

MUSIC CORE SKILLS

Reception			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● To know twenty nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes. ● 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. ● To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections. ● A performance is sharing music. 	<ul style="list-style-type: none"> ● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars. ● Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. ● Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. ● Explore high and low using voices and sounds of characters in the songs. ● To sing along with a pre-recorded song and add actions. ● To sing along with the backing track. ● Perform any of the nursery rhymes by singing and adding actions or dance. ● Perform any nursery rhymes or songs adding a simple instrumental part. ● Record the performance to talk about. 	<ul style="list-style-type: none"> ● sing ● play ● dance ● clap ● stop ● go ● loud ● quiet ● fast ● slow ● high ● low ● beat ● rhythm ● melody ● tune ● verse ● chorus ● music ● sound ● instrument ● voice ● repeat ● follow ● listen 	<p>Wide variety of musical styles as an introduction:</p> <ul style="list-style-type: none"> ● Me! by Joanna Mangona ● My Stories by Joanna Mangona ● Everyone! by Joanna Mangona ● Our World by Joanna Mangona <p>Funk :</p> <ul style="list-style-type: none"> ● Big Bear Funk by Joanna Mangona <p>Classical:</p> <ul style="list-style-type: none"> ● Reflect, Rewind and Replay

Year 1

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● To know 5 songs by heart. ● To know what the songs are about. ● To know and recognise the sound and names of some of the instruments they use. ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favorite food, colors and animals. ● To confidently sing or rap five songs from memory and sing them in unison ● Learn the names of the notes in their instrumental part from memory or when written down. ● Learn the names of the instruments they are playing ● Improvisation is about 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 compose. 	<ul style="list-style-type: none"> ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● Rhythm Copy Back Listen to the rhythm and clap back. ● Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. ● Your Turn Create rhythms for others to copy ● Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat ● Use your voices to copy back using 'la'. ● 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. 	<ul style="list-style-type: none"> ● melody ● tune ● verse ● chorus ● music ● pattern ● improvise ● perform ● body percussion ● tempo ● loudness ● quietness ● feel ● move ● solo ● ensemble ● sounds ● sequence ● repeat ● explore 	<p>Old School Hip-Hop:</p> <ul style="list-style-type: none"> ● Hey You! By Joanna Mangona <p>Reggae:</p> <ul style="list-style-type: none"> ● Rhythm In The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba <p>Blues, Baroque, Latin, Bhangra, Folk, Funk :</p> <ul style="list-style-type: none"> ● In The Groove by Joanna Mangona <p>Bossa Nova:</p> <ul style="list-style-type: none"> ● Round and Round by Joanna Mangona <p>Pop :</p> <ul style="list-style-type: none"> ● Your Imagination by Joanna Mangona and Pete Readman <p>Classical:</p> <ul style="list-style-type: none"> ● Reflect, Rewind & Replay

	<ul style="list-style-type: none"> ● 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. 		
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Year 2			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● To know five songs by heart. ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style. ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favorite 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. 	<ul style="list-style-type: none"> ● 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. ● Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. ● Create rhythms for others to copy ● Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. 	<ul style="list-style-type: none"> ● dynamics ● harmony ● instrumental ● backing ● ostinato ● phrase ● chord ● groove ● syncopation ● notation ● rhythm ● clapping patterns ● expression ● style ● audience ● composition ● improvisation 	<p>Afropop, South African:</p> <ul style="list-style-type: none"> ● Hands, Feet, Heart by Joanna Mangona <p>A song with rapping and improvising for Christmas:</p> <ul style="list-style-type: none"> ● Ho, Ho, Ho by Joanna Mangona <p>Rock :</p> <ul style="list-style-type: none"> ● I Wanna Play in a Band by Joanna Mangona <p>Reggae:</p> <ul style="list-style-type: none"> ● Zootime by Joanna Mangona <p>Pop & A song about being friends:</p>

<ul style="list-style-type: none"> ● 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). 	<ul style="list-style-type: none"> ● Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. ● 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 (spoken word with rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader. ● Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader. ● Use the improvisation tracks provided. ● Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 	<ul style="list-style-type: none"> ● create ● record ● collaborate 	<ul style="list-style-type: none"> ● Friendship Song by Joanna Mangona and Pete Readman <p>Classical</p> <ul style="list-style-type: none"> ● Reflect, Rewind and Replay
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	<ul style="list-style-type: none"> ● Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. ● Improvise! – Take it in turns to improvise using one or two notes. 		
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Year 3			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. ● To choose one song and be able to talk about: ● Its lyrics: what the song is about ● Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ● Identify the main sections of the song (introduction, verse, chorus etc.) ● Name some of the instruments they heard in the song ● Know how to find and demonstrate the pulse. ● Know the difference between pulse and rhythm. 	<ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To think about what the words of a song mean. ● To take it in turn to discuss how the song makes them feel. ● Listen carefully and respectfully to other people’s thoughts about the music. ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being ‘in tune’. ● To have an awareness of the pulse internally when singing. ● To treat instruments carefully and with respect. 	<ul style="list-style-type: none"> ● arrangement ● coda ● bridge ● riff ● texture ● timbre ● pitch ● scale ● melodic ● back beat ● soloist ● choral ● repeat sign ● ostinato ● instruments ● style indicators ● melodic pattern ● call and response ● performance ● context 	<p>RnB:</p> <ul style="list-style-type: none"> ● Let Your Spirit Fly <p>Exploring & developing playing skills:</p> <ul style="list-style-type: none"> ● Glockenspiel Stage 1 <p>Reggae:</p> <ul style="list-style-type: none"> ● Three Little Birds <p>A Pop song :</p> <ul style="list-style-type: none"> ● The Dragon Song <p>Disco, friendship, hope and unity:</p> <ul style="list-style-type: none"> ● Bringing Us Together <p>Classical:</p> <ul style="list-style-type: none"> ● Reflect, Rewind & Replay

<ul style="list-style-type: none"> ● Know how pulse, rhythm and pitch work together to create a song. ● Know that every piece of music has a pulse/steady beat. ● Know the difference between a musical question and an answer. ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad. ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● To know why you must warm up your voice ● 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 ● To know that using one or two notes confidently is better than using five 	<ul style="list-style-type: none"> ● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● To communicate the meaning of the words and clearly articulate them. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why 		
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Year 4			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. To choose one song and be able to talk about: style , lyrics ,Identify the main sections of the song (introduction, verse, chorus etc), and name some of the instruments they heard in the song. ● Know and be able to talk about: ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to ● To know and be able to talk about: ● Singing in a group can be called a choir 	<ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people’s thoughts about the music. ● When you talk try to use musical words ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being ‘in tune’. ● To rejoin the song if lost. ● To listen to the group when singing ● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody 	<ul style="list-style-type: none"> ● composition ● crossover ● sample ● recurring theme ● interlude ● pre-chorus ● urban contemporary ● roots reggae ● improvisation ● arrangement ● mood ● theme ● motif ● contrast ● music technology ● recording ● collaboration ● auditory ● creativity ● feedback 	<p>Pop :</p> <ul style="list-style-type: none"> ● Mamma Mia by ABBA <p>Mixed styles and developing playing skills using the glockenspiel:</p> <ul style="list-style-type: none"> ● Glockenspiel Stage 2 <p>Grime and mixed styles:</p> <ul style="list-style-type: none"> ● Stop! by Joanna Mangona <p>Soul/Gospel music and helping one another:</p> <ul style="list-style-type: none"> ● Lean On Me sung by Bill Withers <p>Pop/The Beatle:</p> <ul style="list-style-type: none"> ● Blackbird by The Beatles <p>Classical :</p> <ul style="list-style-type: none"> ● Reflect, Rewind & Replay

<ul style="list-style-type: none"> ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. 	<p>of the song from memory or using notation.</p> <ul style="list-style-type: none"> ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To experience leading the playing by making sure everyone plays in the playing section of the song. ● To choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. 		
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Year 5			
Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? ● To know the style of the five songs and to name other songs from the Units in those styles. 	<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of 	<ul style="list-style-type: none"> ● dynamics ● syncopation ● polyphony ● consonance ● dissonance ● music genres ● influences 	<p>Rock anthems :</p> <ul style="list-style-type: none"> ● Livin' on a Prayer by Bon Jovi <p>Jazz and Improvisation:</p> <ul style="list-style-type: none"> ● Classroom Jazz by Ian Gray <p>Pop Ballads :</p>

<ul style="list-style-type: none"> ● To choose two or three other songs and be able to talk about: ● Some of the style indicators of the songs (musical characteristics that give the songs their style) ● The lyrics: what the songs are about <ul style="list-style-type: none"> ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ● Identify the main sections of the songs (intro, verse, chorus etc.) ● Name some of the instruments they heard in the songs ● The historical context of the songs. What else was going on at this time? ● Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to ● Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse 	<p>them, their similarities and differences.</p> <ul style="list-style-type: none"> ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. ● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the 	<ul style="list-style-type: none"> ● musical elements ● auditory analysis ● interpretation ● cultural context ● harmonic structure ● phrase ● style analysis ● extended techniques ● live performance ● studio recording ● musical roles ● historical context ● music literacy 	<ul style="list-style-type: none"> ● To Make You Feel My Love sung by Adele <p>Old-School Hip-Hop:</p> <ul style="list-style-type: none"> ● Fresh Prince of Bel-Air rapped by Will Smith <p>Motown:</p> <ul style="list-style-type: none"> ● Dancing in the Street sung by Martha and The Vandellas <p>Classical :</p> <ul style="list-style-type: none"> ● Reflect, Rewind & Replay
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<ul style="list-style-type: none"> ● Musical Leadership: creating musical ideas for the group to copy or respond to ● To know and be able to talk about improvisation: 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. ● To know that using one or two notes confidently is better than using five ● To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence 	<p>melody of the song from memory or using notation.</p> <ul style="list-style-type: none"> ● To rehearse and perform their part within the context of the Unit song. ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 		
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Year 6

Core knowledge	Core skills	Core vocabulary	Taught through
<ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and why? ● To know the style of the songs and to name other songs from the Units in those styles. ● To choose three or four other songs and be able to talk about: ● The style indicators of the songs (musical characteristics that give the songs their style) ● The lyrics: what the songs are about ● Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ● Identify the structure of the songs (intro, verse, chorus etc.) ● Name some of the instruments used in the songs ● The historical context of the songs. What else was going on at this time, musically and historically? ● Know and talk about that fact that we each have a musical identity ● Know and be able to talk about: 	<p>To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people’s thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music. To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being ‘in tune Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the</p>	<ul style="list-style-type: none"> ● critical listening ● music theory ● improvisational techniques ● composition software ● music notation ● thematic development ● analysis of pieces ● performance critique ● collaborative projects ● music presentation ● audience engagement ● cultural significance ● emotional response ● musical storytelling ● arrangement techniques ● music and technology ● genre exploration ● artistic expression ● music as communication ● lifelong music learning 	<p>Pop/Neo Soul: ● Happy Bacharach ,Blues ,Jazz, improvisation and composition: ● Classroom Jazz 2 Classical or Urban Gospel: ● A New Year Carol 70s Ballad/Pop: ● You’ve Got A Friend Hip Hop, Classical,Electronic, Soul, Contemporary: ● Music and Me Classical : ● Reflect, Rewind & Replay</p>

<ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience ● To know and be able to talk about improvisation: ● 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. ● To know that using one, two or three notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know and be able to talk about: ● A composition: music that is created by you and kept in some 	<p>melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>		
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way. It's like writing a story. It can be played or performed again to your friends.

- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Notation: recognise the connection between sound and symbol
- To know and be able to talk about:
- Performing is sharing music with an audience with belief
- A performance doesn't have to be a drama! It can be to one person or to each other
- Everything that will be performed must be planned and learned
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including people you don't know.
- It is planned and different for each occasion .
- A performance involves communicating ideas, thoughts and feelings about the song/music