

Music Knowledge and Skills Progression

| Year | National and Model Music Curriculum | Topic & Trips | Knowledge | Skills | Vocabulary |
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| Years 1-6 | Musicianship | Musicianship | <p>All musicianship lessons are introduced in Autumn 1, Autumn 2, Spring 1 and Spring 2. This can be referenced on the online curriculum overview here: https://xyzprimary.com/long-crendon/</p> <p>These lessons present wide range of knowledge objectives, skills and vocabulary. These lessons are referenced as and when possible within the allowed music lesson time. These lessons underpin and support the rest of the curriculum and reinforces model music curriculum compliance. These lessons can be used in the event of timetable disruption as a core area of study if time availability becomes an issue.</p> <p>The XYZ Primary Model Music Curriculum compliance can be referenced here: https://xyzprimary.com/model-music-curriculum/</p> | | |
| EYFS | <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the interrelated dimensions of music | <p>Rhythm</p> <p>Pitch and Melody</p> <p>Xylophone</p> <p>Ukulele</p> <p>Composition</p> <p>Performance</p> | <p>To know what rhythm is.</p> <p>Recognise changes in dynamics and pitch</p> <p>Learn how to identify notes and rests and how to draw them.</p> <p>Use symbols to represent a composition and use them to help with a performance.</p> <p>Identifying Musical instruments through listening exercises.</p> <p>Begin to sight read simple rhythms and compose using notation for crotchets, quavers and crotchet rests. To know the terminology for Ant, Spider and Sleep to gain an understanding of rhythm.</p> | <p>To be able to identify the pulse and move in time to music.</p> <p>Take part in singing Follow instructions on how and when to sing. Make and control long and short sounds. Imitate changes in pitch.</p> <p>To develop a knowledge of different percussive instruments.</p> <p>Join in with group singing and react to tempo changes. Gain confidence in call and response exercises. Play together with some awareness of tempo.</p> | <p>Rhythm – Pulse</p> <p>Tempo</p> <p>Counting</p> <p>Pitch – High & Low</p> <p>Notes</p> <p>Rests</p> <p>Duration – Long & Short</p> <p>Instruments</p> <p>Rhythmic words</p> <p>Tuned</p> <p>Untuned</p> <p>Sight Reading</p> <p>Composition</p> <p>Performance</p> |

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| <p>Year 1 Autumn 1</p> | <p>- Play tuned and untuned instruments musically. - listen with concentration and understanding to a range of high-quality live and recorded music</p> | <p>Rhythm – Module 1 & Listening - Foundation</p> | <p>To understand musical terms such as rhythm, tempo and their definitions. Use rhythmic words to understand note values.</p> <p>To know how to use rhythmic words to compose a piece using improvisation. Clap coherent rhythms as a response and as an improvisation. Think critically about the types of sounds they would like in a composition.</p> | <p>To be able to sight read simple rhythm notation using crotchets, quavers and crotchet rests.</p> <p>Listen with concentration to a range of high-quality live and recorded music. Understand the usage of some English and Italian terms within music. Begin to explore music on a personal level. To accurately find the pulse in varying pieces of music.</p> | <p>Rhythm – Crotchet & Quaver Rhythmic words – Ant, Spider and Sleep Sight reading Percussion Notation</p> <p>Listening – Sad, Happy, Calm and Energetic Timbre, Looking, Listening Drum Kit, Piano, Guitar Ensemble</p> |
| <p>Autumn 2</p> | <p>- Play tuned and untuned instruments musically.</p> | <p>Recorder – Grab N Go</p> | <p>To know how to play notes on an instrument with care so that they are clear. Identify with confidence the musical instrument families. Explore Rhythm notation and experiment with creating their own musical language.</p> <p>To know how to play:</p> <p>Just B Natural Buzzing B's The Big Apple Acrobats In the Bag</p> | <p>Students are able to play notes A, B and G while reading notation to play a repertoire.</p> <p>Controlled breathing is a skill to be developed throughout this module.</p> | <p>Notes and rests Playing notes: A, B and G Buzz Duration Recorder Wind Exhale Tonguing Rhythm</p> |

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| Spring 1 | - Listen with concentration and understanding to a range of high-quality live and recorded music | <p>Music Theory – Module 1</p> <p>Music History – Foundation</p> | <p>Music Theory: To know how to identify and draw a treble and bass clef</p> <p>To know the differences between a treble clef and bass clef notation rules using sayings for FACE, EGBDF, ACEG and GBDF</p> <p>Music History Foundation:</p> <p>To have an awareness of the term ‘History’ and the key musical eras. An awareness of the instruments which were used in this era. Knowledge of the 4 main instrument families - Percussion, Woodwind, Brass, Strings.</p> | <p>Music Theory:</p> <p>Using the rules for treble and bass clef, being able to name notes and answer questions on the provided worksheets. This skill will transfer into music reading ability in later years at Long Crendon school.</p> <p>Music History Foundation:</p> <p>Being able to identify instruments such as: Violin Flute Timpani Harp Piano Trumpet Clarinet Double bass Drum Kit Electric Guitar Bass Guitar Ukulele</p> | <p>Musical Timeline</p> <p>Classical Music</p> <p>Jazz Music</p> <p>Rock Music</p> <p>Pop Music</p> <p>Genre</p> <p>Instruments</p> <p>Ensemble</p> <p>Composers</p> <p>Staff</p> <p>Clefs</p> |
| Spring 2 | - Use their voices expressively by singing songs and speaking chants and rhymes. | Vocals – Grab N Go KS1 | <p>Listen with concentration to a range of high-quality live and recorded music.</p> <p>To know how to sing:</p> <p>Let Me B Tony Chestnut B-I-N-G-O Frere Jacques Folk Song</p> | <p>Make and control long and short sounds, using the voice. Imitate changes in pitch with some accuracy. Maintain a simple part with a group. Pronounce words within a song clearly. Show control of voice.</p> | <p>Warm ups</p> <p>Lyrics</p> <p>Actions</p> <p>Round</p> <p>Folk Song</p> |

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| <p>Summer 1</p> | <p>- Use their voices expressively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically.</p> | <p>Composition</p> | <p>To know what composition is.</p> <p>To know the difference between Loud and quiet (dynamics) Hard and soft (and High or low (pitch).</p> <p>To know to use the following instrument for the sake of composition: Xylophone Glockenspiel Recorder Ukulele</p> | <p>To be able to make rhythms using body percussion. To be feel confident creating rhythms with chair drumming. Play and learn tuned and untuned instruments with applied skills. Accurately repeat longer rhythms using a percussive instrument. To be able to use rhythmic words to compose a piece using improvisation Clap coherent rhythms as a response and as an improvisation. Think critically about the types of sounds they would like in a composition.</p> | <p>Body Percussion Pulse Beat Sound Percussion Tuned Instruments Composing Performing</p> |
| <p>Summer 2</p> | <p>- Use their voices expressively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically.</p> | <p>Performance</p> | <p>To know how to play the following instruments for the performance piece: Xylophone Djembe Ukulele</p> <p>To know how to read and engage with the written music in order to produce a performance piece.</p> | <p>Play and learn tuned and untuned instruments with applied skills. Accurately repeat longer rhythms using a percussive instrument.</p> <p>React to other musicians within the group and work as a team to create a performance. Perform with the class on a new instrument. Perform with awareness of tempo.</p> | <p>Xylophone Djembe Ukulele Performance Rehearsal</p> |
| <p>Year 2 Autumn 1</p> | <p>- Use their voices expressively by singing songs and speaking chants and rhymes.</p> | <p>Vocals – Grab N Go KS1</p> | <p>To understand why it is important to warm up the voice and engage confidently with warm ups.</p> <p>To know how to sing: Hey, Hey Look At Me Ebeneezer Sneezer I Got Kicked by a Kangaroo Acka Backa Little Sally Water Oats and beans and Barley Grow</p> | <p>To sing in a group, show willingness to lead and to follow instructions to achieve musical interest. Follow a melody using the voice.</p> | <p>Warm ups Actions Siren Pitch</p> |

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| Autumn 2 | - Play tuned and untuned instruments musically. | Keyboard Skills – Grab N Go | <p>To know to use a keyboard while findings the notes: G, A, B, D and E</p> <p>To know how to play: C You Later Stepping on Up E-zy Breezy C-ing Double Coming back Doubled Up</p> | Engage with a tuned instrument and learn about instrument specific skills such as hand position. | <p>Keyboard Notes and rests Treble clef Bass clef Use of notes: G, A, B, C, D and E</p> |
| Spring 1 | - Listen with concentration and understanding to a range of high-quality live and recorded music | Music History – Module 1 Music Theory – Module 1 | <p>Music History:</p> <p>To have a working knowledge of the Medieval, Renaissance and Baroque Era’s of music.</p> <p>To know what a Viol is.</p> <p>To know about instruments from other cultures such as the Mbira, Balafon and Djembe. To know what a printing press is. To know what a harpsichord is.</p> <p>Music Theory:</p> <p>To know how to identify and draw a treble and bass clef</p> <p>To know the differences between a treble clef and bass clef notation rules using sayings for FACE, EGBDF, ACEG and GBDF</p> | <p>Music History:</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music. Develop a personal interest in music and start to include it in daily life. Recognise some notes on the treble clef and use them in practical music making. Recognise musical changes such as tempo or dynamics during listening exercises</p> <p>Music Theory:</p> <p>Using the rules for treble and bass clef, being able to name notes and answer questions on the provided worksheets. This skill will transfer into music reading ability in later years at Long Crendon school.</p> | <p>Medieval Sacred Secular Tritone Latin Monophonic Instruments Printing Press Polyphonic Mass Dynamic Staff Clefs</p> |

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| Spring 2 | <p>- Play tuned and untuned instruments musically.</p> | Recorder – Grab N Go | <p>To know how to play notes on an instrument with care so that they are clear. Identify with confidence the musical instrument families. Explore Rhythm notation and experiment with creating their own musical language.</p> <p>To know how to play:</p> <p>Just B Natural Buzzing B's The Big Apple Acrobats In the Bag</p> | <p>Students are able to play notes A, B and G while reading notation to play a repertoire.</p> <p>Controlled breathing is a skill to be developed throughout this module.</p> | <p>Notes and rests Playing notes: A, B and G Buzz Duration Recorder Wind Exhale Tonguing Rhythm</p> |
| Summer 1 | <p>- Use their voices expressively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically.</p> | Composition | <p>To know how to write lyrics using rhymes.</p> <p>To know how the use of an accent in a sentence can change its meaning.</p> <p>To know how to compose using rhythmic notation on up to 2 lines which will represent stamping and clapping.</p> <p>To know how to use graphic score for composition.</p> | <p>Create short, musical patterns and short, rhythmic phrases. Improvise longer phrases of rhythms. Develop a good musical memory through call and response. Compose using long and short sounds.</p> <p>To be able to write and interpret graphic score.</p> <p>To be able to write and interpret rhythmic notation on up to 2 lines.</p> <p>To be able to perform confidently with the use of rhythmic or graphic score notation.</p> | <p>Rhythms Composing Composer Composition Rhymes Accent Notation Graphic scores</p> |
| Summer 2 | <p>- Use their voices expressively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically.</p> | Performance | <p>To know how to play the following instruments for the performance piece:</p> <p>Xylophone Singing Recorder</p> <p>To know how to read the music notation and contribute to the performance.</p> | <p>Perform with the class in an ensemble with multiple instruments, tuned and untuned. Understand the purpose of time-keeping and melody parts within an ensemble. Perform with awareness of intonation and tempo.</p> | <p>Xylophone Singing Recorder Rehearse Performance</p> |

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| <p>Year 3 Autumn 1</p> | <p>Use and understand the basics of the stave and other musical notations.</p> | <p>Rhythm – Module 2</p> | <p>To know the note and rest names such as:</p> <ul style="list-style-type: none"> - Semibreve - Minim - Crotchet - Quaver - Semiquaver <p>To know how to use rhythmic words as a building block towards more fluent engagement with rhythmic reading:</p> <ul style="list-style-type: none"> - Ant - Spider - Butterfly - Caterpillar - Sleep <p>To understand more about how rhythmic mnemonics are built. To have a competent knowledge of the basic musical features such as dynamics and tempo.</p> | <p>To improve sight-reading skills by sight reading one part of a duet.</p> <p>To sight read as a class ensemble.</p> <p>To build on confidence when reading rhythmic notation with the view of expanding this later on this key stage 2.</p> <p>To have the confidence to attempt sight reading pieces up to 16 bars long.</p> <p>To have the confidence to attempt reading off beat quavers while using a percussive instrument such as the djembe.</p> | <p>Notes and rests Rhythmic words Sight reading Percussion Duet Performing</p> |
| <p>Autumn 2</p> | <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> | <p>Vocals – Grab N Go KS2</p> | <p>To choose a song based on what they enjoy and with an understanding of their voice type. To emphasise phrases and diction to improve the delivery of a song.</p> <p>To know how to warm up with the voice using a range of exercises such as;</p> <ul style="list-style-type: none"> - Sirening - Bubblegum - Breathing <p>To know how to sing:</p> <ul style="list-style-type: none"> - Let Me B - Clean Quarters - Groove King - The Eighth Time - Fill It Up - Folk Song | <p>To perform in class accurately following the melody.</p> <p>To sing in a group, show willingness to lead and to follow instructions to achieve musical interest. Follow a melody using the voice.</p> | <p>Breathing Siren Jumps Quick notes Long notes Count Rests</p> |

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| Spring 1 | Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. | Recorder – Grab N Go | <p>To know how to play notes on an instrument with care so that they are clear. Identify with confidence the musical instrument families. Explore Rhythm notation and experiment with creating their own musical language.</p> <p>To know how to play:</p> <p>Just B Natural Buzzing B's The Big Apple Acrobats In the Bag</p> | <p>Students are able to play notes A, B and G while reading notation to play a repertoire.</p> <p>Controlled breathing is a skill to be developed throughout this module.</p> | <p>Notes and rests Playing notes: A, B and G Buzz Duration Recorder Wind Exhale Tonguing Rhythm</p> |
| Spring 2 | Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. | Keyboard Skills – Grab N Go | <p>To know to use a keyboard while findings the notes: G, A, B, D and E</p> <p>To know how to play:</p> <p>C You Later Stepping on Up E-zy Breezy C-ing Double Coming back Doubled Up</p> | Engage with a tuned instrument and learn about instrument specific skills such as hand position. | <p>Keyboard Notes and rests Treble clef Bass clef Use of notes: G, A, B, C, D and E</p> |
| Summer 1 | Improvise and compose music using the inter-related dimensions of music separately and in combination. | Composition | <p>To know how to compose using both rhythmic word vocabulary while assigning different actions to these rhythms with the use of body percussion.</p> <p>To know how to compose using graphic score with assigned symbols and apply to chair drumming.</p> <p>To know what live composition is.</p> <p>To be able to notate across 2 lines of notation which will build towards stave notation.</p> | <p>Being able to compose with rhythmic words, graphic score.</p> <p>Being able to create and perform as part of a live composition.</p> <p>Being able to compose stave notation while attempting to use accents.</p> | <p>Scores Graphic Scores Chant Live Composing Conductor Rhythmic notation</p> |

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| <p>Summer 2</p> | <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> | <p>Performance</p> | <p>To know how to play the following instruments for the performance piece:</p> <p>Djembe Xylophone Recorder</p> <p>To know how to read the music notation and contribute to the performance.</p> | <p>To think critically about a performance in order to improve. Perform as a class confidently using tuned and untuned instruments. React to tempo changes quickly and recover from slips. Perform with control and awareness of others.</p> <p>Develop confidence and discipline in performance repertoire in preparation for the summer concert.</p> | <p>Xylophone Djembe Recorder Rehearse Performance</p> |
| <p>Year 4 Autumn 1</p> | <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> | <p>Untuned Percussion – Module 2</p> | <p>To know how to sit with good posture while playing the djembe.</p> <p>To know how to play Djembe sounds Do, Ta and Ch.</p> <p>To know ensemble rhythms which build up to 3 layers.</p> <p>To know how to respond to calls 1, 2, 3, 4 and 5.</p> <p>To know how to use the rhythms and calls to compose a piece of music.</p> | <p>To begin to collaborate with other students before and during a performance. To perform confidently in smaller ensemble groups, to an audience. To analyse a performing experience in order to improve next time.</p> <p>To have the confidence to recall rhythms and calls and eventually attempt to lead the class with calls.</p> | <p>Djembe Tobano Gathering drums Rhythmic words Hand signals Conducting Performing</p> |

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| Autumn 2 | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> | <p>Music History – Module 2</p> <p>Vocal Technique – Module 2</p> | <p>Music History:</p> <p>To know key elements of the classical and romantic era.</p> <p>To know about the 4 instrumental families:</p> <ul style="list-style-type: none"> - Strings - Brass - Woodwind - Percussion <p>Vocal Technique:</p> <p>To sing from memory with accuracy, and good diction. To show support and empathy for other students who are nervous. To maintain a part within a melody /accompaniment song.</p> <p>To know how to a sing from the following options:</p> <ul style="list-style-type: none"> - Shut up and dance with me - Happiness - Love Story - Thinking Out Loud - When I was Your Man | <p>Music History:</p> <p>To be able to listen and observe piece of music from the classical and romantic eras.</p> <p>Students will build a listening repertoire from key composers of these eras.</p> <p>Vocal Technique:</p> <p>To be able to engage in more advanced warm ups involve larger ranges of pitch.</p> <p>To have the confidence to engage with songs presented to student in and out of music lessons. This will become a useful set of tools when it comes to gig assembly prep.</p> | <p>Classical Era Romantic Era Symphony Guitar Piano Dynamics Programmatic Film Music Nationalism</p> |
| Spring 1 | <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> | <p>Xylophone - Module 2</p> | <p>To know how to play C major and A minor scales on the Xylophone/Glockenspiels.</p> <p>To know how to apply rhythmic words onto the instrument along with a choice of notes.</p> <p>To know how to apply different stickings when it comes to playing musical passages.</p> <p>To know how to play all 3 parts of the intended Xylophone ensemble.</p> | <p>To be able to keep in time with other peers while performing a tuned instrument ensemble of up to 3 layers.</p> <p>To begin to collaborate with other students before and during a performance. To perform confidently in smaller ensemble groups, to an audience. To analyse a performing experience in order to improve next time.</p> | <p>Scales Rhythmic words Sticking Beaters Ensemble layers</p> |

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| Spring 2 | Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. | Keyboard Skills – Grab N Go | <p>To know to use a keyboard while findings the notes: G, A, B, D and E</p> <p>To know how to play: C You Later Stepping on Up E-zy Breezy C-ing Double Coming back Doubled Up</p> | Engage with a tuned instrument and learn about instrument specific skills such as hand position. | <p>Keyboard Notes and rests Treble clef Bass clef Use of notes: G, A, B, C, D and E</p> |
| Summer 1 | Improvise and compose music using the inter-related dimensions of music separately and in combination. | Composition | <p>To know how to notate using pitch. Using notes A, B and C.</p> <p>To start to use more complex musical features such as bar lines in pieces and to understand how and why they are used.</p> <p>To know how to notate rhythm across 2 lines of notation.</p> <p>To know how to compose with graphic score symbols with chair drumming.</p> <p>To further their knowledge of playing skills and use a more accurate application of articulation - on at least one instrument.</p> | <p>To have the confidence to perform a 4 bar phrase that they have composed and notated.</p> <p>To have a working skill set to engage with composition independently.</p> | <p>Notate using pitch Notate using rhythm Slash Notation Chair Drumming</p> |
| Summer 2 | Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. | Performance | <p>To further their knowledge of playing skills and use a more accurate application of articulation - on at least one instrument.</p> <p>To know how to sequence a drum beat using a digital audio workstation for the means of composition.</p> <p>To know how to play the following instruments for the performance piece:</p> <p>Keyboard Singing Recorder</p> | <p>To begin to collaborate with other students before and during a performance. To perform confidently in smaller ensemble groups, to an audience. To analyse a performing experience in order to improve next time. Sing or play expressively with an awareness of other musicians.</p> <p>Develop confidence and discipline in performance repertoire in preparation for the summer concert.</p> | <p>Keyboard Singing Recorder Rehearsal Performance</p> |



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| <p>Year 5 Autumn 1</p> | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand the basics of the stave and other musical notations.</p> | <p>Rhythm – Module 3</p> | <p>To know how to apply fractions when reading rhythmic notation.</p> <p>To understand beats and bars in different time signatures.</p> <p>To begin to use sub-division to assist with sight reading.</p> | <p>To have the ability to read rhythmic notation confidently when it comes to crotchets, quavers, semiquavers and all equivalent rests. Rhythmic word notation to be utilised throughout this process.</p> <p>To improve coordination by practising percussive instruments with two hands.</p> | <p>Rhythm and Maths</p> <p>Musical Sums</p> <p>Triplets</p> <p>Note and rest values</p> <p>Fraction values</p> <p>Sub Division</p> |
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| <p>Autumn 2</p> | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> | <p>Music History – Module 3</p> <p>Xylophone – Module 2</p> | <p>Music History:</p> <p>To know how music developed in the 20th century with varying historical events which happened along with key artists in these eras.</p> <p>To have a working knowledge of the evolution of electronic music and the use of synthesisers.</p> <p>Xylophone:</p> <p>To know how to play C major and A minor scales on the Xylophone/Glockenspiels.</p> <p>To know how to apply rhythmic words onto the instrument along with a choice of notes.</p> <p>To know how to apply different stickings when it comes to playing musical passages.</p> <p>To know how to play all 3 parts of the intended Xylophone ensemble.</p> | <p>Music History:</p> <p>Have a deeper understanding of musical terms. Choose from a wide range of vocabulary to describe music during listening exercises. Explore lyric writing for emotional expression. Understand the context of cultural music.</p> <p>To have an understanding of 20th century music and the varying genres within this time such as:</p> <p>Serialism Atonality Folk Jazz Blues Country Music Rock N Roll Soul Reggae Rock Disco Electronic Music</p> <p>Xylophone:</p> <p>To be able to keep in time with other peers while performing a tuned instrument ensemble of up to 3 layers.</p> <p>To begin to collaborate with other students before and during a performance. To perform confidently in smaller ensemble groups, to an audience. To analyse a performing experience in order to improve next time.</p> | <p>Early, Mid and Late 20th Century Technology Spiritual Impressionism Debussy Serialism Atonality Folk Jazz Blues Improvisation Country Music Rock N Roll Soul Reggae Rock Disco Sampling Rap Electronic Music Synthesiser</p> <p>Scales Rhythmic words Sticking Beaters Ensemble layers</p> |
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| Spring 1 | <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> | Ukulele – Module 2 | <p>To begin to understand chords and use them to create mood.</p> <p>To know how to play a repertoire of pieces such as:</p> <ul style="list-style-type: none"> - Row Row Row Your Boat - All I Need - Amazing - Happy Birthday - You Are My Sunshine - Ode To Joy | <p>Developing the discipline and finer technique to be able to play chords on the ukulele.</p> <p>Learning about strumming technique.</p> <p>To develop an understanding of productive rehearsal to communicate collaboratively to create a cohesive group performance. To experience music technology in an ensemble setting. Sing or play expressively and in tune.</p> | <p>Chords Using tension Melodies Quavers</p> |
| Spring 2 | <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> <p>Use and understand the basics of the stave and other musical notations.</p> | Keyboard Skills – Module 1 | <p>To know about treble and bass clef and how this applied to the keyboard.</p> <p>To know where middle C is.</p> <p>To know how to use a range of notes to play the following pieces:</p> <ul style="list-style-type: none"> - Mary Had A Little Lamb - ‘Hands Together’ piece <p>This is also supplemented with a range of application exercises.</p> | <p>Students will build confidence in posture and hand position so they can effectively approach exercises while reading stave notation across treble and bass clef. A basic understanding is the expectation of this.</p> | <p>The Keyboard Using notes F, G, A, B, C, D, E, F, F Two hands together Treble Clef Bass Clef Middle C Numbered Fingers Dotted Minims</p> |
| Summer 1 | <p>Improvise and compose music using the inter-related dimensions of music separately and in combination.</p> | Composition | <p>To know about the chords in a key signature and how to access these through the use of triads on a keyboard instrument.</p> <p>To know about how chords and melody relate to one another.</p> <p>To have a brief awareness of modes and how these can provide access to various approaches of composition.</p> <p>To know how to add lyrics over the top of a chord sequence.</p> | <p>Students will have a working skill set to use chords and melody to write lyrics and venture into independent composition.</p> <p>Composing in groups will be an encouraged skillset.</p> | <p>Chords In A Key Chords and Melody Harmonise Modes Musical Bricks Lyrics</p> |

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| <p>Summer 2</p> | <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> | <p>Performance</p> | <p>Begin to understand the differences between each instrument. To understand how instruments are used within different genres and apply this to their playing.</p> <p>To know how to play the following instruments for the performance piece:</p> <p>Ukulele Keyboard Xylophone</p> <p>Students will know how to use a digital audio workstation to generate a drum beat to assist the performance.</p> | <p>To develop an understanding of productive rehearsal To communicate collaboratively to create a cohesive group performance. To experience music technology in an ensemble setting. Sing or play expressively and in tune.</p> <p>Develop confidence and discipline in performance repertoire in preparation for the summer concert.</p> <p>Having the ability and confidence to use a digital audio workstation (DAW) on any of the following software packages:</p> <ul style="list-style-type: none"> - Chrome Music Maker - Garageband | <p>Xylophone Keyboard Ukulele Music Tech Rehearsal Performance</p> |
| <p>Year 6 Autumn 1</p> | <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> <p>Improvise and compose music using the inter-related dimensions of music separately and in combination.</p> | <p>Body Percussion</p> | <p>To know how to make a range of sounds using body percussion.</p> <p>To know about cultural references for body percussion such as 'Stomp'.</p> <p>To know how to play the class body percussion ensemble in light of a performance opportunity at one of the termly concerts.</p> | <p>To perform in an ensemble using more complex rhythms.</p> <p>Students will develop coordination between the hands and feet in order to play as a body percussion ensemble while developing time keeping abilities.</p> | <p>Rhythm Percussion Acoustics Beat Pulse Co-ordination Triplets Warm Up Clave</p> |

Music Knowledge and Skills Progression

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| <p>Autumn 2</p> | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> | <p>Music Theory – Module 3</p> <p>Vocal Technique – Module 2</p> | <p>Music Theory:</p> <p>To know about sharps and flats and what they mean.</p> <p>To have an awareness of how sharps and flats can be applied to create key signatures.</p> <p>To know about the different symbols used to present dynamic markings in a piece of music.</p> <p>To build a basic awareness of articulation within written music.</p> <p>Vocal Technique:</p> <p>To sing from memory with accuracy, and good diction. To show support and empathy for other students who are nervous. To maintain a part within a melody /accompaniment song.</p> <p>To know how to a sing from the following options:</p> <ul style="list-style-type: none"> - Shut up and dance with me - Happiness - Love Story - Thinking Out Loud - When I was Your Man <p>To develop confidence in singing alone and using their knowledge of vocal technique to make musical decisions about their performance. To volunteer for singing parts.</p> | <p>Music Theory:</p> <p>To be able to find sharps and flats on a keyboard instruments and understand how they are used when playing scales.</p> <p>To build a basic skillset in how to navigate key signature rules.</p> <p>Vocal Technique:</p> <p>To be able to engage in more advanced warm ups involve larger ranges of pitch.</p> <p>To have the confidence to engage with songs presented to student in and out of music lessons. This will become a useful set of tools when it comes to gig assembly prep.</p> | <p>Shards Flats Key Signatures Dynamics Articulation Tempo Natural Accidental</p> <p>Posture Diaphragm Loud and Soft Vowels Inner Pulse Polyphonic Song study</p> |
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Music Knowledge and Skills Progression

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| Spring 1 | <p>Improvise and compose music using the inter-related dimensions of music separately and in combination.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> | <p>Music History – Module 3</p> <p>Music Technology – Chrome Song Maker</p> | <p>Music History:</p> <p>To know how music developed in the 20th century with varying historical events which happened along with key artists in these eras.</p> <p>To have a working knowledge of the evolution of electronic music and the use of synthesisers.</p> <p>Music Technology:</p> <p>To know how to use and understand a variety of music technology software. To develop a knowledge of recent music history and how it affects music today.</p> <p>Chrome Music maker offers a range of different functions which encourages different approaches.</p> | <p>Music History:</p> <p>Choose from a wide range of vocabulary, with good understanding, to describe music during listening exercises.</p> <p>Have a deeper understanding of musical terms. Choose from a wide range of vocabulary to describe music during listening exercises. Explore lyric writing for emotional expression. Understand the context of cultural music.</p> <p>To have an understanding of 20th century music and the varying genres within this time such as:</p> <p>Serialism Atonality Folk Jazz Blues Country Music Rock N Roll Soul Reggae Rock Disco Electronic Music</p> <p>Music Technology:</p> <p>To use music technology to create sounds and compose a piece.</p> <p>To be able to use music technology as a means to compose.</p> <p>To develop transferable skills on chrome music maker to be able to approach other digital audio workstations such as:</p> <ul style="list-style-type: none"> - Garageband - Online sequencer | <p>Early, Mid and Late 20th Century Technology Spiritual Impressionism Debussy Serialism Atonality Folk Jazz Blues Improvisation Country Music Rock N Roll Soul Reggae Rock Disco Sampling Rap Electronic Music Synthesiser</p> <p>Chrome Song Maker Melody Harmonies Drum beat Kick Snare Marimba Piano Strings Woodwind Synth Drum sounds Tempo Beats per bar Split beats Scale</p> |
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Music Knowledge and Skills Progression

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| <p>Spring 2</p> | <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> <p>Improvise and compose music using the inter-related dimensions of music separately and in combination.</p> | <p>Latin Percussion</p> | <p>To begin to understand how to notate percussion.</p> <p>To know how to play one of the 2 available class ensembles.</p> <p>To know to approach and play relevant ensemble parts for the following instruments:</p> <p>Clave Bongo Conga Surdo Cow Bell Clave Shekere Shakers Maracas Samba Whistle Agogo Bell Tambourim Timbales</p> | <p>To perform in an ensemble using more complex rhythms To perform a range of ensemble pieces in different musical styles, for example using Latin percussion. Play from memory with confidence. Perform solos within an ensemble piece.</p> <p>To be able to play a range of late influenced rhythms with the clave as the priority.</p> | <p>Clave Son Clave Rumba Clave 3/2 2/3 Tension & Release Bongo Conga Surdo Cow Bell Clave Shekere Shakers Maracas Samba Whistle Agogo Bell Tambourim Timbales</p> |
| <p>Summer 1</p> | <p>Improvise and compose music using the inter-related dimensions of music separately and in combination.</p> | <p>Composition</p> | <p>To understand how music technology can benefit creative music making. To use a combination of electronic and acoustic instruments to compose a piece. Compose using Verse-Chorus form.</p> <p>To develop a knowledge of recent music history and how it affects music today.</p> <p>To use chords to create coherent chord progressions as an accompaniment.</p> <p>To know how to sequence music for drum kit, bass guitar, guitar and keyboard.</p> <p>To know how to build a chord sequence and melody.</p> | <p>To use music technology to create sounds and compose a piece.</p> <p>To use a variety of styles and instruments in a composition.</p> <p>To be able to apply a song structure to their composition.</p> <p>To have an understanding on how to use online sequencer to a basic level which can encourage recreational enjoyment of the software.</p> | <p>Drum Kit Bass line Melody Chords Performance BPM</p> |

Music Knowledge and Skills Progression

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| Summer 2 | Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. | Performance | <p>To perform in an ensemble using more complex rhythms.</p> <p>To know how to play the following instruments for the performance piece:</p> <p>Latin percussion Ukulele Keyboard Vocals</p> <p>To know how to engage with the written notation in order to prepare the performance piece from the module.</p> | <p>To perform a range of ensemble pieces in different musical styles, for example using Latin percussion. Play from memory with confidence. Perform solos within an ensemble piece.</p> <p>Develop confidence and discipline in performance repertoire in preparation for the summer concert.</p> | <p>Latin Percussion Ukulele Chords Sequence Keyboard Vocals Rehearsal Performance</p> |
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Extra Curricular Features:

| Year | Format: | Topic: | Knowledge and Skills: | Repertoire: | When does this happen? |
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| Entire School | The whole school takes part in weekly singing assemblies that engage with a wide range of repertoire. This has been put together by Long Crendon School and XYZ Music Academy. | Singing Assembly | To know a wide repertoire of songs which have cultural relevance while covering various key singing techniques. | This can be referenced here: https://xyzprimary.com/teacher-tools/song-library/ | Tuesday afternoon from 2:45pm - 3:15pm |

Music Knowledge and Skills Progression

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| KS 2 | Key stage 2 have the opportunity to witness and engage with regular live performance. | Gig assembly | <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | The repertoire is decided by the performing students. Lyrics are checked for profanity and appropriate content. | Wednesday afternoon from 2:45pm - 3:15pm |
| Entire School | Assemblies present an opportunity for all students to listen and engage with the MMC recommended listening library. There are also various other pieces of music which | Model Music Curriculum Listening Library | <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music listen with attention to detail and recall sounds with increasing aural memory | This can be referenced here: https://xyzprimary.com/teacher-tools/listening-library/ | Daily assemblies from Monday - Friday 2:45pm - 3:15pm |
| KS 2 | Each term, Long Crendon students are given the opportunity to perform in classes and showcase their learnings to the rest of the school and parents. | Christmas Concert | <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Opportunities to develop stagecraft are presented. Performance pieces are chosen while considering the XYZ Primary syllabus contents. Student will self evaluate after the concert to encourage the development of awareness, listening skills and music vocabulary Each class performance piece decided upon will seek opportunity for collaboration with other classes where possible. | <p>To be decided between the class, Mr Lee and Mrs Nash.</p> <p>The repertoire chosen will have a resemblance and relevance to topics studied within the autumn term.</p> <p>The repertoire may typically include traditional Christmas songs such as:</p> <ul style="list-style-type: none"> - Jingle Bells - Rudolph The Red Nose Reindeer - Hallelujah - Santa Claus Is Coming To Town | Usually in the last week of the autumn term on a Wednesday evening. |

Music Knowledge and Skills Progression

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| Entire School | Each term, Long Crendon students are given the opportunity to perform in classes and showcase their learnings to the rest of the school and parents. | Easter Concert | <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Opportunities to develop stagecraft are presented. • Performance pieces are chosen while considering the XYZ Primary syllabus contents. • Student will self evaluate after the concert to encourage the development of awareness, listening skills and music vocabulary • Each class performance piece decided upon will seek opportunity for collaboration with other classes where possible. | To be decided between the class, Mr Lee and Mrs Nash. The repertoire chosen will have a resemblance and relevance to topics studied within the academic year. | The last week of the spring term on a Wednesday afternoon. |
| Entire School | Each term, Long Crendon students are given the opportunity to perform in classes and showcase their learnings to the rest of the school and parents. | Summer Concert | <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Opportunities to develop stagecraft are presented. • Performance pieces are chosen while considering the XYZ Primary syllabus contents. • Student will self evaluate after the concert to encourage the development of awareness, listening skills and music vocabulary • Each class performance piece decided upon will seek opportunity for collaboration with other classes where possible. | To be decided between the class, Mr Lee and Mrs Nash. The repertoire chosen will have a resemblance and relevance to topics studied within the academic year. | The week of the summer term on a Wednesday. |
| Entire School | Peripatetic music lesson demos and performances gives the students a chance to see and hear high quality live performances. | Experience of Live Music | <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. | The repertoire for these experiences is often decided by the performer. However, if students are participants there will be a showcase of their learnings across the previous academic year. | This happens at various points through the year and is coordinated between all peripatetic music teachers. |