

# MUSIC CURRICULUM - Disciplinary Knowledge

EYFS	
DISCIPLINARY KNOWLEDGE	<ol style="list-style-type: none"> <li>1. Sing alone, or in a group, with or without instruments to support.</li> <li>2. Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>3. Encourage children to begin to listen to a range of different music.</li> <li>4. Introduce children to music from the past.</li> </ol>
BREADTH	
Expressive Arts and Design Curriculum	

KS1						
DISCIPLINARY KNOWLEDGE	<ol style="list-style-type: none"> <li>1. Use their voices and play tuned and untuned instruments musically, with some opportunities for performance.</li> <li>2. Listen with concentration to a range of high-quality live and recorded music, evaluating and commenting upon it.</li> <li>3. Compose by experimenting, creating, selecting and combining sounds using the inter-related dimensions of music, regularly reviewing work.</li> <li>4. Comment on music from a different historical period, knowing that music has changed over time.</li> </ol>					
BREADTH						
Historical Periods (Year A)	Pitch (Year A&B)	Duration (Year A&B)	Dynamics (Year A&B)	Tempo (Year A&B)	Timbre (Year A&B)	Texture (Year A&B)

LKS2							
DISCIPLINARY KNOWLEDGE	<ol style="list-style-type: none"> <li>1. Play and perform in ensemble contexts, using their voices and playing musical instruments with some accuracy, fluency, control and expression.</li> <li>2. Listen to and appreciate a wide range of high-quality live and recorded music drawn from different traditions, historical periods and from great composers and musicians.</li> <li>3. Compose simple pieces, reviewing, evaluating and adapting their piece as it develops.</li> <li>4. Compare and contrast music from an alternative period (e.g. Tudor period) to contemporary music.</li> </ol>						
BREADTH							
Historical Periods (Year A&B)	Pitch (Year A&B)	Duration (Year A&B)	Dynamics (Year A&B)	Tempo (Year A&B)	Timbre (Year A&B)	Texture (Year A&B)	Famous Composers (Year A&B)

UKS2								
DISCIPLINARY KNOWLEDGE	<ol style="list-style-type: none"> <li>1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>2. Listen to and appreciate a wide range of high-quality live and recorded music drawn from different traditions, historical periods and from great composers and musicians, commenting upon the features and impact on the listener.</li> <li>3. Compose simple pieces for a range of purposes using musical notations; reviewing, evaluating and adapting their piece as it develops.</li> <li>4. Compare and contrast music from different genres, different composers, and different historical periods.</li> </ol>							
BREADTH								
Historical Periods (Year A)	Pitch (Year A&B)	Duration (Year A&B)	Dynamics (Year A&B)	Tempo (Year A&B)	Timbre (Year A&B)	Texture (Year A&B)	Famous Comps (Year A&B)	ICT Composition (Year A&B)

# MUSIC: Progression of Skills and Techniques

	KS1	LKS2	UKS2
<b>Play and Perform</b>	<ul style="list-style-type: none"> <li>Sing simple songs and chants (with actions) building rhythmic and melodic memory.</li> <li>Use voice to create sounds - humming, whispers, clicks and whistles.</li> <li>Start and stop together on direction.</li> <li>Begin to use correct technique when playing a range of percussion, brass, string and woodwind instruments.</li> <li>Keep a steady beat and copy simple rhythm patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Sing rounds (canons) and partner songs, maintaining own part with some support.</li> <li>Sing songs with a simple ostinato part.</li> <li>Sing with a developing understanding of expression and dynamics.</li> <li>Perform simple rhythmic and melodic patterns on variety of percussion instruments.</li> <li>Read and play 3 notes on an instrument (eg recorders) with care and a degree of accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently sing part songs and canons with control, expression, phrasing and dynamics.</li> <li>Play percussion instruments with an understanding of pitch and syncopated rhythms.</li> <li>Accurately maintain an independent part within a group in both instrumental and vocal performance.</li> <li>Perform with control, dynamics and awareness of others.</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Talk about music heard with appropriate vocabulary.</li> <li>Begin to explore how music can affect emotions.</li> <li>Recognise how music enriches our lives</li> <li>Compare 2 contrasting pieces of music for dimensions such as pitch or tempo.</li> <li>Think of ways to improve their compositions.</li> <li>understand and identify beginning, middle and end and use of repetition and introduction.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the family groups within the orchestra and the importance of the conductor.</li> <li>Describe and give opinions of the music heard with some use of musical vocabulary.</li> <li>Discuss the emotional impact of a piece.</li> <li>Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster)</li> <li>Share ways to improve the composition of others</li> <li>develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody).</li> <li>Describe and give opinions of the music heard with confident use of an extended range of musical terminology.</li> <li>Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles.</li> <li>Discuss ways to improve the composition of others using musical dimensions as a guide.</li> <li>Develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations).</li> <li>Develop an understanding of the history of British music within the 19<sup>th</sup> century.</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>Create and clap own rhythms.</li> <li>Create patterns of sound – long/short, high/low, loud/soft (quiet).</li> <li>Use instruments to reflect a topic or add sound effects to a story.</li> <li>Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow.</li> </ul>	<ul style="list-style-type: none"> <li>Represent sounds on a graphic score with symbols for a group performance.</li> <li>Create a soundscape using tuned and untuned percussion.</li> <li>Compose four bars of music using 3 notes with an understanding of note value and time signature.</li> <li>Staff notation: recognise notes on the staff and note values of quaver, crotchet and minim.</li> <li>Understand and use Italian musical terminology within vocal and instrumental composition.</li> <li>Begin to take part in improvisation sessions with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics</li> <li>Improvise with confidence and an awareness of rhythm, context and purpose.</li> <li>Group soundscape composition with instruments and vocals and a conductor.</li> <li>Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody.</li> <li>Staff notation: recognise notes on the staff and note values of semiquaver, quaver, crotchet, minim and semibreve.</li> </ul>
<b>Pitch</b>	<ul style="list-style-type: none"> <li>Recognise and respond to high, low and middle sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and respond to higher and lower sounds and general shapes of a melody.</li> <li>Begin to recognise steps, leaps and repeated notes.</li> </ul>	<ul style="list-style-type: none"> <li>Identify steps, leaps and repeated notes</li> <li>Identify a major scale pattern</li> <li>Use pitch knowledge to recreate a piece on tuned instruments.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>Recognise and respond to a pulse and patterns of long and short sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between a pulse and rhythm.</li> <li>Understand that rhythmic patterns fit to the beat.</li> <li>Begin to understand 4 metre rhythm pattern &amp; syncopated rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>Understand 2, 3 and 4 metre and how rhythms fit into a steady beat.</li> <li>Recognise and use a syncopated rhythm.</li> </ul>
<b>Dynamics</b>	<ul style="list-style-type: none"> <li>Understand loud, quiet and silence.</li> </ul>	<ul style="list-style-type: none"> <li>Understand getting louder and quieter in finer graduations.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how a wider range of dynamics can be used for expressive effect.</li> </ul>
<b>Tempo</b>	<ul style="list-style-type: none"> <li>Understand fast and slow</li> </ul>	<ul style="list-style-type: none"> <li>Understand getting faster and slower in finer graduations</li> </ul>	<ul style="list-style-type: none"> <li>Understand how a wider range of tempi can be used for expressive effect.</li> </ul>
<b>Timbre</b>	<ul style="list-style-type: none"> <li>Identify different percussion sounds and how they are made</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of instruments by name and how they are played.</li> <li>Discuss the quality of 'voice' of both instrumental and vocal pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the 'quality' of voice of vocal and instrumental pieces.</li> <li>Identify families of instruments and ensemble combinations (samba, choir)</li> </ul>
<b>Texture</b>	<ul style="list-style-type: none"> <li>Recognise and respond to one sound leading to many sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise different combinations of layers in music.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand different types of harmony (simple parts, use of chords, acappella)</li> </ul>
<b>Famous Composers</b>		<ul style="list-style-type: none"> <li>Andrew Lloyd Webber</li> <li>Wolfgang Amadeus Mozart</li> </ul>	<ul style="list-style-type: none"> <li>Elton John</li> <li>Ludwig Van Beethoven</li> </ul>
<b>ICT Composition</b>			<ul style="list-style-type: none"> <li>Use arranging or remixing skills on an ICT Composition programme to compose a piece of music exploring pitch, duration, dynamics, tempo, timbre and texture</li> </ul>

