



## Subject Concept Map – Music 2021 - 2022



Year group	Key Music Composites			
	Singing	Listening	Composing	Performing / Instrumental Performance
<b>Year 1- Oak</b>	Beat Rhythm Pitch Dynamic Texture Timbre	Beat Rhythm Pitch Dynamic Texture Timbre	Beat Rhythm Pitch Dynamic Texture Timbre	Beat Rhythm Pitch Dynamic Texture Timbre
<b>Year 2- Beech</b>	Tempo Structure and duration Live and recorded music The African Project	Tempo Structure and duration Live and recorded music The African Project	Tempo Structure and duration Live and recorded music The African Project	Tempo Structure and duration Live and recorded music The African Project
<b>Year 3 - Sycamore</b>	Music specialist / Ukulele	An Introduction to music Composers Our Timeline begins The two paths in Europe The Renaissance		Music specialist / Ukulele
<b>Year 4- Hazel</b>	Music specialist / Ukulele	Claudio Monteverdi The Baroque period George Friederich Handel The Classical Period Ludwig Van Beethoven		Music specialist / Ukulele
<b>Year 5 - Maple</b>	Music specialist / Ukulele	Frederic Chopin Instruments of the Orchestra Strings, woodwind, brass, percussion	Introduction to midi	Music specialist / Ukulele
<b>Year 6 – Chestnut</b>	Music specialist / Ukulele	Other Instruments The modern Era Modern composers The African Project	Full use DAW system compose ,mix and edit	Music specialist / Ukulele

**Key Music Composites**

<b>Singing</b>	<b>Listening</b>	<b>Composing</b>	<b>Performing / Instrumental Performance</b>
<p>The activity of performing songs or tunes by making musical sounds with the voice.</p>	<p>Listening refers to the active, conscious attention paid to music and its elements through the combination of perspectival cognitive skills and understanding.</p>	<p>To be able to write or create a musical work of art</p>	<p>Musical performance is the process during which musical ideas are realised and transmitted to a listener.</p>

Year group	Key Music Vocabulary
Year 1- Oak	Beat, Duration, Dynamics, Piano, Pitch, Pulse, Tempo, Texture, Timbre
Year 2- Beech	Beat, Duration, Dynamics, Piano, Pitch, Pulse, Tempo, Texture, Timbre
Year 3 - Sycamore	A cappella, Bars, Crochet, Crotchet rest, Duet, Harmony, Melody, Minim, Minim rest, Quaver, Rest, Semibreve, Semibreve rest Solo, Staccato, Stave
Year 4- Hazel	A cappella, Bars, Crochet, Crotchet rest, Duet, Harmony, Melody, Minim, Minim rest, Quaver, Rest, Semibreve, Semibreve rest Solo, Staccato, Stave, Bass clef, Chord, Crotchet, Forte, Improvisation, Octave, Sharp, Treble clef.
Year 5 - Maple	A cappella, Adagio, Allegro, Andante, Bars, Bass clef, Chord, Crotchet, Crotchet Rest, Duet, Flat, Forte, Harmony, Improvisation, Melody, Minim, Minim rest, Octave, Ostinato, Pentatonic, Piano, Quaver, Rest, Semibreve, Semibreve rest, Solo, Staccato, Stave, Time signature, Treble clef
Year 6 - Chestnut	A cappella, Adagio, Allegro, Andante, Bars, Bass clef, Chord, Crotchet, Crotchet Rest, Duet, Flat, Forte, Harmony, Improvisation, Melody, Minim, Minim rest, Octave, Ostinato, Pentatonic, Piano, Quaver, Rest, Semibreve, Semibreve rest, Solo, Staccato, Stave, Time signature, Treble clef, Key, Sharp

Year group	Music Passport – Knowledge and Skills Progression
<p><b>Year 1- Oak Components</b></p> <p><b>Knowledge</b></p>	<p>I know how to speak sing and chant</p> <p>I know how to use instruments to perform</p> <p>I know how to clap short rhythmic patterns</p> <p>I know how to make different sound with my voice and with instruments</p> <p>I know how to repeat short rhythmic and melodic patterns</p> <p>I know how to make a sequence of sounds</p> <p>I know how to respond to different moods in music</p> <p>I know how to say whether I like or dislike a piece of music</p> <p>I know how to choose sounds to represent different things</p> <p>I know how to follow instructions about when to play and sing.</p>
<p><b>Skills</b></p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>

<p><b>Year 2- Beech Components</b></p> <p><b>Knowledge</b></p>	<p>I know how to sing and follow a melody</p> <p>I know how to perform simple patterns and accompaniments keeping a steady pulse</p> <p>I know how to play simple rhythmic patterns on an instrument</p> <p>I know how to sing or clap increasing and decreasing tempo</p> <p>I know how to order sounds to create a beginning, middle and an end</p> <p>I know how to create music in response to different starting point</p> <p>I know how to choose sounds which create an effect</p> <p>I know how to use symbols to represent sounds</p> <p>I know how to make connections between notations and musical sounds</p> <p>I know how to listen out for particular things when listening to music</p> <p>I know how to improve my own work</p>
<p><b>Skills</b></p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>

<p><b>Year 3 - Sycamore</b> <b>Components</b> <b>Knowledge</b></p>	<p><i>I know how to sing in tune with expression</i> <i>I know how to play clear notes on instruments</i> <i>I know how to use different elements in my composition</i> <i>I know how to create repeated patterns with different instruments</i> <i>I know how to compose melodies and songs</i> <i>I know how to combine different sounds to create a specific mood or feeling</i> <i>I know how to use musical words to describe a piece of music and compositions</i> <i>I know how to recognise the work of at least one famous composer</i> <i>I know how to improve my work – explaining how it has been improved</i></p>
<p><b>Skills</b></p>	<p><i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music.</i></p>

<p><b>Year 4- Hazel Components</b></p> <p><b>Knowledge</b></p>	<p>I know how to perform a simple part rhythmically</p> <p>I know how to sing songs from memory with accurate pitch</p> <p>I know how to improvise using repeated patterns</p> <p>I know how to use notation to record compositions in a small group or on my own</p> <p>I know how to explain why silence is often needed in music and explain what effect it has</p> <p>I know how to identify the character in a piece of music</p> <p>I know how to identify and describe the different purposes of music</p> <p>I know how to begin to identify the style of work of Beethoven, Mozart and Elgar</p>
<p><b>Skills</b></p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>

<p><b>Year 5 - Maple Components</b></p> <p><b>Knowledge</b></p>	<p>I know how to breathe in the correct place when singing</p> <p>I know how to maintain my part whilst others are performing their part</p> <p>I know how to improvise within a group using melodic and rhythmic phrases</p> <p>I know how to change sounds or organise them differently to change the effect</p> <p>I know how to compose music which meets specific criteria</p> <p>I know how to use group notation to record groups of pitches</p> <p>I know how to use my music diary to record aspects of the composition process</p> <p>I know how to choose the most appropriate tempo for a piece of music</p> <p>I know how to describe, compare and evaluate music using musical vocabulary</p> <p>I know how to explain why I think music is successful or unsuccessful</p> <p>I know how to suggest improvements to my own work and that of others</p> <p>I know how to contrast the work of a famous composer with another, and explain my preferences</p>	
<p><b>Skills</b></p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	



<p><b>Year 6 – Chestnut Components Knowledge</b></p>	<p>I know how to sing in harmony confidently and accurately  I know how to perform parts from memory  I know how to take the lead in a performance  I know how to use a variety of different musical devices in my composition  I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created  I know how to analyse features within different pieces of music  I know how to compare and contrast the impact that different composers from different times have had on people of that time</p>
<p><b>Skills</b></p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Improvise and compose music for a range of purposes using the inter-related dimensions of music  Listen with attention to detail and recall sounds with increasing aural memory  Use and understand staff and other musical notations  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music.</p>