

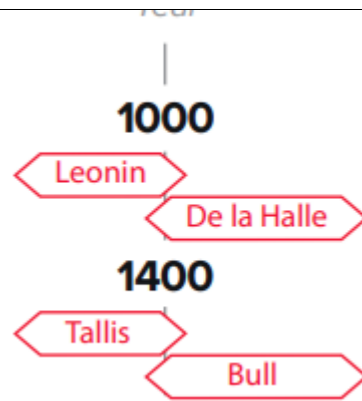


Stoke By Nayland Cof E Primary School

KS2 Music 4 Year Knowledge Cycle

Cycle 1				
Cycle 1	Notation	Technique	Composition	Key Vocabulary
Livin' on a Prayer	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</p>	<p>Name some of the instruments they heard in the songs</p> <p>The historical context of the songs. What else was going on at this time? The lyrics: what the songs are about</p> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the songs (intro, verse, chorus etc.)</p>	<p>To know songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of songs and to name other songs from the Units in those styles</p> <p>To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> Some of the style indicators of the songs (musical characteristics that give the songs their style) How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse <p>Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose</p>
Classroom Jazz 1	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping <p>To know what the song is about and the meaning of the lyrics</p> <p>To know and explain the importance of warming up your voice</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader</p> <p>To lead a rehearsal session.</p>	<p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p>	<p>Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo</p>
Make you feel my love	<p>Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</p>	<p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>Everything that will be performed must be planned and learned</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p>	<p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</p>	<p>Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>

<p>The Fresh Prince of Bel Air</p>	<p>Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music</p>	<p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>
<p>Dancing in the street</p>	<p>To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.</p>	<p>Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes</p>	<p>To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.</p>	<p>Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>
<p>Reflect, Rewind and Replay</p>	<p>Baroque composers include JS Bach, Handel and Vivaldi. Like Baroque architecture, the music was highly decorated and fussy, but written within very strict rules – like following the instructions to build a complex Lego model. Pieces tended to be fairly short, five minutes or so, and often performed in groups of contrasting movements called “Suites” which later evolved into what we now call the symphony. Early Music and composers</p>	<p>Romantic music includes many of the big name composers that we often mistakenly call 'Classical': Beethoven, Schubert, Schumann, Tchaikovsky, Grieg, Chopin, Rachmaninoff and Brahms to name but a few. Technological advancements allowed the development of new instruments which gave a better pitch range to write for. The orchestra doubled in size. The music became freer, more emotional, longer, faster, louder and more complex with lots of contrasting instrumental parts playing simultaneously. The longer symphonies lasted up to an hour, concert halls were built for those pieces to be played in</p>	<p>20th century onwards. Composers include Benjamin Britten, Edward Elgar, Ralph Vaughan Williams, Aaron Copland, Dmitri Shostakovich, John Williams and dozens of others. This runs in parallel with the development of Popular music.</p>	<p>Time period Instruments</p>



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Cycle 2

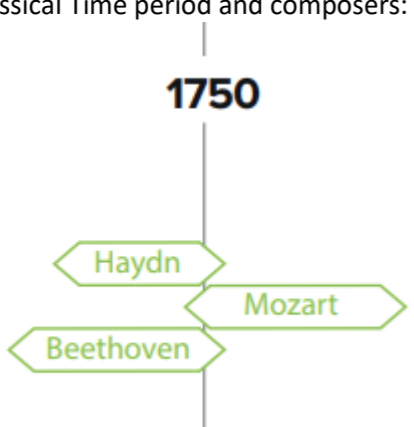
Cycle 2	Notation	Technique	Composition	Key Vocabulary
Happy	<p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about: ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity</p>	<p>To identify and move to the pulse with ease</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</p> <p>How to keep the internal pulse</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo</p>
Classroom Jazz 2	<p>Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</p>	<p>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p>	<p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one, two or three notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>– Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<p>Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo</p>
A New Year Carol	<p>songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p>	<p>To sing in unison and to sing backing vocals</p> <p>To demonstrate a good singing posture</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts –</p>	<p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel</p>

	<p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> o Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics o To know and explain the importance of warming up your voice 	<p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>	<p>a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>	
You've got a friend	<p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>	<p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</p>
Music and Me	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.</p>
Reflect, Rewind and Replay	<p>How do they each go about creating music?</p> <p>How has creating music helped them to build their confidence?</p> <p>How do you know that making music and performing makes them happy?</p> <p>What do they say about themselves through their music?</p> <p>Baroque Music and composers:</p>	<p>Anna Meredith - Something Helpful. Anna is a British composer and performer of Electronic and Acoustic music.</p> <p>Shiva Feshareki - O and V-A-C Moscow. Shiva is a turntablist who works with orchestras, she DJ's and composes. She is British of Iranian descent.</p> <p>Eska Mtungwazi - Heroes & Villains and Shades Of Blue. Eska is a London-born UK singer-songwriter and multi-instrumentalist.</p> <p>Afrodeutsche - And! and The Middle Middle.</p> <p>Afrodeutsche is a British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.</p> <p>Listen to and find out about 6 other artists from the Inspirational Women's Timeline</p>	<p>You will write your own music using 'Identity' as your theme. From the list below, which options and which tools did you choose? Did you work alone? Or in a group?</p> <p>Which 'beat' did you use?</p> <p>Music Explorer</p> <p>An instrument</p> <p>Write a rap</p> <p>Write lyrics for a song</p> <p>Use 'Quickbeats'</p> <p>A combination of the above</p>	<p>Genre</p> <p>Classical</p> <p>Rap, culture influence</p>



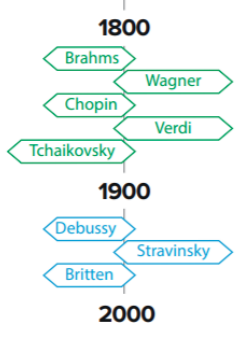
Cycle 3

Cycle 3	Notation	Technique	Composition	Key Vocabulary
Let your spirit fly	To know songs from memory and who sang them or wrote them. To know the style of the songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song 	To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody
Glockenspiel Stage 1	Copy back – 'Listen and sing back' (no notation) Copy back with instruments, without then with notation Copy back with instruments, without and then with notation The instruments used in class (a glockenspiel, a recorder)	To sing in unison and in simple two-parts. To demonstrate a good singing posture To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.	Clap and say back rhythms Create your own simple rhythm patterns lead the class using their simple rhythms	
Three Little Birds	Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Copy Back – Listen and sing back o Play and improvise – Using instruments, listen and play your own answer using one note. o Improve! – Take it in turns to improvise using one note	To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.	
The Dragon Song	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit.	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit	Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed	

	To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To record the performance and say how they were feeling, what they were pleased with what they would change and why.	You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music	
Bringing us together	with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, A + G.	It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards	Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale)	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody
Reflect, Rewind and Replay	Discover composers from Early music time period .. Explore how music was created Classical Time period and composers: 	Investigate types of instrument and how they were made	Consider the composition of the music Consider if it would have been easier to play then	

Cycle 4

Cycle 4	Notation	Technique	Composition	Key Vocabulary
Mamma Mia	Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song.	To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.	How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	Keyboard, electric guitar, bass, drums.improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison
Glockenspiel Stage 2	To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.	Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing.	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,

		Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice		
Stop!	The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends.	To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.	To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo
Lean on Me	Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five	Copy Back – Listen and sing back melodic patterns Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note	To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo
Blackbird	A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, 3 – Perform & Share melody, solo
Reflect, Rewind and Replay	Romantic and 20 th Century Music and composers: 	Consider the time instruments and how the pieces impact on you Compare to other time periods	Consider composition and instruments	Time period Baroque Classical Romantic History Chronology