

# Cheetwood Community Primary School



Music Skills, Knowledge and Knowledge Categories

**Music Overview**

Term	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Aut 1	Charanga  <b>Me!</b>	Charanga  <b>Hey You!</b>	Charanga  <b>Hands, Feet, Heart</b>	Charanga  <b>Let Your Spirit Fly</b>	Charanga  <b>Mamma Mia</b>	Charanga  <b>Livin on a Prayer</b>	Charanga  <b>Happy</b>
Aut 2	Charanga  <b>My Stories</b>	Charanga  <b>Rhythm In The Way We Walk and Banana Rap</b>	Charanga  <b>Ho Ho Ho</b>	Charanga  <b>Glockenspiels Stage 1</b>	Charanga  <b>Glockenspiel Stage 2</b>	Charanga  <b>Classroom Jazz 1</b>	Charanga  <b>Classroom jazz 2</b>
Classroom Jazz 2 Spr 1	Charanga  <b>Everyone!</b>	Charanga  <b>In the Groove</b>	Charanga  <b>I Wanna Play in a Band</b>	Charanga  <b>Three Little Birds</b>	Charanga  <b>Stop</b>	Charanga  <b>Make you Feel my Love</b>	Charanga  <b>A New Year Carol</b>





Knowledge Categories	Singing	Playing an instrument	Listening and appreciating	Creating own music
	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Play tuned and untuned instruments musically</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p><b>Nursery</b></p>	<p>I can join in with familiar songs / rhymes  I can say if I like or don't like a song or piece of music.  I can remember and sing an entire song  I can sing the pitch of a tone sung by another person  I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>	<p>I can play an instrument by free exploration of musical instruments -  Learn to play: tap, bang, shake    I can copy some body percussion sounds ... body parts    I know and can recognise bells and tambourines</p>	<p>I can respond to what I have heard, expressing my thoughts and feelings...  feeling, happy, sad etc</p>	<p>I can create my own songs, or improvise a song around one I know</p>

<p><b>Reception</b></p>	<p>I can join in with familiar songs / rhymes I can say if I like or don't like a song or piece of music. I can remember and sing an entire song I can sing the pitch of a tone sung by another person I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>	<p>I can play an instrument by free exploration of musical instruments - Learn to play: tap, bang, shake  I can copy some body percussion sounds ... body parts  I know and can recognise tambourines and glockenspiels</p>	<p>I can respond to what I have heard, expressing my thoughts and feelings... feeling, happy, sad etc</p>	<p>I can create my own songs, or improvise a song around one I know</p>
<p><b>Year 1</b></p>	<p>I know about voices, singing notes of different pitches (high and low).  I know that I can make different types of sounds with my voice – I can rap or say words in rhythm.  I know that I need to start and stop singing when following a leader.  I can confidently sing or rap five songs from memory and sing them in unison.  <u><b>Autumn 1</b></u> <u><b>Hip Hop - Hey You! by Joanna Mangona</b></u>  Genre: Old school hip hop</p>	<p>I know the names of the instruments I am playing.  I can treat instruments carefully and with respect.  I can play a tuned instrumental part with the song they perform.  I can play an instrumental part that matches the musical challenge, using one</p>	<p>I know at least 3 songs by heart (see 'Singing' column).  I know what the songs are about.  I know and can recognise the sound and names of some of the instruments I am using.  I can enjoy moving to music by dancing, marching, being animals or pop stars.  I can find the pulse in a song using different ways of moving (e.g. clapping hands, tapping knees, swaying arms etc.).</p>	<p>I know that improvisation is about making up your own tunes on the spot.  I know that when someone improvises, they make up their own tune that has never been heard before. .  I know that composing is like writing a story with music.  I know that performance is sharing music with other people, called an audience.  I can create rhythms for others to copy.</p>

	<p><b><u>Autumn 2</u></b></p> <p><b><u>Reggae - Rhythm In The Way We Walk and The Banana Rap</u></b></p> <p>Genre: Reggae</p> <p><b><u>Spring 1</u></b></p> <p><b><u>In The Groove by Joanna Mangona</u></b> – an easy-to-learn song that demonstrates different styles of music.</p> <p>Genre: Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p><b><u>Spring 2 - Round and Round.</u></b></p> <p>Genre: Bossa Nova</p> <p><b><u>Summer 1 - Your imagination</u></b></p> <p>Genre: Pop</p> <p><b><u>Summer 2 - Reflect, Rewind and Replay</u></b></p> <p>Genre: Classical</p>	<p>of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>I can listen to and follow musical instructions from a leader.</p>	<p>I can listen to the rhythm and clap back.</p> <p>I can copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p>I can listen and sing back. I can use my voice to copy back.</p>	<p>I can improvise through clapping, using my voice and using instruments.</p> <p>I can improvise using one or two notes.</p> <p>I can help create a simple melody using one, two or three notes.</p> <p>I can choose a song we have learnt from the Scheme and perform it.</p> <p>I can add my ideas to the performance.</p>
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<p><b>Year 2</b></p>	<p><b><u>Autumn 1:</u></b> <i>Hands, Feet, Heart</i> by Joanna Mangona</p> <p>Afropop, South African</p> <p><b><u>Autumn 2:</u></b> <i>Ho, Ho, Ho</i> by Joanna Mangona</p> <p>A song with rapping and improvising for Christmas</p> <p><b><u>Spring 1:</u></b> <i>I Wanna Play in a Band</i> by Joanna Mangona</p> <p>Rock</p> <p><b><u>Spring 2:</u></b> <i>Zootime</i> by Joanna Mangona</p> <p><b><u>Reggae</u></b></p> <p><b><u>Summer 1:</u></b> <i>Friendship Song</i> by Joanna Mangona and Pete Readman</p> <p>Pop</p> <p><b><u>Summer 2: Reflect, Rewind and Replay</u></b></p> <p><b><u>Classical</u></b></p>	<p>I know how to play a tuned instrumental part that matches my musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>I can play in time with a steady pulse.</p> <p>I can listen to and follow musical instructions from a leader.</p> <p>I know the names of the notes in my instrumental part from memory or when written down.</p> <p>I know the names of untuned percussion instruments played in class.</p>	<p>I know at least 5 songs by heart.</p> <p>I know some songs have a chorus or a response/answer part.</p> <p>I know that songs have a musical style.</p> <p>I can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>I can learn how songs can tell a story or describe an idea</p>	<p>I know composing is like writing a story with music.</p> <p>I know everyone can compose.</p> <p>I know improvisation is making up my own tunes on the spot</p> <p>I can - Clap and Improvise – Listen and clap back, then listen and clap my own answer (rhythms of words).</p> <p>I can - Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play my own answer using one or two notes.</p> <p>I can improvise! – Take it in turns to improvise using one or two notes.</p>
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KS2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memo

Knowledge Categories	Performing	Using and Understanding	Composing	Listening	Appreciating	History
	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Use and understand staff and other musical notations	Improvise and compose music for a range of purposes using the interrelated dimensions of music	Listen with attention to detail and recall sounds with increasing aural memory	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Develop an understanding of the history of music.

<p><b>Year 3</b></p>	<p><b>Autumn 1:</b> <i>Let your spirit fly</i> by Joanna Mangona</p> <p>R&amp;B</p> <p><b>Autumn 2:</b> <b>Glockenspiel Stage 1</b></p> <p><b>Spring 1:</b> <i>Three Little Birds</i> by Bob Marley</p> <p>Reggae</p> <p><b>Spring 2:</b> <i>The Dragon Song</i> by Joanna Mangona and Pete Readman</p> <p><i>A little bit funky and music from around the world.</i></p> <p><b>Summer 1:</b> Bringing us together by Joanna Mangona and Pete Readman</p>	<p>I know singing in a group can be called a choir and the Leader or conductor: A person who the choir or group follow</p> <p>I know songs can make you feel different things e.g. happy, energetic or sad</p> <p>I know why you must warm up your voice</p> <p>I can sing in unison and in simple two-parts..</p> <p>I can enjoy exploring singing solo.</p>	<p>I know composition: music that is created by me and kept in some way.</p> <p>I know different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>I can plan a section of music that can be performed within the context of the unit song.</p> <p>I can talk about how it was created.</p> <p>I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>I can record the composition in any way appropriate that recognises the connection between sound and symbol</p>	<p>I know songs from memory and who sang them or wrote them.</p> <p>I know the style of some of the songs.</p> <p>I can confidently identify and move to the pulse.</p> <p>I can think about what the words of a song mean.</p>	<p>I can choose one song and be able to talk about: Its lyrics: what the song is about.</p> <p>I can identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>I can name some of the instruments I have heard in the song</p> <p>I can take it in turn to discuss how the song makes me feel.</p> <p>I can listen carefully and respectfully to other people's thoughts about the music.</p>	<p>I know the historical context of musical styles</p> <p>I can tell you about the history of music in context</p> <p>I can listen to some Western classical music and place the Music in their correct time and space.</p>
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	<p><i>This is a Disco song about friendship, peace, hope and unity</i></p> <p><b>Summer 2:</b> Reflect, Rewind and Replay</p> <p>Classical</p>					
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<b>Year 4</b>	<b>Autumn 1</b> Mamma Mia ABBA	I know performing is sharing music with other people, an audience.	I know what composition is: music that is created by you and kept in some way.	I know all Y4 and previous songs from memory and who sang them and who wrote them.	I can listen carefully and respectfully to other people's thoughts about the music.	I know what is meant by the term classical music
	<b>Autumn 2</b> Glockenspiel Stage 2 Learning basic instrumental skills by playing tunes in varying styles	I know a performance can be a special occasion and involve an audience including people you don't know.	I know different ways of recording compositions (letter names, symbols, audio etc.)	I know the style of at least five songs.	I can identify and move to the pulse.	I know how pop music culture had an influence for equality and civil rights
	<b>Spring 1</b> Stop Grime, Classical, Bhangra, Tango, Latin Fusion	I know a performance is planned and different for each occasion.	I can help create at least one simple melody using one, three or all five different notes.	I know the main sections of the song (introduction, verse, chorus etc).	I can talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).	I can name the different periods of classical music
	<b>Spring 2</b> Lean on me Gospel	I can present a musical performance designed to capture the audience.	I can plan and create a section of music that can be performed within the context of the unit song.	I can confidently identify and move to the pulse.	I can talk about the music and how it makes me feel.	I can think about the history of music in context, listen to some Western Classical music and place the music in their correct time and space
	<b>Summer 1</b> Blackbird	I can talk about the best place to be when performing and how to stand or sit.	I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.	I can talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).	I can listen carefully and respectfully to other people's thoughts about the music.	
	<b>Summer 2</b> Reflect, Rewind, Replay Western Classical Music and your choice from Year 4		I can record the composition in any way appropriate that recognises the connection between sound and symbol	I can talk about the music and how it makes me feel.	I can listen carefully and respectfully to other people's thoughts about the music.	
						I know when I talk about music I need to try to use musical words.

<b>Year 5</b>	<b>Autumn 1-</b> Livin' on a Prayer -ROCK  Singing/ Glockenspiel / <b>Ukulele</b>	I know what to perform and create a performance for others to listen to	I know and am able to talk about:a composition: music that is created by me and kept in some way. It's like writing a story. It can be played or performed again to my friends./ school	I know current and previous songs from memory, who sang and who wrote them, when they were written and, if possible, why?	I can listen carefully and respectfully to other people's thoughts about the music.	I know the history in which each composer lived and wrote their music,and how it was influenced by world events of the time.	
	<b>Autumn 2 -</b> Classroom Jazz JAZZ  Singing/ Glockenspiel / <b>Ukulele</b>	I know the meaning of the words and clearly articulate them.  I can record the performance with support and compare it to a previous performance.	a composition that has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure	I know the style of most songs and can name other songs from the Units in those styles.	I can learn some of the language of music  I can identify and move to the pulse with ease.	I can identify and move to the pulse with ease.	I know how rock music developed from the Beatles onwards.
	<b>Spring 1-</b> Make you feel my Love POP BALLAD  Singing/ Glockenspiel / <b>Ukulele</b>	I can discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	Notation: and recognise the connection between sound and symbol	I can identify and move to the pulse with ease.  I can think about the message of songs.	I can think about the message of songs.	I can think about the message of songs.	I can tell you about Jazz in its historical context
	<b>Spring 2 -</b> Fresh Prince of Bel Air HIP HOP Singing/ Glockenspiel / <b>Ukulele</b>		I can create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.	I can identify and move to the pulse with ease.  I can think about the message of songs.  I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.	I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.	I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.	I can tell you about the historical context for ballads.  I can talk about the history of Motown and its importance in the development of Popular music and Civil rights.
	<b>Summer 1 -</b> Dancing in the Street -MOTOWN		I can explain the keynote or home note and the structure of the melody.		I can talk about the music and how it makes me feel.		

	<p>Singing/ Glockenspiel / <b>Ukulele</b></p> <p><b>Summer 2 -</b> Reflect, Rewind and Replay WESTERN CLASSICAL Singing/ Glockenspiel / <b>Ukulele</b></p>		<p>I can listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</p>			
<b>Year 6</b>	<p><b>Autumn 1:</b> Happy Pop/Motown</p> <hr/> <p><b>Autumn 2:</b> Classroom Jazz 2 Jazz, Latin, Blues</p> <p><b>Spring 1:</b> Benjamin Britten - A New Year Carol Benjamin Britten (Western Classical Music), Gospel, Bhangra</p> <p><b>Spring 2:</b> You've Got A Friend The Music of Carole King</p>	<p>I can choose what to perform and create a programme.</p> <p>I know how to communicate the meaning of the words and clearly articulate them.</p> <p>I can talk about the venue and how to use it to best effect.</p> <p>I can record the performance and compare it to a previous performance.</p> <p>I can discuss and talk musically about it – “What went well?” and</p>	<p>I know pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music? I know how to keep the internal pulse</p> <p>I know and can talk about::</p> <ul style="list-style-type: none"> <li>a composition: music that is created by me and kept in some way.. It can be played or performed again to your friends.</li> </ul>	<p>I know all current and previous songs from memory, who sang or wrote them, when they were written and why?</p> <p>I know the style of the songs and to name other songs from the Units in those styles.</p> <p>I can 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)</p>	<p>I can identify and move to the pulse with ease</p> <p>I know the message of songs.</p> <p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>I can listen carefully and respectfully to other people’s thoughts about the music.</p>	<p>I know the historical context of the songs.and what else was going on at this time, musically and historically</p> <p>I know the historical context of Gospel music and Bhangra</p> <p>I know the historical context of the songs. What else was going on at this time, musically and historically</p> <p>I can talk about the importance of Carole King as a female</p>

	<p><b>Summer 1:</b> Music and Me Contemporary, music and identity</p> <p><b>Summer 2:</b> Reflect, Rewind and Replay Western Classical Music and your choice from Year 6</p>	<p>"It would have been even better if...?"</p> <p>I know a performance involves communicating ideas, thoughts and feelings about the song/music</p>	<p>I know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: I can recognise the connection between sound and symbol</p>	<p>I know the lyrics of songs: what the songs are about</p> <p>I can identify the structure of the songs (intro, verse, chorus etc.)</p> <p>I can name some of the instruments used in the songs</p> <p>I know and can talk about the fact that we each have a musical identity</p>	<p>I can use musical words when talking about the songs.</p> <p>I can talk about the musical dimensions working together in the Unit songs.</p> <p>I can talk about the music and how it makes me feel, using musical language to describe the music</p>	<p>composer in the world of popular music.</p>
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