



# Music – Long Term Knowledge

**Class 1  
EYFS  
Annual Cycle**

The children will learn to sing nursery rhymes and action songs. They will be:

- Listening and responding to different styles of music.
- Embedding early foundations of the interrelated dimensions of music.
- Learning to sing or sing along with nursery rhymes and action songs.
- Experimenting with sounds by singing, creating body percussion and playing instruments.
- Sharing and performing the learning that has taken place.

		Unit of Study	Unit Focus	Key Learning: Musical Strand
Class 2 Y1-Y3  Cycle A 2022/23	Penguins, Possums & Pigs	Zootime Y2	Reggae and animals	Listening: applying knowledge and understanding Appraising: Reviewing and evaluating music
	Fire, Fire!	Fire, Fire!	Nativity	Performing: Controlling sounds through singing and playing
	Explorers	The Dragon Song Y3	Music from around the world	Composing & Improvising: Creating and developing musical ideas
	The Great Outdoors	Your Imagination Y1	Pop Style Composition	Composing & Improvising: Creating and developing musical ideas
	Wind in the Willows	Wind in the Willows	Soundscapes: Notation	Notation
	How Does Your Garden Grow?	Friendship Song Y2	Pop, Soul & Musicals	Performing: Controlling sounds through singing and playing
		Unit of Study	Unit Focus	Key Learning: Musical Strand
Class 2 Y1-Y3  Cycle B 2023/24	The Place Where I Live	Hands, Feet, Heart Y2	South African styles	Listening: applying knowledge and understanding Appraising: Reviewing and evaluating music
	Healthy Humans	Healthy Humans	Nativity	Performing: Controlling sounds through singing and playing
	Rock & Roll	Rock & Roll	Rock and Roll music	Listening: applying knowledge and understanding Appraising: Reviewing and evaluating music
	Family Album	In The Groove Y1	Historical context of musical styles	Listening: applying knowledge and understanding Appraising: Reviewing and evaluating music
	Growth & Green Fingers	Let Your Spirit Fly Y3	RnB and other styles	Performing: Controlling sounds through singing and playing

	Buckets & Spades	Western Classical Music	Western Classical Music	All strands
		Unit of Study	Unit Focus	Key Learning: Musical Strand
Class 2 Y1-Y3  Cycle C 2024/25	There's No Place Like Home	Round and Round Y1	Latin American music	Listening: applying knowledge and understanding Appraising: Reviewing and evaluating music
	Fighting Fit	Fighting Fit	Nativity	Performing: Controlling sounds through singing and playing
	Robots & The Iron Man	Robots/ Bringing Us Together Y3	Notation & Disco music	Composing & Improvising: Creating and developing musical ideas Notation
		The Iron Man	Film music	
	The Farm Shop	The Farm Shop	Traditional songs	Composing & Improvising: Creating and developing musical ideas
What the Romans Did For Us	What the Romans Did For Us	Italian music	Listening: applying knowledge and understanding Appraising: Reviewing and evaluating music	
Class 2 Y1-Y3  Music strands	Performing: controlling sounds through singing and playing	<p>Know that we can create rhythm from words, our names, favourite foods, colours and animals. A performance is sharing music with other people, called an audience.</p> <p><i>Singing</i> Confidently sing or rap songs from memory. Know the importance of working together in an ensemble or as part of a group. Know how important it is and why we warm up our voices. Know how to join in and stop as appropriate. Learn how to follow a leader/conductor. Know how to sing with good diction.</p> <p><i>Playing</i> Know how to join in and stop as appropriate when playing as an ensemble. Learn how to follow a leader/conductor.</p>	<p>A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</p> <p><i>Singing</i> Confidently sing songs from memory in unison. Know that unison is everyone singing at the same time. Good vocal technique improves vocal sound quality and control and allows the voice to be expressive.</p> <p><i>Playing</i> Learn the names of notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.</p>	<p>A performance does not have to be large scale; it can be one person to another. You need to know and have planned everything that will be performed. An audience may include people that you do not know.</p> <p><i>Singing</i> Know songs from memory and who sang them or wrote them. Singing in a group can be called a choir. Know that it is important to listen to each other when singing as part of an ensemble. Good vocal technique improves range and control. The voice can be an expressive instrument. Songs can make you feel different things.</p> <p><i>Playing</i> Know and be able to talk about instruments used in class.</p>
		Composing & Improvising: creating and developing musical ideas	<p>Know that improvisation is about making up your own tunes on the spot – everyone can improvise. Know that composing is like writing a story with music – everyone can compose.</p>	<p>Know that when someone improvises, they make up their own tune that has never been heard before – it is not written down. Learn how to improvise with one or two notes.</p>

<p><b>Appraising:</b> reviewing and evaluating music</p>	<p>Know that music can affect and change the way we feel. Know the purpose of songs and their context within history.</p>	<p>Know that some songs have a chorus or a response/answer part. Know that songs have a musical style.</p>	<p>Know the style of multiple, different songs. Choose a song and be able to talk about what the song is about, any musical dimensions used in the song, some of the instruments they can hear and to identify the main sections of the song.</p>
<p><b>Knowledge:</b> listening and applying knowledge and understanding</p>	<p>Know what songs are about. Know and recognise the sound and names of some of the instruments they use.</p> <p>Pulse is a regular, continuous, steady beat that can also be felt internally, like a heartbeat</p> <p><i>Inter-related dimensions of music:</i> <i>Pitch</i> Pitch relates to how high or low the music is <i>Duration</i> Duration is how long a sound or silence lasts for. The length of sound or silence can be represented using simple written symbols. Rhythms are different from the steady pulse. <i>Dynamics</i> Know that dynamics means volume of sound and degrees – getting louder/softer etc. <i>Tempo</i> Tempo means speed – faster/slower, getting faster or slower. <i>Timbre</i> Different sources (instruments and voices) produce different sounds. An instrument can make a range of sounds. <i>Texture</i> Sounds can be combined in music to create and make different effects. <i>Structure</i> Music is organised in different ways to create a beginning, middle and end.</p>	<p>Pulse can vary in tempo. Pulse continues even when the rhythm ‘rests’.</p> <p><i>Inter-related dimensions of music:</i> <i>Pitch</i> Pitch can be represented in different ways. <i>Duration</i> Rhythm is a pattern of sounds and silences of different lengths. Rhythm fits with the syllables of the words. Rhythms can be represented using written symbols of different kinds. <i>Dynamics</i> Changing the dynamic can be used to create a particular effect. <i>Tempo</i> Tempo is set by the speed of the pulse. <i>Timbre</i> Different sound sources produce a different quality of sound. An instrument can make a range of sounds depending on how it is played. <i>Structure</i> Phrases are like musical sentences and help to give music a sense of direction.</p>	<p>Pulse can be organised into strong and weak beats. Pulse can be grouped in different ways (metre). The pulse continues through rests in the rhythm. Know how pulse, rhythm and pitch work together to create a song.</p> <p><i>Inter-related dimensions of music:</i> <i>Pitch</i> Pitch can be represented using SOLFA names and hand signs. <i>Duration</i> Rhythms can be divided into small sections (bars) according to the metre (the grouping of pulse beats). <i>Dynamics</i> Dynamics are expressive and can be used to achieve particular effects and moods. <i>Tempo</i> Tempo can be used to achieve particular effects and moods. <i>Timbre</i> Every voice is unique and has its own qualities. Sounds can be chosen to produce a particular effect or mood. <i>Texture</i> Sounds can be layered to make harmonies. <i>Structure</i> The length of a musical phrase is usually determined by the meaning of the words. Musical ideas can be fixed or improvised and organised in different ways.</p>

		Unit of Study	Unit Focus	Key Learning: Musical Strand	
Class 3 Y4-Y6	Earthlings	Earthlings	Film music: The music of John Williams	Listening: applying knowledge and understanding Appraising: Reviewing and evaluating music	
	Survival	Christmas	Carols and Christmas Songs	Performing: Controlling sounds through singing and playing	
Cycle A 2022/23	Inventors and Inventions	The Fresh Prince of Bel-Air Y5	Hip-hop	Composing & Improvising: Creating and developing musical ideas	
	Passport to Europe	Passport to Europe	European Classical Composers	Notation	
	Oh! I Do Like To Be Beside The Seaside	Oh! I Do Like To Be Beside The Seaside	Sounds of the seaside	Graphic notation & Composing & Improvising: Creating and developing musical ideas	
Livin' On A Prayer Y5		Rock music	Performing: Controlling sounds through singing and playing		
		Unit of Study	Unit Focus	Key Learning: Musical Strand	
Class 3 Y4-Y6	A Kingdom United	Lean On Me Y4	Gospel	Performing: Controlling sounds through singing and playing	
	The Art of Food	Christmas	Carols and Christmas Songs	Performing: Controlling sounds through singing and playing	
Cycle B 2023/24	Super Sleuth	Super Sleuth	Inter-related dimensions of music	Listening: applying knowledge and understanding Appraising: Reviewing and evaluating music	
	Britten's Got Talent	Britten's Got Talent	Benjamin Britten	Listening: applying knowledge and understanding Appraising: Reviewing and evaluating music	
	The Great Plague	Glockenspiels 1 & 2 Y4/5	Instrumental skills	Performing: Controlling sounds through singing and playing	
	Hunted	Mamma Mia Y4	The music of Abba	Performing: Controlling sounds through singing and playing	
		Unit of Study	Unit Focus	Key Learning: Musical Strand	
Class 3 Y4-Y6	Heroes and Villains	Heroes and Villains	Songs from the musicals	Performing: Controlling sounds through singing and playing	
	Sparks Might Fly	Christmas	Carols and Christmas Songs	Performing: Controlling sounds through singing and playing	
Cycle C 2024/25	Food, Glorious, Food	Music and Me/You've Got A Friend Y6	Carole King and Women in Music	Composing & Improvising: Creating and developing musical ideas	
	Water, Water Everywhere	Blackbird Y4	The Beatles	Listening: applying knowledge and understanding Appraising: Reviewing and evaluating music	
	Amazon Adventure	Amazon Adventure	Graphic notation	Notation	
	Faster, Higher, Stronger	Faster, Higher, Stronger	Music for a mood	Composing & Improvising: Creating and developing musical ideas	
		Year 4	Year 5	Year 6	
Class 3 Y4-Y6	Performing: controlling sounds through	Performing for an audience involves communicating feelings, thoughts and ideas.  <i>Singing</i>	A performance should be planned and different for each occasion.  <i>Singing</i>	<i>Singing</i> Place the voice comfortably and with awareness. Sing parts of songs confidently from memory with a strong internal pulse.	

<b>Music strands</b>	singing and playing	<p>Know that control and accuracy of pitch matching can convey expressive meaning (intonation).          Know that when singing solo, the voice makes a thinner texture than a large group.          The voice can be an expressive instrument and can convey a range of emotions to support the lyrics.</p> <p><i>Playing</i>          Focus on an instrument in class and be able to talk about it (glockenspiel, recorder or xylophone).          Know and be able to talk about other instruments they might play or be played in a band, in an orchestra or by their friends.</p>	<p>Know how to control the voice using phrasing and dynamic range.          Sing parts of songs confidently with a strong internal pulse.          Specific vocal techniques can be used to capture different elements of a musical genre or style.          Choose a song and be able to talk about singing in unison, the solo, lead vocal, backing vocals or rapping.</p> <p><i>Playing</i>          Know and be able to talk about different ways of writing music down e.g. staff notation or symbols.          Know the notes C, D, E, F, G, A, B &amp; C on the treble stave.</p>	<p>Know about the style of the songs so that you can represent the feeling and context to the audience.</p>
	<b>Composing &amp; Improvising:</b> creating and developing musical ideas	<p>Be able to create musical ideas for a group to copy or respond to.          Use some of the riffs heard before in the Challenges in your own improvisations.</p>	<p>Use any riffs heard before in your own improvisations.          Know three well known improvising musicians.          Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.          Recognise the connection between sound and symbol in notation.</p>	<p>Use some of the riffs and licks learnt in the Challenges in your own improvisations.</p>
	<b>Appraising:</b> reviewing and evaluating music	<p>Choose a song and be able to talk about the lyrics, any musical dimensions featured in the song and where they are used, some of the instruments they can hear and to identify the main sections of the song.</p>	<p>Know multiple songs from memory and who sang or wrote them, when they were written and, if possible, why they were written.          Know the style of a song and be able to name other songs in that style.          Choose two or three other songs and be able to talk about the musical characteristics that give the songs their style, the lyrics, any musical dimensions featured in the song and where they are used, some of the instruments they can hear and the historical context of the songs.</p>	<p>Choose three or four songs and be able to talk about the style indicators, the lyrics, any musical dimensions featured in the song and where they are used, the instruments used in the song, the historical context of the song and the fact that we each have a musical identity.</p>
	<b>Knowledge:</b> listening and applying knowledge and understanding	<p>Know and be able to talk about how pulse, rhythm and pitch work together, how to find the pulse and the high and low sounds that create melodies.          Pulse can be subdivided into 2 (Simple Time).</p> <p><i>Inter-related dimensions of music:</i></p>	<p>Know how the inter-related dimensions work together and how they connect in a song.          Pulse can be organised into strong and weak beats – this can help to characterise a musical genre and style.</p> <p><i>Inter-related dimensions of music:</i></p>	<p>Pulse can be subdivided into 3 (Compound Time).</p> <p><i>Inter-related dimensions of music:</i>  <i>Texture</i>          Harmony can be produced using different techniques and devices.</p>

		<p><i>Pitch</i> Pitch can be represented using written symbols on a musical stave. Melodies are constructed using pitched patterns called scales.</p> <p><i>Duration</i> Rhythm can be combined with pitch to make melody and provide harmonic accompaniments. Note lengths and silences can be represented by rhythmic syllables.</p>	<p><i>Pitch</i> There are many different forms of scales that have their own musical characteristics e.g. major, minor, blues and pentatonic.</p> <p><i>Texture</i> A group of notes played simultaneously is a chord. Chords can be used to harmonise a melody.</p>	
		Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Key Vocabulary		Allegro, Audience, Baroque, Bass guitar, Blues, Call and response, Composition, Decks, Disco, Drums, Duration, Dynamics, Funk, Glockenspiel, Graphic score/notation, Imagination, Imitation, Improvisation, Irish Folk, Keyboard, Latin, Lyrics, Melody (tune), Moderato, Percussion, Performance, Pitch, Pulse, Rap, Reggae, Repetition, Rock, Round, Rhythm, SOLFA, Tempo, Texture, Timbre, Trumpets, Saxophone, Structure	A Capella, Accompaniment, Acoustic guitar, Arrangement, Backing vocals, Bar, By ear, Choreography, Chorus, Crotchet, Digital/electronic sounds, Electric guitar, Ensemble, Forte, Hook, Introduction, Largo, Lead vocals, Minim, Musical style, Notation, Ostinato, Pentatonic scale, Phrasing, Piano, Quaver, Question and answer, Rest, Riff, Rhythm patterns, Solo, Staff notation, Synthesizer, Tuned, Unison, Verse, Vocals	Amplifier, Backbeat, Backing loops, Ballad, Bass line, Big Bands, Bossa Nova, Bridge, Chord, Chord progressions, Classical, Counter-melody, Cover, Crescendo, Diminuendo, Dotted rhythm, Gospel, Grime, Harmony, Interlude, Jazz, Licks, Motown, Musical features, Neo-Soul, Note values, Off-beat rhythms, Producer, Sampling, Score, Scratching, Semibreve, Semiquaver, Soul, Style indicators, Swing, Syncopated, Syncopation, Tag ending, Time signature