



Music Curriculum End Points – Cycle B



KS1 Music Coverage – Cycle B

KS1 Cycle B Autumn Term 1



Whole Class Ensemble Teaching (WCET) Glockenspiel

WCET lessons planned and taught by the Music Partnership music teachers.



KS1 Cycle B Autumn Term 2



Whole Class Ensemble Teaching (WCET) Glockenspiel

WCET lessons planned and taught by the Music Partnership music teachers.

KS1 Cycle B Spring Term 1


Will study...	Substantive Knowledge I know..	Disciplinary Knowledge I can ..	Vocabulary	Experience
Swing-a-long with Shostakovich 3 week unit  Focus Composer Dmitri Shostakovich	I know... <ul style="list-style-type: none"> I know I can use movement to show the beat of the music. I know beats can be grouped into patterns. I know a rhythm is made up of patterns of different length notes. I know 3-time commonly has a lilting, swinging feel. I know 2-time has a straighter, 'down-up' quality. I know the metre refers to the number of beats in a section of music (bar). 	I can... <ul style="list-style-type: none"> Create action patterns in 2- and 3-time. Listen actively and mark the beat by tapping, clapping, and swinging to the music. Listen and move, stepping a variety of rhythm patterns (walking, jogging, skipping). Understand and explain how beats can be grouped into patterns and identify them in familiar songs. Move freely and creatively to music using a prop. 	Tempo: beat – a continuous steady pulse that occurs in music. Metre: beats are commonly grouped into regular patterns (usually in 2s, 3s, or 4s). Rhythm: is made up of patterns of different length notes.	
Charlie Chaplin 3 week unit 	I know... <ul style="list-style-type: none"> Notes represent sounds. A note is a single sound. I know notes can make long and short sounds. When notes are put together, they form a piece of music. Notes can be high or low in pitch. Dynamics means how quietly or loudly a piece of music should be played. 	I can... <ul style="list-style-type: none"> Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics. Compose a soundtrack to a clip of a silent film. 	Duration: the length of a note, described as short and long. Pitch: notes are described as being 'high' or 'low' pitched.	







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			Dynamics: the volume of a piece, piano (p, soft), forte (f, loud). Other: compose, soundtrack, Silent film.	
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KS1 Cycle B Spring Term 2				
Will study...	Substantive Knowledge I know..	Disciplinary Knowledge I can ..	Vocabulary	Experience
The Rockpool Rock 6 week unit  Focus Composers Little Richard Chuck Berry Elvis Presley Billy Hayley	I know... <ul style="list-style-type: none"> Rock 'n' Roll is a style of music. To perform the hand jive you, pat your thighs, clap your hands, and criss cross your hands twice. The words in the verses of a song verses in a song change throughout the song. The words in the choruses stay the same in the song. 	I can... <ul style="list-style-type: none"> Learn an interlocking spoken part. Sing a rock 'n' roll-style song confidently. I can perform the hand jive to a piece of Rock 'n' Roll music. Play an introduction on tuned percussion. Listen actively and learn about rock 'n' roll music. 	Pitch: melody, notes (C, D, F, G). Structure: introduction, verse, chorus, 12-bar blues. Timbre: tuned percussion, electric guitar, double bass, piano, accordion, lap steel, voices, saxophone. Other: rock 'n' roll.	

KS1 Cycle B Summer Term 1	
 	Music Partnership Curriculum Music Music lessons planned and taught by the Music Partnership teachers.

KS1 Cycle B Summer Term 2	
 	Music Partnership Curriculum Music Music lessons planned and taught by the Music Partnership teachers.



Music Curriculum End Points – Cycle B



LKS2 Music Coverage – Cycle B

KS1 Cycle B Autumn Term 1



Whole Class Ensemble Teaching (WCET)

Recorder

WCET lessons planned and taught by the Music Partnership music teachers.

KS1 Cycle B Autumn Term 2



Whole Class Ensemble Teaching (WCET)

Recorder

WCET lessons planned and taught by the Music Partnership music teachers.

KS1 Cycle B Spring Term 1



Whole Class Ensemble Teaching (WCET)

Recorder

WCET lessons planned and taught by the Music Partnership music teachers.

KS1 Cycle B Spring Term 2




Whole Class Ensemble Teaching (WCET)

Recorder

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KS1 Cycle B Summer Term 1


Will study...	Substantive Knowledge I know..	Disciplinary Knowledge I can ..	Vocabulary	Experience
My Fantasy Football Team 6 week unit 	I know... <ul style="list-style-type: none"> Duration is the length of time each note is played for. Different notes have different durations. Note are represented using notation marks/musical symbols. I know I can use movement to show the durations of a note. I know a rhythmic pattern is made up of notes. 	I can... <ul style="list-style-type: none"> Sing a stepping melody accurately and with clear articulation and diction. Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skipty' (dotted quaver/semiquaver) and 'shh' (crotchet rest). Identify, play from, and combine rhythm patterns to make a sequence using 	Duration: rhythm patterns, crotchet ('walk'), quaver ('jogging'), minim ('stride'), dotted quaver/semiquaver ('skipty'), and crotchet rest ('shh').	



Music Curriculum End Points – Cycle B



	<ul style="list-style-type: none"> A rhythmic pattern is a series of rhythms that are repeated in a specific order. A 'rondo' is where the theme of the piece of music or song will keep coming back around. 	<p>crotchets, quavers, dotted quaver/semiquaver, minims, and crotchet rest.</p> <ul style="list-style-type: none"> Perform a whole-class 'rondo' made up of playing and singing. 	<p>Pitch: melody, notes moving in step. Structure: verse, rondo, rhythm sequence.</p> <p>Other: articulation (clarity in the production of successive notes), diction (sounding out words clearly), body percussion.</p>	
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KS1 Cycle B Summer Term 2				
Will study...	Substantive Knowledge I know..	Disciplinary Knowledge I can ..	Vocabulary	Experience
<p>Favourite Song 6 week unit</p>  <p>Focus Composers Ben Lovett Marcus Mumford Ted Dwane Winston Marshall. Bob Dylan</p> <p>Performers Mumford and Sons</p>	<p>I know...</p> <ul style="list-style-type: none"> A verse is a section of a song that is used to tell a story. I know that a chorus is the recurring part of a song that typically follows the verse. A chord is a group of notes played together. Folk music is a type of traditional music that originally was passed down through families and other small social groups. Rock music is a form of popular music that emerged in the 1950s and can be defined as "a form of music with a strong beat". Folk-rock is a combination of rock music with heavy influences from pop, English and American folk music. 	<p>I can...</p> <ul style="list-style-type: none"> Play chords and triads C major and A minor and learn G major. Play the chords of the verse with a slowed-down performance track. Play the chords of the Chorus. Play the Chorus along with the performance track. Compare two versions of the same folk-rock song. Work out the melody of Rain on the green grass by ear. Rehearse and perform Favourite song. 	<p>Duration: steady beat/pulse, 3/4 and 4/4 time signatures, beats in the bar.</p> <p>Pitch: triads/chords: C, F, and G major, A minor.</p> <p>Structure: introduction, verse, chorus, instrumental.</p> <p>Timbre: acoustic guitar, banjo, harmonica, keyboard, drums, bass guitar, double bass.</p> <p>Other: folk-rock, acoustic, electric.</p>	



Music Curriculum End Points – Cycle B



UKS2 Music Coverage – Cycle B

KS1 Cycle B Autumn Term 1



Whole Class Ensemble Teaching (WCET)

Guitar

WCET lessons planned and taught by the Music Partnership music teachers.

KS1 Cycle B Autumn Term 2



Whole Class Ensemble Teaching (WCET)

Guitar

WCET lessons planned and taught by the Music Partnership music teachers.

KS1 Cycle B Spring Term 1



Whole Class Ensemble Teaching (WCET)

Guitar

WCET lessons planned and taught by the Music Partnership music teachers.

KS1 Cycle B Spring Term 2




Whole Class Ensemble Teaching (WCET)

Guitar

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KS1 Cycle B Summer Term 1


Will study...	Substantive Knowledge I know..	Disciplinary Knowledge I can ..	Vocabulary	Experience
Ain't Gonna Let Nobody 6 week unit 	I know... <ul style="list-style-type: none"> The historical and social context for the song, 'Ain't Gonna Let Nobody'. Why the song 'Ain't Gonna Let Nobody' was used in the civil rights movement in the USA. I know that a verse is a section of a song that is used to tell a story. That a lyrical change is a change in the words of the song, usually in heard in the verses. 	I can... <ul style="list-style-type: none"> Compare song versions, identifying lyrical changes, and other differences between them. Create new verses lyrics to fit the song structure and melody. Copy improvised vocal phrases. Identify when chords change within a song. 	Pitch: chords C minor and G7, melody. Structure: phrase. Texture: melody and accompaniment, three-part harmony.	



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	<ul style="list-style-type: none"> Chords are the building blocks of harmony and form the harmonic foundation of a piece of music. Emotional communication through music convey joy, grief, love, and vulnerability and helps people process experiences they can't yet verbalize. 	<ul style="list-style-type: none"> Play chords at the right time. Improvise a musical conversation over a backing track. Sing all three melody lines of the song. Create a rhythmic backing for the song. Give feedback on the performances of others. 	Other: improvise, protest songs, civil rights movement.	
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KS1 Cycle B Summer Term 2				
Will study...	Substantive Knowledge I know..	Disciplinary Knowledge I can ..	Vocabulary	Experience
Nobody Knows 6 week unit  Focus Composers Andrew Tinker Toby Halbrooks Performed by The Lumineers	I know... <ul style="list-style-type: none"> What a melody is and can identify it within a piece of music What a harmony is and can identify it within a piece of music Chords are the building blocks of harmony and form the harmonic foundation of a piece of music. Chords are three or more single pitches heard simultaneously. I know that a chorus is the recurring part of a song that typically follows the verse. I know that a verse is a section of a song that is used to tell a story. I know it usually takes multiple verses to complete a full story song. I know how to use technology to record an arrangement. 	I can... <ul style="list-style-type: none"> Sing the melody and the harmony 1. Play the melody and the harmony 2. Play the chords, C major, F major, G major, and A minor. Compose the chorus to a Yr6 leavers' song. Compose verses for a Yr6 leavers' song. Compose a leavers' song, creating an arrangement, rehearsing and record it. Watch my performance back and reflect on the progress I have made. 	Duration: 4/4 and 3/4 time signatures. Pitch: melody, chords, C major, F major, G major, and A minor. Structure: hook, verse, chorus, introduction, ending, strophic. Texture: solo guitar, solo voice, two-part singing, musical layers. Timbre: drum kit, piano, guitar, cello, bass, voices, humming. Other: arrangement, simultaneously.	Performance at Yr6 Graduation assembly