Chetwynde School- Whole School Music Overview

Substantive Knowledge: (what pupils know)	Pulse and rhythm	Pitch and melody	Musical notation	History of Music
Disciplinary Knowledge: (what pupils can do)	Performing and creating	Listening and performing	Reading and recording music	Analysing and evaluating

Strands of music:

Performing

Listening

Composing

History of Music

Yellow = Kapow

Green = Sing up

Pink = Charanga/Musical Futures

Blue = Sparkyard

Substantive Knowledge			
	Music is embedded in the Early Years curriculum whereby children are provided with opportunities to sing, listen, move and create music in varied contexts. We foster language development, listening skills and memory through songs and rhymes. We also encourage self-expression and emotional regulation through musical play, as well as turn-taking opportunities and confidence whilst performing.		
	Substantive Knowledge	Disciplinary knowledge	Vocabulary
	Know that sounds can be made using voices, bodies and instruments. Know that music can be loud, quiet, fast and slow. Know that music communicates feelings and ideas.	Explore, perform, listen and respond to music through movement and play.	sound, loud, quiet, fast, slow, pulse, instrument

Year 1	**Menu Songs (Sing Up)** **Harvest Songs** **Infant Nativity** **Christmas Carols**	**Football (Sing Up)** **Fairytales** **Easter Songs**	**Dancing and Drawing to Nautilus (Sing Up)** **By The Sea**
	Substantive knowledge	Disciplinary knowledge	Key vocabulary
	Know that pulse is the steady beat. Know that pitch can be high or low. Know that music can tell stories and represent characters.	Keep a pulse, sing simple songs and create rhythmic patterns. Perform confidently and in tune to an audience	pulse, rhythm, pitch, melody, tempo, dynamics
Year 2	**Harvest Songs** **Infant Nativity** **Christmas Carols**	**Identifying orchestral instruments through stories** **On This Island (British Folk Songs)**	**Myths and Legends** **Tuned Percussion (xylophones)**
	Substantive knowledge Know that call and response is a feature of West African music. Know that orchestras contain instrument families. Know that notation records music.	Disciplinary knowledge Play tuned percussion, perform from simple notation and identify orchestral instruments. Perform confidently and in tune to an audience	Key vocabulary notation, orchestra, percussion, call and response, timbre

Year 3	**Harvest Songs** **Recorders (Instrument study)** **Christmas performance**		**Chinese New Year (Kapow)** **Jazz (Kapow)** **Easter performance**		**Junior show**	
	Substantive knowledge	**Disciplinary knowledge**	**Substantive Knowledge**	**Disciplinary knowledge**	**Substantive Knowledge**	**Disciplinary knowledge**
	Notes can be represented using musical notation. Different notes produce different pitches. A melody is a sequence of notes. Recorders belong to the woodwind family. Pulse and rhythm help musicians perform together.	Read and follow simple notation. Perform simple melodies on the recorder. Maintain a steady pulse whilst playing. Control breathing and finger placement to produce clear sounds.	Pentatonic scales contain five notes. Traditional Chinese music often uses pentatonic melodies. Music can reflect cultural traditions and celebrations. Different cultures have distinctive musical styles and instruments.	Compose simple pentatonic melodies. Identify pentatonic patterns in music. Perform pentatonic melodies accurately. Listen to and compare music from different cultures. Create and refine original compositions.	Musical theatre combines music, drama and movement. Songs within musicals help tell a story and Performance requires expression, timing and communication.	Sing confidently as part of an ensemble. Perform with expression and characterisation. Follow musical and performance directions.

	Musicians use notation to communicate musical ideas.	Perform independently and as part of an ensemble. Evaluate and improve performances.	Melody can be built using a limited set of notes. Jazz originated in African American communities in the United States. Improvisation is a key feature of jazz music. Jazz often uses syncopated rhythms. Jazz musicians communicate through performance and listening. Different styles of jazz have developed over time.	Improvise simple rhythmic and melodic ideas. Identify features of jazz through listening. Perform syncopated rhythms. Compose short jazz-inspired pieces. Evaluate performances using musical vocabulary.	Different performance roles contribute to a successful production. Rehearsal improves accuracy and confidence.	Rehearse and refine performances. Evaluate personal and group performances. Respond to feedback to improve performance quality

Year 4	**Ukulele instrumental study (charanga)** **Harvest songs** **Christmas performance**		**Rock and Roll music** **Recorders part 2 (charanga)** **Easter performance**		**Junior show**	
	Substantive knowledge	**Disciplinary knowledge**	**Substantive knowledge**	**Disciplinary knowledge**	**Substantive knowledge**	**Disciplinary knowledge**
	- The ukulele is a string instrument that produces sound when its strings are strummed or plucked. - The basic names of the ukulele parts - Chords are groups of notes played together, - Musical elements such as pulse, rhythm, tempo and dynamics can be communicated through ukulele performance. - Ukuleles originated in Hawaii	- Play the ukulele using the correct technique. - Keep a steady pulse when performing. - Follow simple rhythms and chord patterns. - Play as part of a group performance. - Listen to and improve their own performances.	**- The recorder is a woodwind instrument that produces sound when air is blown through the mouthpiece.** **- Different notes are produced by covering and uncovering finger holes.** **- Music is made using the elements of pulse, rhythm, pitch, tempo and dynamics.** **- Musical notation shows musicians which notes and rhythms to play.** **- Recorders can be played individually and as part of an ensemble.**	**- Play the recorder using correct posture, breathing and finger placement.** **- Read and perform simple notes and rhythms from notation.** **-Maintain a steady pulse and accurate pitch when playing.** **-Perform confidently as part of a group or ensemble.** **- Listen to, evaluate and improve performances using musical vocabulary.**	Musical theatre combines singing, acting and dancing. Songs in a musical help tell the story and show how characters feel. Performers use their voice, face and body to bring characters to life. Everyone has an important role in a performance, both on stage and behind the scenes. Practising and rehearsing helps performers improve and perform with confidence.	Sing confidently as part of a group. Perform using clear voice, movement and facial expressions. Follow simple performance instructions and musical cues. Practise and rehearse to improve a performance. Talk about what went well in a performance and what could be better. Listen to feedback and use it to improve the next performance.
Year 5	**Ukulele (Part 2)**		**Body Percussion (Musical futures primary pathway)**		**Junior show**	

	Christmas performance		Easter Performance			
	Substantive knowledge	**Disciplinary knowledge**	**Substantive knowledge**	**Disciplinary knowledge**	**Substantive knowledge**	**Disciplinary knowledge**
	A ukulele is a string instrument with four strings. The four strings are tuned to G, C, E and A. Chords are created by playing notes together. Strumming patterns help create rhythm. A steady pulse helps musicians play together. Chord diagrams show where fingers should be placed. Tempo and dynamics affect how music sounds.	Hold a ukulele correctly. Identify and name the four strings. Play simple chords such as C, F, G and Am. Use different strumming patterns. Maintain a steady pulse when playing. Read simple chord diagrams and change between chords. Perform songs using appropriate tempo and dynamics. Listen to, evaluate and improve their own playing.	Body percussion is making music using different parts of the body. Clapping, stamping, clicking and patting create different sounds. Rhythm is a pattern of long and short sounds. Pulse is the steady beat of the music. Tempo is the speed of the music. Dynamics describe how loud or quiet music is. Different body percussion sounds can be combined to create rhythmic patterns. An ostinato is a repeated musical pattern. Body percussion can be performed individually or as part of a group.	Create different sounds using body percussion. Copy and repeat simple rhythmic patterns. Maintain a steady pulse while performing. Perform rhythms at different tempos. Use dynamics to make performances more interesting. Create and perform a rhythmic ostinato. Combine different body percussion sounds to compose a short piece. Perform body percussion patterns in time with others. Listen to, evaluate and improve their own performances.	Musical theatre combines singing, acting and movement to tell a story. Songs help develop the plot, reveal character and express emotions. Performers use voice, movement, facial expression and stage presence to create believable characters. Successful productions rely on teamwork, rehearsals and everyone fulfilling their performance role. Rehearsing helps performers learn lines, songs and choreography, improve timing, and perform confidently to an audience.	Sing confidently and maintain their part within an ensemble. Perform with expression, character and clear stage presence. Follow musical, dramatic and performance directions accurately. Rehearse independently and with others to improve accuracy and confidence. Evaluate their own and others' performances using appropriate performance vocabulary. Respond positively to feedback and make improvements to strengthen their performance.
Year 6	**Keyboard skills part 2 (Charanaga)** **Christmas Performance**		**Ukulele part 2 (musical futures)** **Junior show singing** **Easter performance**		**Junior show**	
	Substantive knowledge	**Disciplinary knowledge**	**Substantive knowledge**	**Disciplinary knowledge**	**Substantive knowledge**	**Disciplinary knowledge**
	- Chords, scales and accompaniment patterns are used to create harmony and support melodies. - Musical notation provides detailed information about pitch, rhythm, dynamics and tempo.	- Perform melodies and chord sequences with increasing fluency and accuracy. - Read and interpret a wider range of musical notation and performance directions. - Coordinate with a partner to play in an ensemble.	Chords create harmony and accompany melodies. Different strumming patterns create different musical effects. Chord progressions are used in many songs.	-Change between 2 chords fluently. -Perform rhythms and strumming patterns. - Read and follow notation or chord diagrams.	Musical theatre combines acting, singing and movement to communicate a story, characters and themes. Songs are used to develop the plot, reveal character, express emotions and move the action forward.	Sing confidently and sustain a performance as part of an ensemble or in a solo role. Perform with convincing characterisation,

	- Different musical styles use characteristic rhythms, harmonies and textures. - Keyboard instruments can perform melody, harmony and accompaniment simultaneously. -Musical elements work together to create mood, atmosphere and expression in a performance	performance. - Refine and improve performances by evaluating their musical effectiveness and expression.	Dynamics and tempo influence a performance. The ukulele is used in a variety of musical styles and traditions.	-Evaluate and refine performances using musical vocabulary.	Strong performers create believable characters by using vocal skills, movement, facial expression and stage presence. Auditions help match performers to roles, and leading roles require commitment, responsibility and teamwork throughout the rehearsal process. Regular rehearsals help performers refine characterisation, improve timing and accuracy, respond to direction, and perform confidently for an audience.	expression and strong stage presence. Respond accurately to musical, dramatic and directorial instructions. Rehearse independently and collaboratively, refining performance through repeated practice. Demonstrate responsibility and commitment when preparing for auditions and leading performances. Evaluate their own and others' performances using appropriate performance vocabulary and apply feedback to improve performance quality.

All units include singing which covers the following:	
Substantive knowledge	**Disciplinary knowledge**
-The voice is an instrument that can be used to create different sounds, pitches and dynamics. - **Songs are made up of musical elements** including pulse, rhythm, pitch, tempo and dynamics. **-Good singing requires correct posture, breathing and clear diction** to produce an effective vocal sound. **-Music can communicate emotions, stories and ideas** through singing and performance. **-Songs come from different cultures, traditions and time periods**, reflecting a range of musical styles and purposes.	- Sing with accurate pitch and clear diction. - Maintain a steady pulse and rhythm when singing. - Use appropriate breathing, posture and vocal technique. - Perform confidently as part of a group or ensemble. - Listen to, evaluate and improve singing performances.

End Points:

KS1: Keep a steady pulse, perform simple rhythms and recognise music from different cultures.
Lower KS2: Read simple notation, compose melodies and explain musical features.
Upper KS2: Perform confidently, compose independently and analyse music using subject vocabulary.