



Manor Drive Music Curriculum





Whole-school definition of Music

Music is the art of arranging sounds in time to produce a composition through the elements of melody, harmony, rhythm, and timbre. It is an expressive form of human communication and creativity, often created with instruments or vocal techniques, and it can convey emotions, tell stories, and create atmospheres. **Music** exists in various styles and genres, and it plays a significant role in culture, tradition, and personal expression.

Whole-school vision for Music

Children will have the opportunity to experience and enjoy a wide variety of music and will have the confidence and skill to participate in music making or performing. Music surrounds us, serving as the soundtrack to our lives. It links us to people and places in our constantly evolving world. Music is a form of creativity, collaboration, celebration, and challenge. At our school, it unites our community through whole-school singing, ensemble playing, creative experimentation, and the joy of listening to friends and classmates perform. The pure joy of making music can nourish the soul of our school community, enriching each student and reinforcing the bonds of support and trust that create a great school.



Year 1/2 Cycle A Overview

Autumn 1

My Musical Heartbeat

Autumn 2

Playing in an Orchestra

Spring 1

Exploring Sounds

Spring 2

Recognising Different Sounds

Summer 1

Having Fun with Improvisation

Summer 2

Our Big Concert

Year 1/2 Cycle A Key Concepts

<p align="center">Autumn 1 My Musical Heartbeat</p>	<p align="center">Autumn 2 Playing in an Orchestra</p>	<p align="center">Spring 1 Exploring Sounds</p>	<p align="center">Spring 2 Recognising Different Sounds</p>	<p align="center">Summer 1 Having Fun with Improvisation</p>	<p align="center">Summer 2 Our Big Concert</p>
<p align="center">Social Question: How Can We Make Friends When We Sing Together?</p>	<p align="center">Social Question: How Does Music Teach Us About the Past?</p>	<p align="center">Social Question: How Does Music Make the World a Better Place?</p>	<p align="center">Social Question: How Does Music Teach Us About Our Neighbourhood?</p>	<p align="center">Social Question: What Songs Can We Sing to Help Us Through the Day?</p>	<p align="center">Social Question: How Does Music Teach Us About Looking After Our Planet?</p>
<p>My Musical Heartbeat Y1 U1 Overview.pdf</p> <p>My Musical Heartbeat Key Learning Year 1.pdf</p> <p>My Musical Heartbeat Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Find and keep a steady beat Play or clap simple rhythmic patterns or four-beat rhythms using long and short sounds Respond to different high and low pitches Improvise using 1, 2, or 3 notes, using C, D and E Listen carefully and copy back the actions Respond to questions, thinking about the music Rap and sing rhythmically Sing a melody that has long and short rhythms, and high and low sounds Sing a song with 3 beats in a bar 	<p>Playing in an Orchestra Y2 U2 Overview.pdf</p> <p>Playing in an Orchestra Key Learning Year 2.pdf</p> <p>Playing in an Orchestra Y2 U2 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Find and keep a steady beat, when listening and improvising Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches Clap four-beat rhythms, creating long and short sounds Improvise using 1, 2 or 3 notes, using C, D, and E Listen carefully and move to the music Respond to questions and use known musical vocabulary Explore feelings towards the music Sing with a clear voice and good posture 	<p>Exploring Sounds Y1 U3 Overview.pdf</p> <p>Exploring Sounds Key Learning Year 1.pdf</p> <p>Exploring Sounds Y1 U3 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Find and keep a steady beat Play or clap simple rhythmic patterns of four-beat rhythms using long and short sounds Respond to different high and low pitches Improvise using one, two or three notes, using F,G and A Listen carefully and copy back the actions. Listen carefully and copy back the actions. Respond to questions, thinking about the music Sing clearly and rhythmically Sing a melody that has long and short rhythms, and high and low sounds Sing a melody that travels up and down in leaps and steps Sing a song with 5 beats in a bar 	<p>Recognising Different Sounds Y2 U4 Overview.pdf</p> <p>Recognising Different Sounds Key Learning Year 2.pdf</p> <p>Recognising Different Sounds Y2 U4 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Find and keep a steady beat when listening and improvising Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches Clap four-beat rhythms, creating long and short sounds. Improvise using 1, 2, or 3 notes, using A, B and C Listen carefully and move to the music Respond to questions and use known musical vocabulary Explore feelings towards the music Sing with a clear voice and good posture 	<p>Improvisation Y1 U5 Overview.pdf</p> <p>Improvisation Key Learning Year 1.pdf</p> <p>Improvisation Y1 U5 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Find and keep a steady beat Play or clap simple rhythmic patterns or three-beat rhythms using long and short sounds Respond to different high and low pitches Keep a steady beat when improvising Improvise using 1, 2, or 3 notes, using C,D and E Listen carefully and copy back the actions Respond to questions, thinking about the music Sing clearly and rhythmically Sing a melody that has long and short rhythms, and high and low sounds Sing a melody that travels up and down in steps Sing with energy and enthusiasm for a pop song Sing gently and calmly for a lullaby 	<p>Our Big Concert Y2 U6 Overview.pdf</p> <p>Our Big Concert Key Learning Year 2.pdf</p> <p>Our Big Concert Y2 U6 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Find and keep a steady beat when listening and improvising Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches Clap two-beat rhythms, creating long and short sounds. Improvise using 1, 2, 3, 4, or 5 notes, using G, A, B, C and D Listen carefully and move to the music Respond to questions and use known musical vocabulary Explore feelings towards the music Sing with a clear voice and good posture
<p align="center">Vocabulary</p> <p>actions, high and low, fast and slow, copy back, play, listen, beat, pulse, Hip Hop, Pop, compose, improvise, improvise, instrument, note, singer, song</p>	<p align="center">Vocabulary</p> <p>Jazz, Pop, Orchestra, Orchestral, conductor, brass instruments, mouthpiece, trumpets, trombones, French horn, tuba, bass drum, woodwind instruments, clarinet, piccolo, flute, bassoon, oboe, reeds, string instruments, cello, violin, viola, double bass, percussion, cymbals, drums, snare drum or side drum, timpani, tambourine, piano, symphony</p>	<p align="center">Vocabulary</p> <p>loud and quiet, warm up, sound voice, vocals, pitch, Funk, Waltz, melody,, glockenspiel, percussion, keyboard,</p>	<p align="center">Vocabulary</p> <p>Pop, March, Marching Band, Gospel, choir, Choral music, melody, vocals, voice, rhythm, one-man band, band, lead singer, backing singers, backing vocals, canon, round,</p>	<p align="center">Vocabulary</p> <p>ascending, descending, Jazz, Swing, Pop, Lullaby, compose, improvise, fast and slow, high and low, improvise, instrument, listen, note, play, singer, song, voice, vocals</p>	<p align="center">Vocabulary</p> <p>Pop, Calypso, Reggae, structure and form, concert, performance, performer, dynamics, major, minor</p>



Year 1/2 Cycle B Overview

Autumn 1

Pulse, Rhythm and Pitch

Autumn 2

Dance, Sing and Play!

Spring 1

Inventing a Musical Story

Spring 2

Learning to Listen

Summer 1

Exploring Improvisation

Summer 2

Let's Perform Together!

Year 1/2 Cycle B Key Concepts

<p align="center">Autumn 1 Pulse, Rhythm and Pitch</p>	<p align="center">Autumn 2 Dance, Sing and Play!</p>	<p align="center">Spring 1 Inventing a Musical Story</p>	<p align="center">Spring 2 Learning to Listen</p>	<p align="center">Summer 1 Exploring Improvisation</p>	<p align="center">Summer 2 Let's Perform Together!</p>
<p align="center">Social Question: How Does Music Help Us to Make Friends?</p>	<p align="center">Social Question: How Does Music Tell Stories About the Past?</p>	<p align="center">Social Question: How Does Music Make the World a Better Place?</p>	<p align="center">Social Question: How Does Music Help Us to Understand Our Neighbours?</p>	<p align="center">Social Question: How Does Music Make Us Happy?</p>	<p align="center">Social Question: How Does Music Teach Us About Looking After Our Planet?</p>
<p align="center">Pulse, Rhythm & Pitch Y2 U1 Overview.pdf</p> <p align="center">Pulse, Rhythm & Pitch Key Learning Year 2.pdf</p> <p align="center">Pulse, Rhythm & Pitch Y2 U1 Knowledge Organiser.pdf</p> <p align="center">Key Knowledge</p> <ul style="list-style-type: none"> Find and keep a steady beat when listening and improvising Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches Clap four-beat rhythms, creating long and short sounds Improvise using 1, 2, or 3 notes using C, D and E Listen to the music carefully, move to the music Respond to question using known musical vocabulary Explore feelings towards the music Sing with a soulful voice and good posture 	<p align="center">Dance, Sing and Play! Y1 U2 Overview.pdf</p> <p align="center">Dance, Sing & Play! Key Learning Year 1.pdf</p> <p align="center">Dance, Sing and Play! Y1 U2 Knowledge Organiser.pdf</p> <p align="center">Key Knowledge</p> <ul style="list-style-type: none"> Find and keep a steady beat Play or clap simple rhythmic patterns or four-beat rhythms using long or short sounds Clap four-beat rhythms, creating long and short sounds Improvise using 1, 2, or 3 notes using C, D and E Listen carefully and copy back the actions Respond to the questions, thinking about the music Sing clearly and rhythmically Sing a melody that has long and short rhythms and high and low sounds Sing a melody that makes you want to dance to the beat Sing a song with 4 beats in a bar 	<p align="center">Inventing a Musical Story Y2 U3 Overview.pdf</p> <p align="center">Inventing a Musical Story Key Learning Year 2.pdf</p> <p align="center">Inventing a Musical Story Y2 U3 Knowledge Organiser.pdf</p> <p align="center">Key Knowledge</p> <ul style="list-style-type: none"> Find and keep a steady beat when listening and improvising Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches Clap four-beat rhythms, creating long and short sounds Improvise using 1, 2, or 3 notes using A, B and C Listen carefully to the music, move to the music Respond to questions using known musical vocabulary Explore feelings towards the music Sing with a clear voice and good posture 	<p align="center">Learning to Listen Y1 U4 Overview.pdf</p> <p align="center">Learning to Listen Key Learning Year 1.pdf</p> <p align="center">Learning to Listen Y1 U4 Knowledge Organiser.pdf</p> <p align="center">Key Knowledge</p> <ul style="list-style-type: none"> Find and keep a steady beat Play or clap simple rhythmic patterns or four-beat rhythms using long or short sounds Respond to different high and low pitches Keep a steady beat when improvising Improvise using 1, 2, or 3 notes using F, G and A Listen carefully and copy back the actions Respond to the questions, thinking about the music Sing clearly and rhythmically Sing a melody that has long and short rhythms and high and low sounds Sing a melody that travels up and down in tiny steps Sing gently and quietly for a lullaby 	<p align="center">Exploring Improvisation Y2 U5 Overview.pdf</p> <p align="center">Exploring Improvisation Key Learning Year 2.pdf</p> <p align="center">Exploring Improvisation Y2 U5 Knowledge Organiser.pdf</p> <p align="center">Key Knowledge</p> <ul style="list-style-type: none"> Find and keep a steady beat Play or clap simple rhythmic patterns using long or short sounds Respond to different high and low pitches Clap two-beat rhythms, creating long and short sounds Improvise using 1, 2, 3, 4, or 5 notes using G,A,B, C, D Listen carefully to the music, move to the music Respond to question using known musical vocabulary Explore feelings towards the music Sing with a clear voice and good posture 	<p align="center">Let's Perform Together Y1 U6 Overview.pdf</p> <p align="center">Let's Perform Together Key Learning Year 1.pdf</p> <p align="center">Let's Perform Together Y1 U6 Knowledge Organiser.pdf</p> <p align="center">Key Knowledge</p> <ul style="list-style-type: none"> Find and keep a steady beat Play or clap simple rhythmic patterns or three-beat rhythms using long or short sounds Respond to different high and low pitches Keep a steady beat when improvising Improvise using 1, 2, or 3, notes using C, D and E Listen carefully and copy back the actions Respond to the questions, thinking about the music Sing clearly and rhythmically Sing a melody that has long and short rhythms and high and low sounds Sing a melody that travels up and down in leaps and steps, repeating each note accurately
<p align="center">Vocabulary</p> <p>Soul, jazz, pop, glockenspiel, recorder, high, low, pitch, texture, musical style, tempo, verse, chorus, layers of sound, steady, pulse, beat, note, noise, dynamics</p>	<p align="center">Vocabulary</p> <p>lullaby, Reggae, orchestra, orchestral, musician, audience, count, count in, imagination, perform, performance, rhythm, musician,</p>	<p align="center">Vocabulary</p> <p>Pop, Kwela, time signature, tempo, dynamics, detached/ spiky, question and answer, penny whistle, lyrics, rhythm, canon, round</p>	<p align="center">Vocabulary</p> <p>steady, Jazz, Swing, Pop, Waltz, Lullaby, gently, quietly, chorus, verse, tempo, xylophone, piano, saxophone,</p>	<p align="center">Vocabulary</p> <p>Rock, Jazz, Calypso, improvise, improvisation, compose, composition, composer, records, play, player, solo, song, songwriter, guitar, electric guitar, groove, keyboard, bassline, bass guitar, drum kit, introduction, outro, count in</p>	<p align="center">Vocabulary</p> <p>Pop, Orchestral, orchestra, Jazz, Country, Reggae, Gospel, rhythm, beat, pulse, actions, listen, audience, perform, performance, note, musician, improvise, compose</p>



Year 3/4 Cycle A Overview

Autumn 1

Writing Music Down

Autumn 2

Exploring Feelings When You Play

Spring 1

Compose Using Your Imagination

Spring 2

Feelings Through Music

Summer 1

Enjoying Improvisation

Summer 2

The Show Must Go On

Year 3/4 Cycle A Key Concepts

<p align="center">Autumn 1 Writing Music Down</p>	<p align="center">Autumn 2 Exploring Feelings When you Play</p>	<p align="center">Spring 1 Compose Using Your Imagination</p>	<p align="center">Spring 2 Feelings Through Music</p>	<p align="center">Summer 1 Enjoying Improvisation</p>	<p align="center">Summer 2 The Show Must Go On</p>
<p>Social Question: How does music bring us closer together?</p>	<p>Social Question: How does music connect us with our past?</p>	<p>Social Question: How does music make the world a better place?</p>	<p>Social Question: How does music teach us about our community?</p>	<p>Social Question: How does music make a difference to us everyday?</p>	<p>Social Question: How does music connect us with the environment?</p>
<p>Writing Music Down MMC Y3 U1 Overview.pdf</p> <p>Writing Music Down MMC Key Learning Year 3.pdf</p> <p>Writing Music Down MMC Y3 U1 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'andante' is walking pace (100bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar and 2/4 represents 2 crotchet beats in a bar Recognise major and minor keys Identify and improvise rhythmic patterns using minims, crotchets and quavers Know that C major has no sharps or flats in the key signature Know that G major has 1 sharp in the key signature Perform, improvise and compose using C major scale 	<p>Exploring Feelings When You Play MMC Y4 U2 Overview.pdf</p> <p>Exploring Feelings When You Play MMC Key Learning Year 4.pdf</p> <p>Exploring Feelings When You Play MMC Y4 U2 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'andante' is walking pace (97bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar and 2/4 represents 2 crotchet beats in a bar Recognise major and minor keys Identify and improvise rhythmic patterns using minims, dotted crotchets, crotchets and quavers Know that C major has no sharps or flats in the key signature, G major has 1 sharp in the key signature and C minor has 3 flats in the key signature Know and improvise with a C pentatonic scale (C, D, E, G, A) Perform, improvise and compose using C major and G major scales 	<p>Compose Using Your Imagination MMC Y3 U3 Overview.pdf</p> <p>Compose Using Your Imagination MMC Key Learning Year 3.pdf</p> <p>Compose Using Your Imagination MMC Y3 U3 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'moderato' is a moderate speed (112bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar, 2/4 represents 2 crotchet beats in a bar & 3/4 represents 3 crotchet beats in a bar Recognise major and minor keys Identify and improvise rhythmic patterns using minims, crotchets and quavers Know that C major has no sharps or flats in the key signature, G major has 1 sharp in the key signature, F major has 1 flat in the key signature, E major has 4 sharps in the key signature Perform, improvise and compose using G major scale 	<p>Feelings Through Music MMC Y4 U4 Overview.pdf</p> <p>Feelings Through Music MMC Key Learning Year 4.pdf</p> <p>Feelings Through Music MMC Y4 U4 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'andante' is walking pace (97bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar and 2/4 represents 2 crotchet beats in a bar Recognise major and minor keys Identify and improvise rhythmic patterns using minims, dotted crotchets, crotchets and quavers Know that C major has no sharps or flats in the key signature, G major has 1 sharp in the key signature and B minor has 2 sharps in the key signature Know and improvise with a C pentatonic scale (C, D, E, G, A) Perform, improvise and compose using C major and G major scales 	<p>Enjoying Improvisation MMC Y3 U5 Overview.pdf</p> <p>Enjoying Improvisation MMC Key Learning Year 3.pdf</p> <p>Enjoying Improvisation MMC Y3 U5 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'andante' is a walking pace (104bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar, 2/4 represents 2 crotchet beats in a bar & 3/4 represents 3 crotchet beats in a bar Recognise major and minor keys Identify and improvise rhythmic patterns using minims, crotchets and quavers Know that C major has no sharps or flats in the key signature, G major has 1 sharp in the key signature, D major has 2 sharps in the key signature, F major has 1 flat in the key signature, E flat major has 3 flats in the key signature Perform, improvise and compose using G major scale 	<p>The Show Must Go On MMC Y4 U6 Overview.pdf</p> <p>The Show Must Go On MMC Key Learning Year 4.pdf</p> <p>The Show Must Go On MMC Y4 U6 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'moderato' is moderate speed (114bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar Recognise major and minor keys Identify and improvise rhythmic patterns using minims, dotted crotchets, crotchets and quavers Know that C major has no sharps or flats in the key signature, A major has 3 sharps in the key signature, A minor has no sharps or flats in the key signature, D minor has 1 flat in the key signature and C minor has 3 flats in the key signature Know and improvise with an A minor scale Perform, improvise and compose using C major, G major and B flat major scales
<p>Vocabulary</p> <p>Country music, pop, stave, bar, bar line, notes, notation, crotchets, minims, quavers, rhythm, pitch, andante, time signature, key, key signature, G major, sharp, C major, scale</p>	<p>Vocabulary</p> <p>Electronic Dance Music (EDM), Folk, time signature, andante, tempo, turntables, digital/electronic sounds, major, minor, timbre (sound quality), tonality, lyrics, ostinato, mezzo forte (medium-loud), mess piano (medium-quiet), hook, pitch, structure and form, backing track</p>	<p>Vocabulary</p> <p>Pop, Ballad, Musicals, hook, imagination, compose, composition, composer, solo. Ensemble, texture, ostinato, intro, articulation, legato (smooth), expression</p>	<p>Vocabulary</p> <p>Contemporary R&B, Jazz, Rock, round, articulation, legato (smooth), staccato (detached), lyrics, acoustic guitar, backing track, backing singers/vocals, riff, rhythm patterns</p>	<p>Vocabulary</p> <p>Gospel, Hip Hop, Jazz, rap, rests, repeat, ostinato, pentatonic scale, chorus, imagination, hook, expression, structure and form</p>	<p>Vocabulary</p> <p>Electronic Dance Music (EDM), Funk, perform, performance, performer, tonality, structure and form, melody, unison, repeat, digital/electronic music</p>



Year 3/4 Cycle B Overview

Autumn 1

Musical Structures

Autumn 2

Playing in a Band

Spring 1

Compose with Your Friends

Spring 2

More Musical Styles

Summer 1

Expression and Improvisation

Summer 2

Opening Night

Year 3/4 Cycle B Key Concepts

<p align="center">Autumn 1 Musical Structures</p>	<p align="center">Autumn 2 Playing in a Band</p>	<p align="center">Spring 1 Compose with Your Friends</p>	<p align="center">Spring 2 More Musical Styles</p>	<p align="center">Summer 1 Expression and Improvisation</p>	<p align="center">Summer 2 Opening Night</p>
<p>Social Question: How does music bring us together?</p>	<p>Social Question: What stories does music tell us about the past?</p>	<p>Social Question: How does music improve our world?</p>	<p>Social Question: How does music help us to get to know our community?</p>	<p>Social Question: How does music shape our way of life?</p>	<p>Social Question: How does music connect us with our planet?</p>
<p>Musical Structures MMC Y4 U1 Overview.pdf</p> <p>Musical Structures MMC Key Learning Year 4.pdf</p> <p>Musical Structures MMC Y4 U1 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Understand tempo 'moderato' is moderate speed (112bpm) • Understand that the time signature 4/4 represents 4 crotchet beats in a bar • Recognise major and minor keys • Identify and improvise rhythmic patterns using minims, dotted crotchets, crotchets and quavers • Know that C major has no sharps or flats in the key signature • Know and improvise with a C pentatonic scale (C, D, E, G, A) • Perform, improvise and compose using C pentatonic scale 	<p>Playing in a Band MMC Y3 U2 Overview.pdf</p> <p>Playing in a Band MMC Key Learning Year 3.pdf</p> <p>Playing in a Band MMC Y3 U2 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Understand tempo 'andante' is walking pace (100bpm) • Understand that the time signature 4/4 represents 4 crotchet beats in a bar, 2/4 represents 2 crotchet beats in a bar and 3/4 represents 3 crotchets in a bar • Recognise major and minor keys • Identify and improvise rhythmic patterns using minims, crotchets and quavers • Know that C major has no sharps or flats in the key signature, G major has 1 sharp in the key signature and F major has 1 flat in the key signature • Perform, improvise and compose using C, G and F major scales 	<p>Compose with Your Friends MMC Y4 U3 Overview.pdf</p> <p>Compose with Your Friends MMC Key Learning Year 4.pdf</p> <p>Compose with Your Friends MMC Y4 U3 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Understand tempo 'allegro' is a brisk speed (150bpm) • Understand that the time signature 4/4 represents 4 crotchet beats in a bar and 3/4 represents 3 crotchet beats in a bar • Recognise major and minor keys • Identify and improvise rhythmic patterns using minims, dotted crotchets, crotchets and quavers • Know that C major has no sharps or flats in the key signature, G major has 1 sharp in the key signature and D major has 2 sharps in the key signature • Know and improvise with a C pentatonic scale (C, D, E, G, A) • Perform, improvise and compose using C major and D major scales 	<p>More Musical Styles MMC Y3 U4 Overview.pdf</p> <p>More Musical Styles MMC Key Learning Year 3.pdf</p> <p>More Musical Styles MMC Y3 U4 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Understand tempo 'andante' is walking pace (92bpm) • Understand that the time signature 4/4 represents 4 crotchet beats in a bar and 2/4 represents 2 crotchet beats in a bar • Recognise major and minor keys • Identify and improvise rhythmic patterns using minims, crotchets and quavers • Know that C major has no sharps or flats in the key signature, G major has 1 sharp in the key signature, E flat major has 3 flats in the key signature, A minor has no sharps or flats in the key signature • Perform, improvise and compose using G major scale 	<p>Expression and Improvisation MMC Y4 U5 Overview.pdf</p> <p>Expression and Improvisation MMC Key Learning Year 4.pdf</p> <p>Expression and Improvisation MMC Y4 U5 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Understand tempo 'adagio' is a slow speed (68bpm) • Understand that the time signature 4/4 represents 4 crotchet beats in a bar • Recognise major and minor keys • Identify and improvise rhythmic patterns using minims, dotted crotchets, crotchets, quavers and semiquavers • Know that C major has no sharps or flats in the key signature, G major has 1 sharp in the key signature, B flat major has 2 flats in the key signature and A minor has no sharps or flats in the key signature • Know and improvise with an A minor scale • Perform, improvise and compose using C major, G major and B flat major scales` 	<p>Opening Night MMC Y3 U6 Overview.pdf</p> <p>Opening Night MMC Key Learning Year 3.pdf</p> <p>Opening Night MMC Y3 U6 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Understand tempo 'andante' is walking pace (92bpm) • Understand that the time signature 4/4 represents 4 crotchet beats in a bar, 3/4 represents 3 crotchet beats in a bar, 2/4 represents 2 crotchet beats in a bar • Recognise major and minor keys • Identify and improvise rhythmic patterns using minims, crotchets and quavers • Know that G major has 1 sharp in the key signature, E flat major has 3 flats in the key signature, F major has 1 flat in the key signature • Perform, improvise and compose using F major scale
<p>Vocabulary</p> <p>20th and 21st Century Orchestral, Soul Ballad, Contemporary R&B (rhythm & blues), Classical music, moderator, pentatonic scale, forte (loud), fortissimo (very loud), piano (quiet/soft), pianissimo (very quiet/soft), treble clef, unison</p>	<p>Vocabulary</p> <p>Disco, New Orleans Jazz, Folk: Sea Shanty, melody, harmony, dotted crotchet, expression, forte (loud), piano (quiet), tune, texture, hook</p>	<p>Vocabulary</p> <p>Disco, Folk, 20th and 21st Century Orchestral, classical music, allegro, compose, composition, composer, tonic (home note), melody, stave, musical styles, stave, notation, choreography, crescendo (gradually getting louder), diminuendo (gradually getting quieter), dynamics, rest, repeat</p>	<p>Vocabulary</p> <p>Romantic music, Pop, Rock, Soul, musical styles, dynamics, forte, piano, backing track, rhythm patterns, riff, synthesizer</p>	<p>Vocabulary</p> <p>Gospel, 20th and 21st Century Orchestral, classical music, semiquaver, forte, mezzo forte, piano, mezzo piano, pianissimo, crescendo (gradually getting louder), diminuendo (gradually getting quieter), dynamics</p>	<p>Vocabulary</p> <p>Gospel, Pop, Hip Hop, rap, synthesizer, distortion, structure and form, texture, melody, harmony, repeat, pizzicato, staccato, articulation</p>



Year 5/6 Cycle A Overview

Autumn 1

Melody and Harmony in Music

Autumn 2

Developing Ensemble Skills

Spring 1

Composing and Chords

Spring 2

Musical Styles Connect Us

Summer 1

Freedom to Improvise

Summer 2

Farewell Tour

Year 5/6 Cycle A Key Concepts

<p align="center">Autumn 1 Melody and Harmony in Music</p>	<p align="center">Autumn 2 Developing Ensemble Skills</p>	<p align="center">Spring 1 Composing and Chords</p>	<p align="center">Spring 2 Musical Styles Connect Us</p>	<p align="center">Summer 1 Freedom to Improvise</p>	<p align="center">Summer 2 Farewell Tour</p>
<p>Social Question: How does music bring us together?</p>	<p>Social Question: How does music connect us with our past?</p>	<p>Social Question: How does music improve our world?</p>	<p>Social Question: How does music teach us about our community?</p>	<p>Social Question: How does music shape our way of life?</p>	<p>Social Question: How does music connect us with the environment?</p>
<p>Melody and Harmony in Music MMC Y5 U1 Overview.pdf</p> <p>Melody and Harmony in Music MMC Key Learning Year 5.pdf</p> <p>Melody and Harmony in Music MMC Y5 U1 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'allegro' is at a brisk speed (128bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar and 6/8 represents 6 quaver beats in a bar Recognise major and minor keys Identify and improvise rhythmic patterns using minims, dotted crotchets, crotchets and quavers Know that C major has no sharps or flats in the key signature, G major has 1 sharp in the key signature, A minor has no sharps or flats in the key signature and C minor has 3 flats in the key signature Know and improvise with a C pentatonic scale (C, D, E, G, A) Perform, improvise and compose using A minor, C minor and G major scales 	<p>Developing Ensemble Skills MMC Y6 U2 Overview.pdf</p> <p>Developing Ensemble Skills MMC Key Learning Year 6.pdf</p> <p>Developing Ensemble Skills MMC Y6 U2 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'adagio' is a slow speed (66bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar, 3/4 represents 3 crotchet beats in a bar and 2/4 represents 2 crotchet beats in a bar Recognise major and minor keys Identify and improvise rhythmic patterns using minims, dotted crotchets, crotchets, dotted quaver, quavers and semiquavers Know that C major has no sharps or flats in the key signature, G major has 1 sharp in the key signature, B flat major has 2 flats in the key signature and A minor has no sharps or flats in the key signature Perform, improvise and compose using C major and G major scales 	<p>Composing and Chords MMC Y5 U3 Overview.pdf</p> <p>Composing and Chords MMC Key Learning Year 5.pdf</p> <p>Composing and Chords MMC Y5 U3 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'allegro' is at a brisk speed (155bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar, 3/4 represents 3 crotchet beats in a bar and 2/4 represents 2 crotchet beats in a bar Recognise major and minor keys Identify and improvise rhythmic patterns using dotted minims, minims, dotted crotchets, crotchets and quavers Know that C major has no sharps or flats in the key signature, G major has 1 sharp in the key signature, F major has 1 flat in the key signature and E flat major has 3 flats in the key signature Know and improvise with a C pentatonic scale (C, D, E, G, A) Perform, improvise and compose using F major, G major and E flat major scales 	<p>Musical Styles Connect Us MMC Y6 U4 Overview.pdf</p> <p>Musical Styles Connect Us MMC Key Learning Year 6.pdf</p> <p>Musical Styles Connect Us MMC Y6 U4 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'moderato' is a moderate speed (116bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar, 5/4 represents 5 crotchet beats in a bar and 2/4 represents 2 crotchet beats in a bar Recognise major and minor keys Identify and improvise rhythmic patterns using minims, dotted crotchets, crotchets and quavers Know that C major has no sharps or flats in the key signature, G major has 1 sharp in the key signature, F major has 1 flat in the key signature and D minor has 1 flat in the key signature Perform, improvise and compose using C major, G major and F major scales 	<p>Freedom to Improvise MMC Y5 U5 Overview.pdf</p> <p>Freedom to Improvise MMC Key Learning Year 5.pdf</p> <p>Freedom to Improvise MMC Y5 U5 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'adagio' is a slow speed (66bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar, 3/4 represents 3 crotchet beats in a bar and 6/8 represents 6 quaver beats in a bar Recognise major and minor keys Identify and improvise rhythmic patterns using dotted minims, minims, crotchets, quavers and semiquavers Know that C major has no sharps or flats in the key signature, D major has 2 sharps in the key signature, F major has 1 flat in the key signature and D minor has 1 flat in the key signature Perform, improvise and compose using C major and D minor scales 	<p>Farewell Tour MMC Y6 U6 Overview.pdf</p> <p>Farewell Tour MMC Key Learning Year 6.pdf</p> <p>Farewell Tour MMC Y6 U6 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'andante' is at a walking pace (76bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar, 5/4 represents 5 crotchet beats in a bar and 2/4 represents 2 crotchet beats in a bar Identify and improvise rhythmic patterns using minims, crotchets, quavers and semiquavers Know that C major has no sharps or flats in the key signature; G major has 1 sharp in the key signature and F major has 1 flat in the key signature Perform, improvise and compose using C major, G major and F major
<p>Vocabulary</p> <p>20th and 21st Century Orchestral, Gospel, melody, harmony, unison, brass section, strings, verse, bridge, chorus, note names, note values, notation</p>	<p>Vocabulary</p> <p>Soul, Swing, Rock, ensemble, dynamics, crescendo, decrescendo, diminuendo, forte, mezzo forte, fortissimo, piano, mezzo piano, pianissimo, unison, harmony, melody</p>	<p>Vocabulary</p> <p>South African Pop, 20th and 21st Century Orchestral, allegro, tempo, chords, tune, dotted minims, compose, composition, composer, pitch, texture, timbre, tonality</p>	<p>Vocabulary</p> <p>Rock, Folk music, Pop, moderato, articulation, melody, harmony, unison, hook, vocals, texture, bassline, patterns, riff, groove, Style Indicators, Dimensions of Music</p>	<p>Vocabulary</p> <p>Pop, 20th and 21st Century Orchestral, Funk, adagio, interval, chords, orchestra, brass section (trumpet, trombone, tuba, French horns), strings (violin, viola, cello, double bass), improvise, improvisation</p>	<p>Vocabulary</p> <p>Reggae, Pop, Soul, perform, performance, performer, harmony, melody, unison, ensemble, riff, bridge., tag ending, syncopation, pitch, Style Indicators</p>



Year 5/6 Cycle B Overview

Autumn 1

Music and Technology

Autumn 2

Sing and Play in Different Styles

Spring 1

Creative Composition

Spring 2

Enjoying Musical Styles

Summer 1

Improvising with Confidence

Summer 2

Battle of the Bands!

Year 5/6 Cycle B Key Concepts

<p align="center">Autumn 1 Music and Technology</p>	<p align="center">Autumn 2 Sing and Play in Different Styles</p>	<p align="center">Spring 1 Creative Composition</p>	<p align="center">Spring 2 Enjoying Musical Styles</p>	<p align="center">Summer 1 Improvising with Confidence</p>	<p align="center">Summer 2 Battle of the Bands!</p>
<p>Social Question: How does music bring us together?</p>	<p>Social Question: How does music connect us with our past?</p>	<p>Social Question: How does music improve our world?</p>	<p>Social Question: How does music teach us about our community?</p>	<p>Social Question: How does music shape our way of life?</p>	<p>Social Question: How does music connect us with the environment?</p>
<p>Music and Technology MMC Y6 U1 Overview.pdf</p> <p>Music and Technology MMC Key Learning Year 6.pdf</p> <p>Music and Technology MMC Y6 U1 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'adagio' is at a slow speed (66bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar and 2/4 represent 2 crotchet beats in a bar Identify and improvise rhythmic patterns using minims, crotchets, quavers and semiquavers Know that C major has no sharps or flats in the key signature; G major has 1 sharp in the key signature and D major has 2 sharps in the key signature Perform, improvise and compose using C major and G major 	<p>Sing and Play in Different Styles MMC Y5 U2 Overview.pdf</p> <p>Sing and Play in Different Styles MMC Key Learning Year 5.pdf</p> <p>Sing and Play in Different Styles MMC Y5 U2 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'moderato' is at a moderate speed (112bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar, 2/4 represents 2 crotchet beats in a bar Identify and improvise rhythmic patterns using minims, dotted crotchets, crotchet, dotted quavers, quavers and semiquavers Know that C major has no sharps or flats in the key signature; E flat major has 3 flats in the key signature and A minor has no sharps or flats in the key signature Perform, improvise and compose using C major, E flat major and A minor 	<p>Creative Composition MMC Y6 U3 Overview.pdf</p> <p>Creative Composition MMC Key Learning Year 6.pdf</p> <p>Creative Composition MMC Y6 U3 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'adagio' is at a slow speed (68bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar and 2/4 represent 2 crotchet beats in a bar Identify and improvise rhythmic patterns using minims, dotted crotchets, crotchets, quavers and semiquavers Know that C major has no sharps or flats in the key signature; E flat major has 3 flats in the key signature, D major has 2 sharps in the key signature and D minor has 1 flat in the key signature Perform, improvise and compose using C major, D major and D minor 	<p>Enjoying Musical Styles MMC Y5 U4 Overview.pdf</p> <p>Enjoying Musical Styles MMC Key Learning Year 5.pdf</p> <p>Enjoying Musical Styles MMC Y5 U4 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'presto' is at a very quick speed (180bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar, 2/4 represent 2 crotchet beats in a bar, 5/4 represents 5 crotchet beats in a bar and 6/8 represents 6 quaver beats in a bar Identify and improvise rhythmic patterns using dotted crotchets, triplet quavers and quavers Know that C major has no sharps or flats in the key signature; E major has 4 sharps in the key signature, F major has 1 flat in the key signature, E flat major has 3 flats in the key signature and D minor has 1 flat in the key signature Perform, improvise and compose using F major, E major and D minor 	<p>Improvising with Confidence MMC Y6 U5 Overview.pdf</p> <p>Improvising with Confidence MMC Key Learning Year 6.pdf</p> <p>Improvising with Confidence MMC Y6 U5 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'andante' is at a walking pace (76bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar, 5/4 represents 5 crotchet beats in a bar and 6/8 represents 6 quaver beats in a bar Identify and improvise rhythmic patterns using dotted crotchets, triplet quavers and quavers Know that D minor has 1 flat in the key signature; G major has 1 sharp in the key signature and F minor has 4 flats in the key signature Perform, improvise and compose using D minor, G major and F minor 	<p>Battle of the Bands! MMC Y5 U6 Overview.pdf</p> <p>Battle of the Bands! MMC Key Learning Year 5.pdf</p> <p>Battle of the Bands! MMC Y5 U6 Knowledge Organiser.pdf</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Understand tempo 'allegro' is at a brisk speed (120bpm) Understand that the time signature 4/4 represents 4 crotchet beats in a bar, 5/4 represents 5 crotchet beats in a bar and 6/8 represents 6 quaver beats in a bar Identify and improvise rhythmic patterns using minims, dotted crotchets, crotchets and quavers Know that C major has no sharps or flats in the key signature; G major has 1 sharp in the key signature, D minor has 2 sharps in the key signature and E minor has 1 flat in the key signature Perform, improvise and compose using C major, G major and E minor
<p>Vocabulary</p> <p>Soul, Pop, digital/electronic sounds, produce, producer, Elements of Music/Musical Elements, pitch, syncopation, melody, harmony, rhythm, rhythm patterns, structure and form, texture, timbre, tonality</p>	<p>Vocabulary</p> <p>Pop, 20th and 21st Century Orchestral, Gospel, choir, tempo, moderato, dotted crotchet, dotted quaver, rests, repeats, syncopation (playing off the beat), dynamics, crescendo, diminuendo, forte, mezzo forte, fortissimo, piano, mezzo piano, pianissimo</p>	<p>Vocabulary</p> <p>Disco, Rock'n'roll, Pop, adagio, compose, composition, composer, syncopation, rests, Style Indicators, phrases, riff, rhythm patterns, groove, legato, staccato, Dimensions of Music</p>	<p>Vocabulary</p> <p>Reggae, Pop, 20th and 1st Century Orchestral, Classical Music, presto, texture (layers of sound), dotted crotchets, triplet quavers, syncopation, groove, structure and form</p>	<p>Vocabulary</p> <p>Hip Hop, Gospel, Salsa music, improvise, improvisation, phrase, dynamics, diminuendo, decrescendo, crescendo, groove, ostinato, syncopation, bridge, pitch, Elements of Music</p>	<p>Vocabulary</p> <p>Pop, 20th and 21st Century Orchestral, Contemporary, R&B, allegro, perform, performer, performance, interlude, melody, harmony, unison, tag ending, verse, chorus, bridge, syncopation, structure and form, solo, backing sings/vocals, backing track, amplifier</p>