied.	Listen to a range of music from musical artists and begin to make personal preferences.	<b>Classical Music:</b> <i>Bach</i> <i>Beethoven</i> <i>Chopin</i>  Begin to identify some musical notation.	<b>Classical Music:</b> <i>Bach</i> <i>Beethoven</i> <i>Chopin</i>  Begin to identify some simple musical notation.	<b>Classical Music:</b> <i>Bach</i> <i>Beethoven</i> <i>Chopin</i>  Explore images related to musical notation.
Cycle 9 Spring 2  <b>Pop / Disco Music</b>	Use a wider range of dynamics in practice and performances, including; ( <b>sforzando</b> ) sudden, forced loud, ( <b>crescendo</b> ), gradually getting louder. ( <b>diminuendo</b> ), gradually getting quieter.	Play an instrument with a dynamic range, including very loud ( <b>fortissimo</b> ), very quiet ( <b>pianissimo</b> ), moderately loud ( <b>mezzo forte</b> ) and moderately quiet ( <b>mezzo piano</b> ).	Begin to play and instrument, exploring different types of rhythm.	Listen to an increasing range of music and identify music links between the genres and artists.	Listen to an increasing range of music and discuss music links between artists studied.	Listen to a range of music from musical artists and begin to make personal preferences.	<b>Pop Music:</b> <i>Abba</i> <i>Duran Duran</i> <i>The Beach Boys</i>  Begin to identify some musical notation.	<b>Pop Music:</b> <i>Abba</i> <i>Duran Duran</i> <i>The Beach Boys</i>  Begin to identify some simple musical notation.	<b>Pop Music:</b> <i>Abba</i> <i>Duran Duran</i> <i>The Beach Boys</i>  Explore images related to musical notation.
Cycle 9 Summer 1  <b>Country Music</b>	Listen and copy more complex melodic and rhythmic patterns by ear.	Listen and copy melodic and rhythmic patterns by ear.	Attempt to copy back simple rhythm or melodic patterns with an instrument or voice.	Listen and watch a range of performances, understanding the importance of choreographing and using the performance space.	Listen and watch a range of performances, understanding the importance of choreographing to enhance the performance.	Listen and watch a range of contrasting performances.	<b>Country Music:</b> <i>Johnny Cash</i> <i>Willie Nelson</i> <i>Hank Williams</i>  Explore improvisation within the major scale (notes C D E F G A B ♭).	<b>Country Music:</b> <i>Johnny Cash</i> <i>Willie Nelson</i> <i>Hank Williams</i>  Explore improvisation within the major scale (notes C D E F G A B).	<b>Country Music:</b> <i>Johnny Cash</i> <i>Willie Nelson</i> <i>Hank Williams</i>  Explore improvising alongside various musical genres.



## Music Knowledge overview

<p>Cycle 9 Summer 2</p> <p><b>Electronic Music</b></p>	<p>Listen and copy more complex melodic and rhythmic patterns by ear.</p>	<p>Listen and copy melodic and rhythmic patterns by ear.</p>	<p>Attempt to copy back simple rhythm or melodic patterns with an instrument or voice.</p>	<p>Listen and watch a range of performances, understanding the importance of choreographing and using the performance space.</p>	<p>Listen and watch a range of performances, understanding the importance of choreographing to enhance the performance.</p>	<p>Listen and watch a range of contrasting performances.</p>	<p><b>Electronic Music:</b> <i>Daft Punk</i> <i>Kraftwerk</i> <i>Deadmau5</i></p> <p>Explore improvisation within the major scale (notes C D E F G A B ♭).</p>	<p><b>Electronic Music:</b> <i>Daft Punk</i> <i>Kraftwerk</i> <i>Deadmau5</i></p> <p>Explore improvisation within the major scale (notes C D E F G A B).</p>	<p><b>Electronic Music:</b> <i>Daft Punk</i> <i>Kraftwerk</i> <i>Deadmau5</i></p> <p>Explore improvising alongside various musical genres.</p>
<p>Cycle 10/11</p> <p><b>As part of Extended Curriculum AQA Unit Award Scheme</b></p>	<p><b>M Pathway</b></p> <p><u>Shown Knowledge of:</u></p> <p>The basic functions of BandLab, including track creation, instrument selection, transport, mixer, loop and audio input windows.</p> <p>At least two basic automation tools, including volume and panning.</p> <p><u>Demonstrate the ability to:</u></p> <p>Select at least two samples and instruments and add them to the mix editor.</p> <p>Use a step sequencer to create four different drum kit patterns including fills.</p> <p>Create a short vocal rap, performing and recording it to a pre-recorded backing track.</p>			<p><b>E/M Pathway</b></p> <p><u>Demonstrated the ability to:</u></p> <p>Turn on a tablet device and open an audio production and recording software application.</p> <p>Create an audio channel.</p> <p>Search for, find and play at least two audio loops and samples in the software application.</p> <p>Drag the audio loops into the arrange page of their composition project.</p> <p><u>Experienced:</u></p> <p>How to name and save their composition project.</p> <p>How to close the project that they saved and then re-open it.</p>			<p><b>E Pathway</b></p> <p><u>Demonstrated the ability to:</u></p> <p>Operate the studio equipment used to make a recording, with support if necessary.</p> <p>Choose a backing track from a given list.</p> <p>Load the backing track into GarageBand, with support if necessary.</p> <p>Sing into a studio microphone.</p> <p>Produce a CD of own recording, with support if necessary.</p> <p><u>Experienced:</u></p> <p>Taking part in the editing and mixing process with support.</p> <p>Using a recording studio to produce a recording of a song using the chosen backing track.</p>		