



## Stoke By Nayland Cof E Primary School

### KS1/EYFS Music 2 Year Knowledge Cycle

Cycle 1				
Cycle 1	Notation	Technique	Composition	Key Vocabulary
<b>Me!</b>	To learn songs/nursery rhymes by heart To know the stories of some Nursery Rhymes <i>Sing a large repertoire of songs</i>	Wide variety of musical styles as an introduction. Consider how music makes you feel and your response to music To know that songs and rhymes can paint pictures in your head <i>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</i>	To know you can move with the pulse of the music Find a pulse by copying a character in nursery rhyme – imagining a similar character or object finding different ways to keep the pulse  <i>Use large-muscle movements to wave flags and streamers, paint and make marks.</i>	Pulse Rhythm Repeat Rise and fall High low
My Stories	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars. <i>Sing a range of well-known nursery rhymes and songs.</i> <i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</i>	To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.  <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i>	Copy basic rhythm patterns of single words, building to short phrases from the song/s. To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. <i>Combine different movements with ease and fluency</i> <i>Create collaboratively, sharing ideas, resources and skills.</i>	Pitch Pulse Rhythm In time
Everyone!	To sing or rap nursery rhymes and simple songs from memory. Songs have sections. <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i>	sing along with the backing track. sing along with a pre-recorded song and add actions.  <i>Listen carefully to rhymes and songs, paying attention to how they sound.</i> <i>Learn rhymes, poems and songs.</i>	Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.  <i>Create collaboratively, sharing ideas, resources and skills</i>	Repeat Chorus Develop Link
Our World	To sing or rap nursery rhymes and simple songs from memory. Songs have sections. To understand that music is written down <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i>	sing along with the backing track. sing along with a pre-recorded song and add actions.  <i>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i>	Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song  <i>Create collaboratively, sharing ideas, resources and skills</i> <i>Play instruments with increasing control to express their feelings and ideas.</i>	Notation Musical notes Rest repeat
Big Bear Funk	To sing or rap nursery rhymes and simple songs from memory. Songs have sections. To begin to understand that music sounds different from different instruments	sing along with a pre-recorded song and add actions.  <i>Create their own songs, or improvise a song around one they know.</i>	Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.  <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i>	Funk Pop Refrain chorus

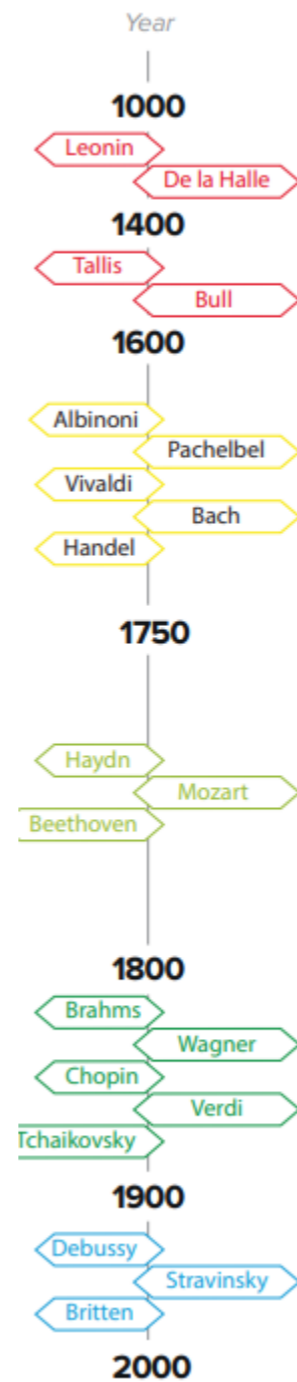
	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match')			
Reflect, Rewind and Replay	To sing or rap nursery rhymes and simple songs from memory. Songs have sections. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs	sing along with a pre-recorded song and add actions. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Melody Pattern Repeat pitch
<b>Cycle 2</b>				
<b>Cycle 2</b>	<b>Notation</b>	<b>Technique</b>	<b>Composition</b>	<b>Key Vocabulary</b>
Hands, Feet Heart	Pulse – the regular heartbeat of the music, the steady beat Rhythm – long and short sounds or patterns that happen over the pulse, the steady beat  Sing a large repertoire of songs.	perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. listen with concentration and understanding to a range of high-quality live and recorded music  Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs	Playing instruments using up to three notes – G or G, A + C. Which part did you play?  Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs	Notes Pulse Instruments Improvise Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo
Rhythm in the way we walk/ Banana	Pitch – high and low sounds Tempo – the speed of the music, fast or slow or in-between Dynamics – how loud or quiet music is Timbre – all instruments including voices, have a certain sound quality eg the trumpet has a very different sound quality to the violin Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm Learn to start and stop singing when following a leader  Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform
rap I wanna play in a band	Texture – layers of sound. Layers of sound working together make music very interesting to listen to Learn the names of the notes in their instrumental part from memory or when written down Know the names of untuned percussion instruments played in class.  Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. . Sing in a group or on their own, increasingly matching the pitch and following the melody.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

		Explore and engage in music making and dance, performing solo or in groups.	Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.	
Round and Round	<p>Structure – every piece of music has a structure eg introduction, verse, chorus ending</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience
Your imagination	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs</p>	<p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>Everyone can improvise!</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	

Reflect, Rewind and Replay

Baroque composers include JS Bach, Handel and Vivaldi. Like Baroque architecture, the music was highly decorated and fussy, but written within very strict rules – like following the instructions to build a complex Lego model. Pieces tended to be fairly short, five minutes or so, and often performed in groups of contrasting movements called “Suites” which later evolved into what we now call the symphony.

Classical music was more relaxed, simple and clean, often a lovely melody with an accompaniment underneath. Haydn and Mozart were the two leading Classical composers, though Beethoven appeared right at the end of the period. Classical composers tended to be in the employment of local aristocracy and much of their music was written to order for court performance. The piano was now in use though it was far more limited than the modern one. The orchestra was gradually being developed though some instruments were much simpler than their modern counterparts, particularly woodwind and brass. Valves and keys were yet to be invented! Symphonies lasting fifteen to twenty minutes were developed, concertos for solo instruments and orchestra (usually piano or violin) and string quartets came into being.



Romantic music includes many of the big name composers that we often mistakenly call ‘Classical’: Beethoven, Schubert, Schumann, Tchaikovsky, Grieg, Chopin, Rachmaninoff and Brahms to name but a few. Technological advancements allowed the development of new instruments which gave a better pitch range to write for. The orchestra doubled in size. The music became freer, more emotional, longer, faster, louder and more complex with lots of contrasting instrumental parts playing simultaneously. The longer symphonies lasted up to an hour, concert halls were built for those pieces to be played in.

Suites  
Symphony  
Orchestra  
Music period  
Composers  
Classical  
Baroque  
Romanitic  
20<sup>th</sup> Century