

MUSIC KNOWLEDGE AND BREADTH TRACKER

EYFS	THRESHOLD CONCEPT 1: Listening and responding to music	THRESHOLD CONCEPT 3: Developing performance awareness skills	THRESHOLD CONCEPT 2: Understanding and using the language of music
<p>Statutory Educational programmes</p>	<p><i>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i></p>		
	<p>Unit 1 Cross-curricular/topic-based focus: Me! - explore: growing, homes, colour, toys, how I look Unit 2 Cross-curricular and topic-based focus: My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time Unit 3 Cross-curricular and topic-based focus: Everyone! - explore: family, friends, people and music from around the world Unit 4 Cross-curricular and topic-based focus: Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space Unit 5 Big Bear Funk - A Transition Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share Unit 6 Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.</p>		
<p>Experiences to build foundations in threshold concepts during EYFS</p>	<p><u>Knowledge:</u> 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. <u>Skills/how:</u> To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p><u>Knowledge:</u> To know a performance is sharing music. To sing or rap nursery rhymes and simple songs from memory. To know that songs have sections. <u>Skills/how:</u> 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. To sing along with a pre-recorded song and add actions. To sing along with the backing track. There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.</p>	<p>Pulse, beat, metre, rhythm, pitch, melody, tempo, dynamics, timbre, texture, structure, form, nursery rhyme, perform, audience, listen, respond, repeat, move, sing, backing track, sections, instrumental</p>

		Children listen to and work with the Games Track to complete the following in relation to the main song: Games track, copycat rhythm, high and low, create your own sounds.	
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YEAR 1	THRESHOLD CONCEPT 1: Listening and responding to music	THRESHOLD CONCEPT 3: Developing performance awareness skills	THRESHOLD CONCEPT 2: Understanding and using the language of music
TERM 1 Introducing beat How can we make friends when we sing together?	I can watch, follow, feel and move to a steady beat with others. I can find and enjoy moving to music in different ways. I can respond to the pulse in recorded/live music through movement and dance.	I can find and keep a steady beat with some support.	Vocabulary: Beat, pulse, glockenspiel, listen, perform, compose, improvise, respond, call and response, repeat, pattern, hip hop, jazz, pop, gospel, classical music
TERM 2 Adding rhythm and pitch How does music tell stories about the past?		I can recognise and clap long sounds, short sounds and simple combinations. I can perform short, copycat rhythm patterns accurately, led by the teacher. I can perform short, repeating rhythm patterns (ostinato and riffs) while keeping in time with a steady beat. I can perform word-pattern chants; create, retain and perform your own rhythm patterns. I understand the difference between creating a rhythm pattern and a pitch pattern. I can recognise, sing and play high and low pitched notes. I can explore singing and playing C, D and E from the C major scale. I can explore singing and playing F, G and A from the F major scale.	Pitch, duration, rhythm, high, low, minims, crotchets, quavers, rest, melody, ostinato, riff, combination, copy Reggae, 20 th an 21 st century orchestral, pop, gospel,
TERM 3	I can recognise the difference between the speed of a steady beat, a fast beat and a slow beat.		Loud, quiet, piano, forte, mezzo forte, mezzo piano, Pop, waltz, reggae, funk, lullaby, 20 th and 21 st century orchestral

<p>Introducing tempo and dynamics How does music make the world a better place?</p>	<p>I can talk about loud sounds and quiet sounds, and give some examples.</p>		
<p>TERM 4 Combining pulse, rhythm and pitch How does music help us to understand our neighbours?</p>	<p>Review prior learning of pulse, rhythm and pitch – can the children do this with confidence?</p> <p>I can watch, follow, feel and move to a steady beat with others. I can find and enjoy moving to music in different ways. I can respond to the pulse in recorded/live music through movement and dance.</p>	<p>Review prior learning of pulse, rhythm and pitch – can the children do this with confidence?</p> <p>I can find and keep a steady beat with some support. I can recognise and clap long sounds, short sounds and simple combinations. I can perform short, copycat rhythm patterns accurately, led by the teacher. I can perform short, repeating rhythm patterns (ostinato and riffs) while keeping in time with a steady beat. I can perform word-pattern chants; create, retain and perform your own rhythm patterns. I understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>I can recognise, sing and play high and low pitched notes. I can explore singing and playing C, D and E from the C major scale. I can explore singing and playing F, G and A from the F major scale.</p>	<p>Beat, pulse, glockenspiel, listen, perform, compose, improvise, respond, call and response, repeat, pitch, duration, rhythm, high, low, minims, crotchets, quavers, rest, melody, Jazz swing, pop, waltz, lullaby, 20th and 21st century orchestral</p>
<p>TERM 5 Having fun with improvisation What songs can we sing to help us through the day?</p>	<p>Timbre I can identify different sounds in the environment, indoors and outside. I can identify the sounds of the instruments played in school. I can identify some of the sounds of the instruments heard when listening to music. Texture I can listen out for combinations of instruments together.</p>	<p>Texture I can sing together in a group/as a class. I can listen out for combinations of instruments together. Structure I can add movement to key sections of a song. I can understand when to sing in a verse and a chorus.</p>	<p>Improvise, compose, pitch, perform, timbre, texture, structure, audience, tempo, pulse, beat, rhythm, long, short, high, low, dynamics, loud, quiet, verse, chorus, section, instruments, combination pop, jazz swing, lullaby, classical</p>

<p>TERM 6</p> <p>Explore sound and create a story</p> <p>How does music teach us about looking after our planet?</p>	<p>I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of musical style.</p>	<p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).</p> <p>I can demonstrate a basic understanding of the importance of posture and technique when performing.</p> <p>I can demonstrate an understanding of the basic concepts of improvisation and composition.</p> <p>I can introduce the performance (any connection to the Social Theme is an added bonus).</p>	<p>Pulse, beat, metre, rhythm, pitch, melody, tempo, dynamics, timbre, texture, structure, form</p> <p>Pop, 20th and 21st century orchestral, marching band, country, reggae, gospel, jazz</p>
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YEAR 2	THRESHOLD CONCEPT 1: Listening and responding to music	THRESHOLD CONCEPT 3: Developing performance awareness skills	THRESHOLD CONCEPT 2: Understanding and using the language of music
<p>TERM 1</p> <p>Exploring simple patterns</p> <p>How does music help us to make friends?</p>	<p>Rhythm</p> <p>I can recognise long and short sounds, and match them to syllables and movement.</p> <p>Pitch</p> <p>I can identify the high notes and low notes in a melody.</p> <p>I can join in</p>	<p>Rhythm</p> <p>I can play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.</p> <p>I can create rhythms using word phrases as a starting point.</p> <p>Pitch</p> <p>I can join in with parts of a melody.</p> <p>I can rehearse and play a simple instrumental melody as a part to go with a song.</p> <p>I can identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C.</p> <p>I can use body percussion, untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.</p> <p>I can identify and play by ear or notation notes in the tonality of C major.</p>	<p>Rhythm, melody, call and response, pattern, structure,</p> <p>Gospel, 20th century orchestral, jazz, rock, pop</p>
<p>TERM 2</p> <p>Focus on dynamics and tempo</p>	<p>Tempo</p> <p>I can recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>I understand that the speed of the beat can change, creating a faster or slower pace.</p> <p>Dynamics</p>	<p>Tempo</p> <p>I can change the speed of a steady beat, moving from fast to slow, slow to fast.</p>	<p>Tempo, dynamics, loud, quiet, fast, slow, steady, speed, section, forte, piano, mezzo forte, mezzo piano,</p> <p>Jazz, 20th and 21st century orchestral/choral, pop, jazz swing,</p>

<p>How does music teach us about the past?</p>	<p>I can identify loud and quiet sections of music, and discuss what makes the music loud or quiet. I understand the meaning of loud and quiet (forte and piano).</p>		
<p>TERM 3</p> <p>Exploring feelings through music How does music make the world a better place?</p>			<p>Building on prior taught musical skills: I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. I can demonstrate a basic understanding of how feelings can connect with/relate to music. I can demonstrate some basic understanding of musical style.</p> <p>Pitch, melody, high, low, notes, glockenspiel, instrumental, percussion, blend, tonality Pop, jazz, ragtime, kwela, rock 'n' roll, pop</p>
<p>TERM 4</p> <p>Inventing a musical story How does music teach us about our neighbourhood?</p>	<p>Pulse/beat I can watch and follow a steady beat. Tempo I understand that the speed of the beat can change, creating a faster or slower pace. Timbre I know the difference between a speaking voice and a singing voice. I can identify friends from the sound of their voices. Texture I understand that singing and playing together creates a musical texture.</p>	<p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music. I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short). I can demonstrate a basic understanding of the importance of posture and technique when performing. I can demonstrate an understanding of the basic concepts of improvisation and composition. I can introduce the performance (any connection to the Social Theme is an added bonus).</p>	<p>Pulse, beat, metre, steady, speed, fast, slow, pace, tempo, speaking voice, singing voice, texture, improvisation, composition, performance, audience Pop, romantic 20th century orchestral, marching band, jazz swing, gospel,</p>
<p>TERM 5</p> <p>Music that makes you dance How does music make us happy?</p>	<p>Pulse I can watch and follow a steady beat. I can recognise the time signature 4/4 by ear and notation. I understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p>	<p>Texture I can add body percussion accompaniments. Structure I can join in with a repeated section of a song: the chorus, the response. I can join in with the main tune when it is repeated.</p>	<p>Pulse, sound, tone, repeat, chorus, response, section, tune, percussion, accompaniment, speed, time signature, steady beat, pace Rock, film music, jazz, pop, calypso</p>

<p>TERM 6</p> <p>Exploring improvisation</p> <p>How does music teach us about looking after our planet?</p>	<p>Review prior musical skills that have been built on this year...</p> <ul style="list-style-type: none"> -pulse -rhythm -pitch -tempo -dynamics -timbre -texture -structure 	<p>Reviewing and building on prior musical skills and knowledge:</p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).</p> <p>I can demonstrate a basic understanding of the importance of posture and technique when performing.</p> <p>I can demonstrate an understanding of the basic concepts of improvisation and composition.</p> <p>I can introduce the performance (any connection to the Social Theme is an added bonus).</p>	<p>Pulse, beat, rhythm, pitch, melody, tempo, dynamics, timbre, texture, structure, form, musicality, composition, improvisation, perform, audience</p> <p>Pop, rock, calypso, funk, reggae</p>
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