

FUNDAMENTAL KNOWLEDGE OBJECTIVES - MUSIC



Pinner Wood School



Year Group	Topic	Fundamental knowledge	Vocabulary
Nursery	Ourselves Night Sky Food Story Land Growing Amazing Animals	-To tap out simple repeated rhythms and explore how sounds can be changed -Build a repertoire of songs and dances that are revisited often -To explore the sounds of different instruments -To use movement to express feelings in response to music -To sing and make up simple songs -Make own rhythms using materials or instruments	<ul style="list-style-type: none"> • Simple repeated rhythms • Instruments • Sounds • Feelings • Simple songs • Gestures
Reception	Ourselves Night Sky Food Story Land Growing Amazing Animals	-To sing songs, create music and dance -To experiment with ways of changing a song -To represent own ideas, thoughts and feelings through music -To talk about own music ideas (the features) and compare and praise my own work with the work of others	<ul style="list-style-type: none"> • Experiment • Feelings • Music features • Making music
Year 1	- Hey You -Hip Hop - Rhythm in the Way we walk/Banana Rap -Reggae - In the Groove -Blues/other - Round and Round -Latin/others - Your Imagination - Pop - Reflect, Rewind, Replay -Western Classical/own choice	<p>Listen: To listen to music with sustains concentration and copy and repeat a rhythm or melody. Finding the pulse using movement and using musical language to describe a piece and link to own emotions and feelings.</p> <p>Understand: To recognise different instruments. To understand rhythm, pulse, tempo and the dynamics of music</p> <p>Appraise (oracy): To identify verbally why they like a piece of music linking to how it makes them feel</p> <p>Perform: To perform rhythms, raps and songs. To understand how to follow a leader or conductor showing good posture and projection of the voice. Understanding a voice warm up.</p>	<ul style="list-style-type: none"> • Pulse • Pitch • Dynamics • Tempo • Rhythm • Conductor • Posture <p>Genres Covered</p> <ul style="list-style-type: none"> • Hip-hop, Reggae, Blues, Latin, Funk, Folk, Baroque, Bhangra, Bossa Nova, Film, Big Band, Jazz, Pop, Western Classical

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<p>Year 2</p>	<p>-Hands, Feet, Heart- South African</p> <p>-Ho Ho Ho- Big Band/others</p> <p>-I Wanna Play in a Band- Rock</p> <p>-Zootime- Reggae</p> <p>-Friendship Song (anti-bullying links)</p> <p>-Reflect, Rewind, Replay- Western Classical/own choice</p>	<p>Listen: To internalise the pulse when listening to music and concentrate on a wide range of high quality recorded and live music</p> <p>Understand:-To understand timbre, texture and the melody of music. To know how the structure of a piece of music describes different sections and the ordering of them</p> <p>Appraise (oracy): To begin to describe a piece of music using key vocabulary and musical concepts taught</p> <p>Perform: To use their voice expressively and practise, rehearse and present a performance. Play a range of simple instruments using technique. Sing a song in two parts and sing chants and rhymes</p> <p>Improvise: To improvise simple rhythms using tuned and untuned instruments including the voice. To experiment, create and select a combination of sounds</p>	<ul style="list-style-type: none"> • Improvise • Melody • Tuned instruments • Timbre • Structure • Singing in parts <p>Genres Covered</p> <ul style="list-style-type: none"> • South African, Motown, Elvis, Rock, Reggae, Western Classical
<p>Year 3</p>	<p>-Let Your Spirit Fly- R&B/others</p> <p>-Three Little Birds- Reggae</p> <p>-Percussion Project Spring Term)</p> <p>-The Dragon Song- funk/around the world</p> <p>-Bringing Us Together- Disco</p> <p>-Reflect, Rewind, Replay- Western Classical/own choice</p>	<p>Listen: To listen with direction to a range of high quality music and find the pulse with ease. To start to listen and recall sounds with increasing aural memory.</p> <p>Understand: To understand the definitions for previous and current key vocabulary</p> <p>Appraise (oracy):To appraise music highlighting the instruments and genre</p> <p>Perform: To perform using tuned and un-tuned instruments To compose a simple piece, write it down and perform. To perform an improvised piece.</p> <p>Improvise: To understand improvisation is when a composer makes up a tune within boundaries</p> <p>Compose: To understand composing is when a composer writes down and records a musical idea. Children should then be able to compose a simple piece of music</p> <p>Notation: To develop an understanding of written notation including crotchets and rests</p>	<ul style="list-style-type: none"> • Composition • Crotchets • Rests <p>Genres Covered</p> <ul style="list-style-type: none"> • R&B, Western Classical, Funk, Disco, Motown, Soul, Musicals, Percussion Project, Western Classical

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<p>Year 4</p>	<p>-Mamma Mia- 70s/80's Pop</p> <p>-Glockenspiel work</p> <p>-Stop!- Grime/others</p> <p>-Lean On Me- Gospel</p> <p>-Blackbird-</p> <p>-Reflect, Rewind, Replay- Western Classical/own choice</p>	<p>Listen: To use musical language to appraise a style of music. Copy increasingly difficult rhythms using body percussion and untuned instruments. Recognise a range of instruments and their sounds and explore a range of musical styles and know their style indicators.</p> <p>Understand: I understand and can explain the definitions of key musical vocabulary taught up until now.</p> <p>Appraise (oracy): I can appraise linking to key vocabulary and musical terms and explain my favourite music genre and why</p> <p>Perform: To perform and plan performances in solo and ensemble contexts with growing confidence and precision.</p> <p>Improvise: To improvise for a range of purposes</p> <p>Compose: To compose for a range of purposes</p> <p>Notation: To develop understanding of written notation focusing on minims and quavers and notation previously taught in Y3.</p>	<ul style="list-style-type: none"> • Quavers • Musical styles • Body percussion • Challenging rhythms • Untuned instruments • Tuned instruments • Solo • Ensemble • Formal written notation • Minims <p>Genres Covered</p> <ul style="list-style-type: none"> • 80's pop, Grime, Classical, Bhangra, Tango, Latin, Steel Pans, 60's pop, Gospel, Western Classical
<p>Year 5</p>	<p>-Livin' On A Prayer- Rock</p> <p>-Classroom Jazz- Jazz</p> <p>-Make You Feel My Love- Pop Ballad</p> <p>-Fresh Prince of Bel-air- Hip hop</p> <p>-Dancing In the Street- Motown</p> <p>-Reflect, Rewind, Replay- Western Classical/own choice</p>	<p>Listen: To develop an understanding of the history and context of music and listen with attention to detail at different genres. Recall sounds with increasingly aural memory.</p> <p>Understand: To understand how pulse, rhythm and pitch work together</p> <p>Appraise (oracy): To appraise a piece of music and compare to other genres using key vocabulary and explain their favourite musician and why</p> <p>Perform: To play and perform in a solo or ensemble context with some accuracy, control, fluency and expression.</p> <p>Improvise: To improvise with increasing confidence using voice, rhythm and pitch</p> <p>Compose: I can compose complex rhythms</p> <p>Notation: To develop an understanding of written notation focusing on staves, semi-breves, dotted crotchets and notation previously taught in Y3/Y4</p>	<ul style="list-style-type: none"> • Complex rhythms • Voice • Varied pitch • Accuracy • Control • Staves • Semibreves • Dotted crotchets • History of music <p>Genres Covered</p> <ul style="list-style-type: none"> • Rock • Jazz • Pop ballads • Hip hop • Motown • Western Classical

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<p>Year 6</p>	<p>-Happy- Motown</p> <p>-Classroom Jazz- Jazz</p> <p>-A New Year Carol- Gospel/others</p> <p>-You've Got A Friend- Carol King</p> <p>-Music and Me- contemporary</p> <p>-Reflect, Rewind, Replay- Western Classical/own choice</p>	<p>Listen: To appropriately discuss dimensions of music and recognise them in music heard. Recall with detail showing increasing aural memory and accuracy. Appreciate music drawn from different traditions. Appreciate high quality music from great composers and musicians.</p> <p>Understand: To understand all the taught dynamics of music</p> <p>Appraise (oracy): To appraise music linking and comparing to musicians and composers known using key vocabulary. To explain their favourite composer and why.</p> <p>Perform: To perform in ensemble contexts using expression and in solo or ensemble contexts with increasingly accuracy, control, fluency and expression.</p> <p>Improvise: To improvise and composer music for a range of purposes.</p> <p>Compose: I can compose a simple composition and write down using notation.</p> <p>Notation: To have a deeper understanding of written notation including staves, semibreves and dotted crotchets along with notation taught in Y3,4,5. To write and recognise music notes on a stave.</p>	<ul style="list-style-type: none"> • Fluency • Expression • Recording • Composition • History of music <p>Genres Covered</p> <ul style="list-style-type: none"> • Pop • Motown • Jazz • Latin • Blues • Gospel • Bhangra • Carol King • Contemporary • Western Classical
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