

Music Golden Threads and Sticky knowledge

Bluebell	Fern	Bramble	Laurel
Exploring sound Celebration music Music and movement Musical stories Big band	Pulse and rhythm African call and response song Classical music, dynamics and tempo Orchestral instruments Musical Vocabulary Musical me Timbre and rhythmic patterns Dynamics, timbre, tempo and motifs Pitch and tempo On this island: British songs and sounds Vocal and body sounds: (Theme: By the sea) Myths and Legends	Ballads Body and tuned percussion Creating compositions in response to an animation Rock and roll Developing singing technique Changes in pitch, tempo and dynamics Pentatonic melodies and composition Haiku, music and performance Jazz Samba and carnival sounds and instruments Traditional instruments and improvisation Adapting and transposing motifs	Composition notation Blues Dynamics, pitch and tempo South and West Africa Songs of WW2 Composition to represent the festival of colour Film music Looping and remixing Theme and Variations Baroque

Golden Thread:

1. Composition
2. Performance
3. Listening

Sticky Knowledge linked to the Golden Threads

Bluebell - Reception

Golden Thread	Why it's good to be me?	How can we make the world a better place?	How do we show kindness to people and places?

	<ul style="list-style-type: none"> • Create a pattern using two pitches, then play or sing it. • Suggest improvements to their work. • Copy and create rhythms based on word patterns . 	<ul style="list-style-type: none"> • Create pitches and rhythms. • Choose instruments with appropriate timbre to represent sparkling fishes. • Create movements that match the music, explaining why they are moving in that way. • Identify descriptive sounds within the music. 	<ul style="list-style-type: none"> • Choose a suitable sound to represent a specific point in a story. • Play a rhythmic pattern along with their spoken words. • Identify and hold up the correct sign to correspond to some music. 	<ul style="list-style-type: none"> • how to choose dynamics, tempo and timbre for a piece of music • How to successfully sing back the melody line in time and at the correct pitch. • How to play either a call and/or response role in time with another pupil. • Make plausible descriptions of the music. • Identify a few instruments and the sounds of 	<ul style="list-style-type: none"> • Invent a melody, write it down and play it back. • Select instruments with different timbres. • Compose and perform a piece using different dynamic levels. • Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. • Successfully create and play a motif. • Notate and write down their motif in some form. 	<ul style="list-style-type: none"> • Create a piece that clearly represents a particular environment. • Extend a piece of music so that it represents three distinct environments.
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				<p>different sections of the orchestra.</p> <ul style="list-style-type: none"> • Explain what is happening in the music using language relating to emotion. 		
Performance	<p>Children will know:</p> <ul style="list-style-type: none"> • Perform a pattern that gradually gets faster (accelerando). • Contribute to a group composition and performance by 	<p>Children will know:</p> <ul style="list-style-type: none"> • Make movements that are appropriate to the pulse and tempo of a piece of music. 	<p>Children will know:</p> <ul style="list-style-type: none"> • Play/chant along with the elements of a story with prompting from the teacher. • Play either a call and/or a response role in time with another pupil. 	<p>Children will know:</p> <ul style="list-style-type: none"> • How to Perform their composition. • Perform confidently using appropriate instrumental sounds. 	<p>Children will know:</p> <ul style="list-style-type: none"> • Play a known melody from letter notation in the right order, if not with the right rhythms. • Play a new melody from letter notation 	<p>Children will know:</p> <ul style="list-style-type: none"> • Contribute musically to a final performance. • Sing, play and follow instructions to perform as a group.

	<ul style="list-style-type: none"> • Explain what pitch means. • Identify whether a note is higher or lower. • Play on the pulse. 	<ul style="list-style-type: none"> • Perform a layer of the music within an overall piece. • Respond to dynamic changes in a piece of music. • Recreate and then adapt descriptive sounds heard using their voice or body. • Make appropriate instrument choices to represent a descriptive sound. • Control instruments and voices to make both quiet and loud sounds. • Recreate and then adapt 	<ul style="list-style-type: none"> • Chant the well-known phrase, "I'll huff..." • Make changes to their voices to represent a character. • Observe others and try to play appropriately. • Sing in time from memory, with some accuracy. 	<ul style="list-style-type: none"> • How to play in time with their group. • Create a piece of music with some appropriate tempo, dynamic and timbre changes. • Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. 	<ul style="list-style-type: none"> • Describe the dynamics and timbre of their pieces. • Play a known melody from letter notation in the right order, if not with the right rhythms. • Use their voice to create a variety of sounds. • Use dynamics to create atmosphere. • Correctly identify some instruments and changes in dynamics in a piece. • Explain how the same instrument can have many different sounds. 	<ul style="list-style-type: none"> • Describe music using simple musical vocabulary. • Explore multiple ways of making the same sound. • Represent the same sound in different ways. • Describe how they have adapted a sound using musical vocabulary.
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<p>Composition</p>	<p>Children will know:</p> <ul style="list-style-type: none"> How to compose and play a jazz motif fluently, using swung quavers. Improvise or compose a scat singing performance with sounds and words. discuss stylist features of different genres, styles and traditions of music. <p>Children will know:</p> <ul style="list-style-type: none"> that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for 	<p>Children will know:</p> <ul style="list-style-type: none"> That a ballad tells a story through song. That lyrics are the words of a song. That in a ballad a stanza is a verse. <p>Children will know:</p> <ul style="list-style-type: none"> that deciding the structure of music when composing can help us create interesting music with contrasting sections. that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. 	<p>Children will know:</p> <ul style="list-style-type: none"> that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. <p>Children will know:</p> <ul style="list-style-type: none"> that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. To understand that a rhythmic break is a place in the music where some of the 	<p>Children will know:</p> <ul style="list-style-type: none"> understand that the timbre of instruments played affect the mood and style of a piece of music. know that an ensemble is a group of musicians who perform together. <p>Children will know:</p> <ul style="list-style-type: none"> that when you sing without accompaniment it is called 'A Cappella'. that harmony means playing two notes at the same time that usually sound good together. that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. that 'performance directions' are words added to musical notation to tell the performers how to play. 	<p>Children will know:</p> <ul style="list-style-type: none"> that different notes have different durations, and that crotchets are worth one whole beat. that 'reading' music means using how the written note symbols look and their position to know what notes to play. that written music tells you how long to play a note for. <p>Children will know:</p> <ul style="list-style-type: none"> that a glissando in music means a sliding effect 	<p>Children will know:</p> <ul style="list-style-type: none"> that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A. <p>Children will know:</p> <ul style="list-style-type: none"> That rock and roll music uses blue chord structures. The rock and roll music was created after the second world war and was intended to represent happiness. Bass line is the lowest pitch of notes in a piece of music.
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	<p>example, Beethoven's fifth symphony (dah dah dah dum!).</p> <ul style="list-style-type: none"> • that 'transposing' a melody means changing its key, making it higher or lower pitched. • that a motif can be adapted by changing the notes, the rhythm or the order of notes. • 		<p>instruments play a new rhythm before going back to the original rhythms.</p>		<p>played on instruments or made by your voice.</p> <ul style="list-style-type: none"> • that expressive language (like a poem) can be used as inspiration for composing music. • understand that both instruments and voices can create audio effects that describe something you can see. • that grouping instruments according to their timbre can create contrasting 'textures' in music. 	
Performance	Children will know:	Children will: <ul style="list-style-type: none"> • Begin to show an awareness of metre. 	Children will: <ul style="list-style-type: none"> • Compose a piece of music in a given style 	Children will know:		Children will know:

	<ul style="list-style-type: none"> • Play on the 'off beat' and sing a syncopated rhythm. • Play a call and then improvise a response. • Play a swung rhythm using a tuned percussion instrument. <p>Children will:</p> <ul style="list-style-type: none"> • Suggest improvements to others work, using musical vocabulary. • Sing and play in time with peers with accuracy and awareness of their part in 	<ul style="list-style-type: none"> • Compose a piece of music in a given style • Sing songs in a variety of musical styles • Sing and play in time with peers. <p>Children will:</p> <ul style="list-style-type: none"> • Have two contrasting rhythms being played together. • Have two different melodies being played together. • Have a complete piece of music with four different layers with an appropriate structure. 	<p>with voices and instruments.</p> <ul style="list-style-type: none"> • Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Perform from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. • 	<ul style="list-style-type: none"> • that to perform well, it is important to listen to the other members of your ensemble. <p>Children will:</p> <ul style="list-style-type: none"> • Begin to improvise musically within a given style • Develop melodies using rhythmic variation, transposition, inversion and looping. • Use letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Sing and play in time with peers with accuracy and awareness of their part in the group performance. 	<p>Children will know:</p> <ul style="list-style-type: none"> • Compose a coherent piece of music in a given style with voices, bodies and instruments. • Begin to improvise musically within a given style. • Develop melodies using rhythmic variation, transposition, inversion and looping. • Create a piece of music with at least four different layers and a 	<ul style="list-style-type: none"> • How to sing and play in time with peers. <p>How to play melody parts on tuned instruments</p>
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	<p>the group performance.</p> <ul style="list-style-type: none"> • Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Play melody parts on tuned instruments with accuracy and control and developing instrumental technique. 				clear structure.	
Listening	<p>Children will know:</p> <ul style="list-style-type: none"> • that jazz is a type of music 	<p>Children will know:</p> <ul style="list-style-type: none"> • How to describe the timbre, dynamic and 	<p>Children will know:</p> <ul style="list-style-type: none"> • To know that Indian music 	<p>Children will:</p> <ul style="list-style-type: none"> • Recognise and discuss the stylistic features of different genres, styles 	<p>Children will know:</p> <ul style="list-style-type: none"> • that the group of pitches in a 	<p>Children will know:</p> <ul style="list-style-type: none"> • that the word 'crescendo' means

	<p>that originated in the African-American communities of the USA about 120 years ago.</p> <ul style="list-style-type: none"> know that 'scat singing' is using made-up words to create the sound of an instrument playing. <p>Children will:</p> <ul style="list-style-type: none"> Identify gradual dynamic and tempo changes within a piece of music. Identify common features between different genres, styles and traditions of music. 	<p>textural details of a piece of music.</p> <ul style="list-style-type: none"> How to recognise and explain changes within a piece of music. <p>Children will know:</p> <ul style="list-style-type: none"> that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 	<p>uses all of the sounds in between the 12 'notes' that we are used to in western music.</p> <ul style="list-style-type: none"> To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'. To know that a 'drone' in music is a note that goes on and 	<p>and traditions of music using musical vocabulary.</p> <ul style="list-style-type: none"> Recognise, name and explain the effect of the interrelated dimensions of music. Identify scaled dynamics (crescendo/decrescendo) within a piece of music. <p>Children will know:</p> <ul style="list-style-type: none"> How to pay close attention to the dynamics, pitch and tempo and how they change. 	<p>song is called its 'key' and that a key decides whether a song sounds happy or sad.</p>	<p>a sound getting gradually louder.</p> <p>Children will know:</p> <ul style="list-style-type: none"> How to identify common features between different genres and styles of music. How to recognise and name the effect of the interrelated dimensions of music.
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	<ul style="list-style-type: none">• Recognise, name and explain the effect of the interrelated dimensions of music.•		<p>on, staying the same, a bit like someone humming a long-held note.</p> <ul style="list-style-type: none">• <p>Children will know:</p> <ul style="list-style-type: none">• that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.			
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Laurel - Year 5/6

Golden Thread	Where do we come from?	Why do people take risks? What does it mean to be free?	What are rights and responsibilities? Summer 2 Production	Is exploration always good?	What is friendship?	What is democracy? Summer 2 Production
Composition		<p>Kapow Unit, Compositions for the Festival of Colour: CHILDREN WILL KNOW HOW TO</p> <ul style="list-style-type: none"> • Suggest a colour to match a piece of music. • Create a graphic score and describe how this matches the general structure of a piece of music. • Create a vocal composition in response to a picture and justify their choices using musical terms. • Create a vocal composition in 		<p>Kapow Unit: Composition Notation (Ancient Egypt)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Sing in time and in tune with other people and the backing track. • Remember the lyrics to a song. • Identify the structure of a piece of music and match this to non-standard notation. • Improvise their own piece of music. 		

		<p>response to a colour.</p> <ul style="list-style-type: none"> Record their compositions in written form. Work as a group to perform a piece of music. 		<ul style="list-style-type: none"> Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece. 		
Performance	<p>Kapow Unit: Songs of WWII</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Use musical and comparative language in discussion. Follow the melody line. 		<p>Kapow Unit: The Blues</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Name three key features of Blues music. Sing in tune, using vocal expression to 	<p>Kapow Unit: South and West Africa</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Sing using the correct pronunciation and with increasing confidence. 	<p>Kapow Unit: Looping and remixing</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Perform a looped body percussion rhythm; keeping in time with their group. 	<p>Kapow Unit: Baroque</p> <p>Children will be able to</p> <ul style="list-style-type: none"> Define some key features of Baroque music, including recitative, canon, ground

	<ul style="list-style-type: none"> • Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. • Sing the correct words at the correct time. • Recall the counter-melody line. 		<p>convey meaning.</p> <ul style="list-style-type: none"> • Explain what a chord is and play the chord of C sixteen times. • Play the twelve bar blues correctly. • Play the notes of the Blues scale in the correct order, ascending and descending. • Play a selection of Blues scale notes out of order in their own improvisation. 	<ul style="list-style-type: none"> • Play a chord with two notes, remaining in time. • Maintain their part in a performance with accuracy. • Play the more complicated rhythms in time and with rests. • Create an eight beat break and play this in the correct place. 	<ul style="list-style-type: none"> • Use loops to create a whole piece of music, ensuring that the different aspects of music work together. • Play the first section of 'Somewhere Over the Rainbow' with accuracy. • Choose a suitable fragment of music and be able to play it along to the backbeat. • Perform a piece with some structure and two different loops. 	<p>bass and fugue.</p> <ul style="list-style-type: none"> • Take part in a vocal improvisation task based on Baroque recitative. <ul style="list-style-type: none"> • Play several parts of a canon using staff notation, with or without letter names. • Compose a ground bass melodic ostinato. • Notate a ground bass pattern using staff notation. • Name some well-known Baroque composers and describe what musical
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						<p>features they were known for</p> <ul style="list-style-type: none"> • Learn a fugue part by reading staff notation, with or without note names. • Perform a fugue.
Listening	<p>Kapow Unit: Dynamics, Pitch and Texture (Fingal's Cave, Mendelssohn)</p> <p>Children will be able to</p> <ul style="list-style-type: none"> • Engage in discussion about the sounds of an orchestral piece. • Have a selection of varied vocabulary in response to what they hear. 	<p>Kapow Unit: Theme and Variation (Pop Art)</p> <p>Children will be able to</p> <ul style="list-style-type: none"> • Perform rhythms confidently either on their own or in a group. • Identify the sounds of different instruments and discuss what they sound like. • Make reasonable suggestions 			<p>Kapow Unit: Film Music)</p> <p>Children will be able to</p> <ul style="list-style-type: none"> • Identify how different styles of music contribute to the feel of a film. • Participate in discussions, sharing their views and justifying their answers. • Use the terms 'major' and 'minor'. 	

	<ul style="list-style-type: none"> • Change dynamics and pitch, differentiating between the two. • Take the role of conductor or follow a conductor. • Change texture within their group improvisation and talk about its effect. • Create a graphic score to represent sounds. • Follow the conductor to show changes in pitch, dynamics and texture. 	<p>for which instruments can be matched to which pieces of art.</p> <ul style="list-style-type: none"> • Recall the names of several instruments according to their orchestra sections. • Keep the pulse with the body percussion section and sing with control and confidence. • Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. • Draw the rhythms accurately and show a difference between each of their variations. • Showcase creativity in the 			<ul style="list-style-type: none"> • Identify different instruments to describe how music evokes different emotions. • Identify pitch, tempo and dynamics, and use these to explain and justify their answers. • Give reasonable and thought-out suggestions for what different graphic scores represent. • Use their body, voice and instruments to create sounds to represent a given theme. • Create a musical score to represent a composition. • Interpret their graphic score and performing their composition appropriately 	
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		finished product.			with their group. <ul style="list-style-type: none">• Create sounds that relate to the scene of a film	
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