

Bricknell Primary School

Music Curriculum Overview



THE
CONSTELLATION
TRUST



Aspiration

Knowledge

Achievement

Contents

The Curriculum – our approach	3
A Broad and Balanced Curriculum	6
Key Concepts	7
Key Concepts Year Group Mapping	9
Knowledge and Skills Sequencing	10
Second Order Concepts	17



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Knowledge

Achievement

The Curriculum – our approach

Bricknell Primary School’s curriculum has been developed over a period of 36 months. Much thought has gone into the research foundations for how children learn, the implication of subject specific best practice and the context of our school.

Through collaboration, rigours attention to detail and consultation with primary practitioners, trust leaders, secondary and Early Years teachers; the curriculum reflects a scheme of work that is intended to be sequenced form Early Years to Year 6 and enable pupils to be ready for the Key Stage 3 curriculum and world beyond education.

The curriculum design has a progressive approach at its core with a built in Aspiration Curriculum at the heart.



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Intent:

The curriculum is built on the foundations of success. We believe all children should be aspirational, knowledgeable and should achieve their goals. This is the model our curriculum builds from

Aspiration

- An Aspiration Curriculum at the heart of every lesson.
- Building life skills to succeed outside the world of education.
- Real life examples and experiences in local contexts and in the wider world.
- Working with local colleges and building links.
- Community outreach opportunities.

Knowledge

- High quality teaching at the heart.
- Progressive curriculum mapping.
- Carefully timetabled broad and balanced curriculum.
- Carefully researched and implemented curriculum.
- Subject specific pedagogy.

Achievement

- Ambitious curriculum outcomes.
- Assessability for all.
- Identification and facilitation of pupil's passions and love for a subject.
- Achievement beyond the classroom and into further education demonstrating a love for learning.
- Extensive extra-curricular offer.



Aspiration

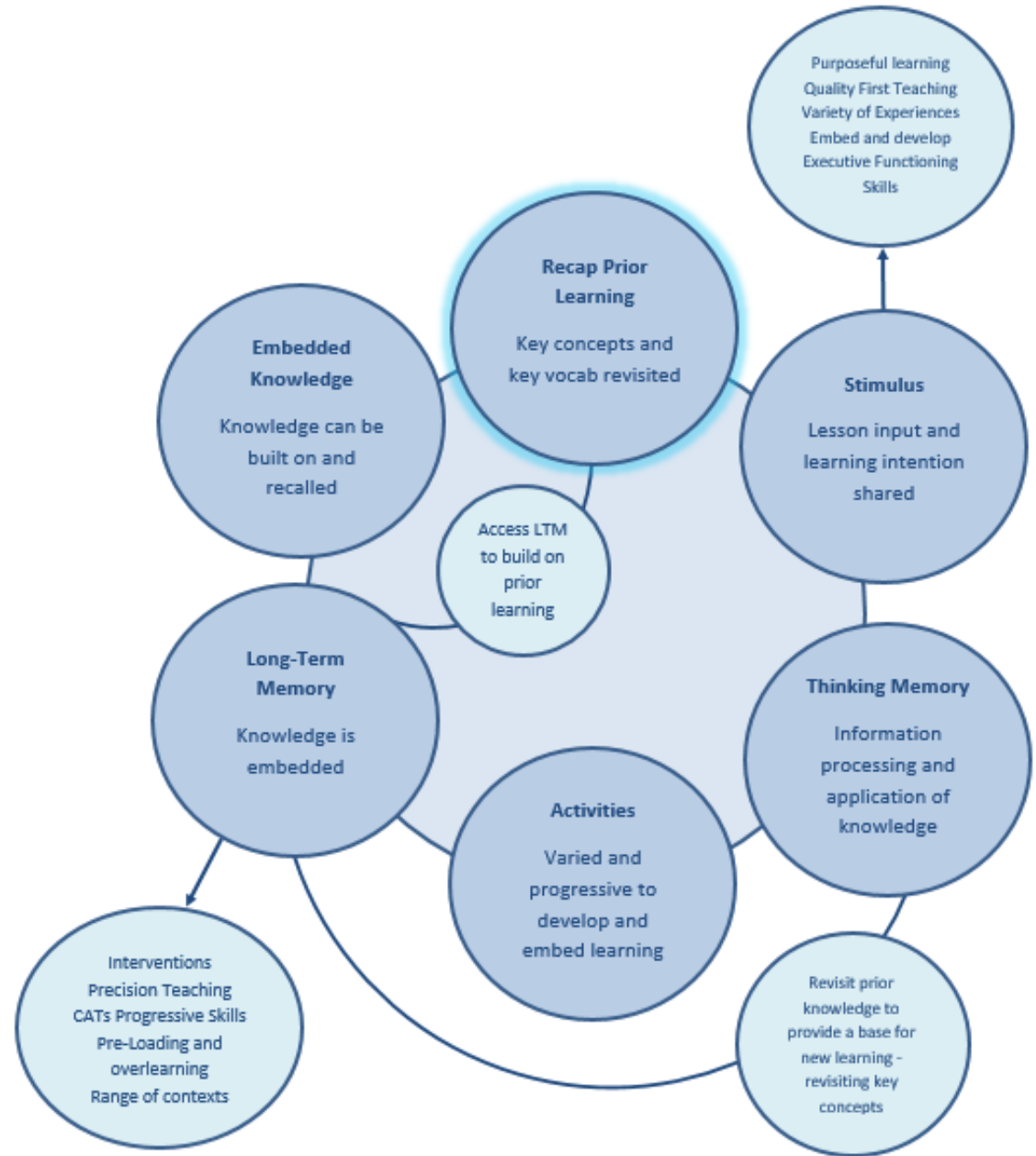
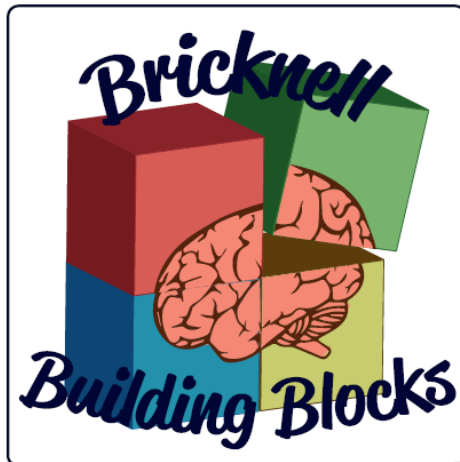
Knowledge

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Bricknell's Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.

At the core of our model is the retrieval of prior knowledge. Therefore, all lessons at Bricknell Primary School start with Bricknell's Building Blocks; the foundations to learning.



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A Broad and Balanced Curriculum

Hours per day	4.25
Hours per week	21.25
Hours per year	828.75

Curriculum area	Hours per year	Total hours
English		
Reading	78	195
Writing	117	
Maths		
Maths	195	195
Computer Science		
Science	78	117
Computing	39	
Humanities		
RE	39	75
History	18	
Geography	18	
Creative		
Art	18	54
Design Technology	18	
Music	18	
Additional		
Physical Education	78	156
PSHE	39	
MFL	39	

Additional timetabled hours		
Enterprise Week	10	20
Transition Week	10	

At Bricknell, we want to ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine. Therefore, we have calculated the number of teaching hours available and have ensured that all pupils receive a broad and balanced curriculum at Key Stage 2.

To prepare our pupils for the digital world beyond the classroom and to enable their communication skills, upskilling them across all areas of the curriculum, we have allocated 39 hours a year to the computing curriculum. This can be cross curricular across all subjects and does not need to be taught each week.

Reading, Writing and Maths are taught daily.
Science Physical Education, PSHE, RE and MFL are required to be taught weekly.

These are highlighted in blue

History, Geography, Art, Design Technology and Music all have equal weighting with 18 hours a year broken down to 3 half-termly blocks.

Year 4 offer a wider opportunities musical programme to the children therefore music has an increased weighting of 39 hours and to compensate, computing has a reduced weighting of 18 hours

- Art and Design Technology will each have 3 half term blocks. These will be taught alternatively to support staff workload.
- Music will have 3 half-termly blocks which will be taught at the same time across the whole school.
- Computing, History and Geography can remain blocked (in line with MTP)
- In addition to the teaching hours, pupils at Bricknell Primary School also receive a minimum of 400 minutes (6 hours, 40 minutes) of Opal Play a week.



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Key Concepts






Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

Below is a summary of the key concepts for Music.

Music

Music is taught progressively through the three interrelated pillars of: technical, constructive, expressive.

To develop these key areas, the curriculum has been structured progressively through each of the following aspects:

				
Musicianship	Listening	Singing	Composing	Performing



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Key concepts (Big Ideas) in MUSIC

The music curriculum is taught progressively through three interrelated pillars:

- **Technical**
 - Competence in controlling sound (instrumental, vocal or with music technology)
 - Use of a communication system, such as staff notation or guitar tab
- **Constructive**
 - Knowledge of the musical elements in **performing, composition and listening**
 - Knowledge of the components of composition
- **Expressive**
 - Musical quality in a performance
 - Musical creativity
 - Knowledge of musical meaning and culture across the world and through time

The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

Singing



Pupils develop an understanding of pitch, melody, rhythm and control, individually and as part of a group

Listening



Pupils will explore feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features with increasing skill and confidence

Composing



Pupils will have a range of opportunities to improvise, compose and notate: representing sounds through symbols including standard and non-standard notation. They will apply their knowledge of musical elements and the components of composition to express their ideas.

Performing



Pupils will have a range of opportunities to sing and play instruments, individually and in groups. They will learn the skills and importance of practising, rehearsing, presenting, recording and evaluating their performances.

Musicianship



Pupils will learn to understand and use the elements of music such as pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form





















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Music Key Concepts Year Group Mapping


	Autumn	Spring	Summer
EYFS Expressive Arts and Design	<p>In EYFS pupils are taught Music through the strand Expressive Arts and Design.</p> <p>Throughout the year pupils will be taught:</p> <p>To listen with increased attention to sounds, remember and sing entire songs and listen to music and express their feelings and responses (Nursery)</p> <p>Listen to music and express feelings and responses , explore in music making and create and perform their own songs building to meet the Early Learning Goals:</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with music. 		
Year 1	<p>Musical Theory</p> 	<p>How does music make the world a better place?</p> 	<p>What songs can we sing to help us through the day?</p> 
Year 2	<p>Musical Theory</p> 	<p>How does music make the world a better place?</p> 	<p>How does music make us happy?</p> 
Year 3	<p>Musical Theory</p> 	<p>How does music make the world a better place?</p> 	<p>How does music make a difference to us every day?</p> 
Year 4	<p>WIDER OPS – Hull Music Service</p> 	<p>WIDER OPS – Hull Music Service</p> 	<p>WIDER OPS – Hull Music Service</p> 
Year 5	<p>Musical Theory</p> 	<p>How does music improve our world?</p> 	<p>How does music shape our way of life?</p> 
Year 6	<p>Musical Theory</p> 	<p>How does music improve our world?</p> 	<p>How does music shape our way of life?</p> 



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Knowledge and skills sequencing		MUSIC					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Singing 	<p>To learn and sing entire songs.</p> <p>To sing the pitch of a tone sung by another person.</p> <p>To sing the melody of familiar songs.</p> <p>To create their own songs, or improvise a song around one they know.</p> <p>To sing in a group or on their own matching the pitch and following the melody.</p> <p>To begin to build a collection of songs.</p>	<p>To sing simple songs, chants and rhymes from memory.</p> <p>To sing collectively and at the same pitch, responding to simple visual directions and counting in.</p> <p>To sing simple songs with a small range (mi-so) and some pentatonic songs.</p> <p>To sing a wide range of call and response songs, controlling vocal pitch and matching the pitch heard with accuracy.</p>	<p>To sing songs regular with a pitch range of 'do-so' with increasing vocal control.</p> <p>To sing songs with a small pitch range, pitched accurately.</p> <p>To know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to directions/symbols.</p>	<p>To sing a widening range of unison songs of varying styles and structures with a pitch range of 'do-so', tunefully and with expression.</p> <p>To perform forte and piano (loud and soft).</p> <p>To perform actions confidently and in time to a range of action songs.</p> <p>To walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>To perform in a choir.</p>	<p>To sing a broad range of unison songs with the range of an octave, pitching the voice accurately and following directions for getting louder and quieter.</p> <p>To sing rounds and partner songs in different time signatures (2, 3 and 4 time).</p> <p>To begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p> <p>To perform a range of songs to an audience (eg: production, church service, assembly).</p>	<p>To sing a broad range of songs from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance.</p> <p>To sing three part rounds, partner songs and songs with a verse and chorus.</p> <p>To perform a range of songs to an audience (eg: production, church service, assembly).</p>	<p>To sing a broad range of songs, including those with syncopated rhythms, from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance.</p> <p>To sing three and four part rounds or partner songs, developing balance between parts and vocal independence.</p> <p>To perform a range of songs to an audience (eg: production, church service, assembly).</p>



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Knowledge

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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Listening</p>  <p>Discretely taught as part of Musical Theory</p>	<p>To explore and learn how sounds can be changed.</p> <p>To listen attentively and talk about music, expressing some feelings and responses.</p> <p>To talk about changes and patterns in a piece of music.</p> <p>To explore moving in a range of ways and create own movement patterns.</p> <p>To watch and talk about a performance and express their feelings.</p>	<p>To move and dance with the music.</p> <p>To find the steady beat.</p> <p>To talk about feelings created by the music/song.</p> <p>To recognise some band and orchestral instruments.</p> <p>To describe tempo as fast or slow.</p> <p>To describe dynamics as loud and quiet.</p> <p>To understand the terms piano and forte.</p> <p>To join in sections of the song eg. Chorus.</p> <p>To begin to understand where the music fits in the world.</p> <p>To begin to understand about different styles of music.</p>	<p>To move and dance with the music confidently.</p> <p>To share thoughts and feelings about the music with others.</p> <p>To talk about how a song makes you feel.</p> <p>To find different steady beats</p> <p>To describe tempo as fast or slow</p> <p>To describe dynamics as loud and quiet</p> <p>To understand the terms piano, forte, crescendo, diminuendo.</p> <p>To join in sections of the song eg. call and response</p> <p>To talk about the style of a song.</p> <p>To recognise some band and orchestral instruments.</p> <p>To start to talk about where music might fit into the world.</p>	<p>To share thoughts and feelings about the music together.</p> <p>To find the beat or groove of the music Invent different actions to move in time with the music.</p> <p>To talk about what the song means Identify some instruments you can hear playing.</p> <p>To identify if it's a male or female voice.</p> <p>To talk about the style of the song.</p> <p>To talk about the style of the music.</p> <p>To demonstrate an understanding of what tonality is.</p> <p>Identify key features from a range of musical styles.</p>	<p>To talk about the words of a song</p> <p>To find and demonstrate the steady beat</p> <p>To identify 2/4, 3/4, and 4/4 metre Identify the tempo as fast, slow, or steady</p> <p>To recognise the style of music you are listening to</p> <p>To discuss the structures of songs Identify:</p> <ul style="list-style-type: none"> - Call and response - A solo vocal or instrumental line - A change in texture - Articulation on certain words <p>To explain what a main theme is and identify when it is repeated</p> <p>To identify major and minor tonality Recognise the sound and notes of the pentatonic scale</p> <p>Describe legato and staccato Recognise the different musical styles and any</p>	<p>To demonstrate an understanding of what tonality is.</p> <p>To identify the tonality of music and if it is minor or major.</p> <p>To talk about feelings created by the song.</p> <p>To find and demonstrate the steady beat Identify 2/4, 3/4, 4/4, 6/8 metre.</p> <p>To identify the musical style of a song.</p> <p>To identify instruments by ear and through a range of media.</p> <p>To discuss the structure of the music with reference to features such as:</p> <ul style="list-style-type: none"> verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB. <p>To recall by ear memorable phrases heard in the music.</p>	<p>Talk about feelings created by the song and justify a personal opinion with reference to musical concepts.</p> <p>To identify different time signatures with greater confidence eg: 2/4, 4/4, 3/4, 6/8.</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its musical concepts.</p> <p>To identify the wider range of instruments by ear and through a range of media eg: bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles.</p> <p>To discuss the structure of a song with reference to verse, chorus, bridge and an instrumental break</p> <p>Recall by ear memorable phrases heard in the music.</p>



Aspiration

Knowledge

Achievement


					<p>important musical features that distinguish the style eg: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Klezmer, Pop, Rock, Sea Shanty, Salsa, Reggae</p>	<p>To recognise the sound and notes of the pentatonic and blues scales by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p> <p>To recognise musical styles.</p> <p>To identify key features from a range of musical styles.</p>	<p>To identify major and minor tonality, triads I, IV and V, and intervals within a major scale.</p> <p>To explain the role of a main theme in musical structure.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups.</p> <p>To be able to demonstrate my understanding for the formal elements of music and discuss a range of musical styles.</p>
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Composing</p>  <p>Discretely taught as part of Musical Theory</p>	<p>To explore making sounds with a variety of resources.</p> <p>To be able to tap out a steady beat and rhythm.</p> <p>To move in time to music and respond to changes.</p> <p>To create own music and sounds with instruments and sound makers.</p> <p>To make music in a range of ways.</p>	<p>To be able to improvise simple vocal chants, using question and answer phrases.</p> <p>To be able to create musical sound effects and short sequences of sounds in response to stimuli, choosing and playing classroom instruments.</p> <p>To understand the difference between a rhythm pattern and pitch pattern.</p> <p>To invent, retain and recall rhythm and pitch patterns and perform these for others.</p> <p>To be able to use music technology to capture, change and combine sounds.</p> <p>To recognise how graphic notation can represent created sounds.</p> <p>To recognise how graphic notation can represent created sounds. Explore and invent own symbols.</p> <p>To be able to recognise the symbol</p>	<p>To be able to create music in response to a non-musical stimulus (eg: storm, car race, rocket launch)</p> <p>To be able to improvise simple question and answer phrases to be sung or played in pairs, to create a musical conversation</p> <p>To be able to use graphic symbols, dot notation and stick notation as appropriate to keep a record of composed pieces</p> <p>To be able to use music technology to capture, change and combine sounds</p> <p>To be able to use graphic symbols, dot notation and stick notation as appropriate to keep a record of composed pieces.</p> <p>To be able to recognise the symbol for a crotchet, quaver, minim, rest and semibreve and know how many beats they are worth.</p>	<p>To become more skilled in improvising (using voices, tuned and untuned percussion and instruments, inventing short responses using a limited note range</p> <p>To structure musical ideas (eg: echo or question & answer phrases) to create music with a beginning, middle and end</p> <p>To be able to compose in response to different stimuli eg: stories, verse, images and musical sources</p> <p>To be able to compose in response to different stimuli, e.g. stories, verse, images and musical sources.</p> <p>To copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>To recognise the symbol for a range of musical notes and their rests.</p>	<p>To be able to combine known rhythmic notation with letter names to create short pentatonic phrases. Sing and play these phrases as self standing compositions</p> <p>To be able to arrange notation cards of known note values to create sequences of 2, 3 or 4 beat phases arranged into bars</p> <p>To explore developing knowledge of musical components by composing music to create a specific mood eg: to accompany a film clip</p> <p>To be able to use major and minor chords</p> <p>To include instruments from whole class teaching (widening opportunities) to expand scope and range of sounds available for composition</p> <p>To capture and record creative ideas using graphic symbols, rhythm or staff</p>	<p>To enhance melodies with rhythmic or chordal accompaniment</p> <p>To be able to improvise freely over a drone, developing a sense of shape and character, using tuned percussion or melodic instruments</p> <p>To be able to improvise over a simple groove, responding to the beat and creating a melodic shape</p> <p>To experiment with a wider range of dynamics through improvisation and composition work</p> <p>To be able to compose melodies made from phrases in either C major or A minor (or a suitable key). Enhance melodies with rhythmic or chordal accompaniment</p> <p>To be able to compose a short piece in ternary form (ABA)</p> <p>To be able to capture and record creative ideas using graphic</p>	<p>To be able to extend improvisation in small groups to:</p> <ul style="list-style-type: none"> - Create music with multiple sections that include contrast and repetition - Use chord changes in improvised sequences - Extend improvised melodies beyond 8 beats over a groove <p>To plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale</p> <p>To play on tuned percussion or melodic instruments and notate melody</p> <p>To compose melodies in either G major or E minor (or a suitable key).</p> <p>To enhance melodies with rhythmic or chordal accompaniment</p> <p>To compose a piece in ternary form, use music software/apps to create and record it, discussing how musical contrasts are achieved</p>



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Knowledge

Achievement


		for a crotchet and quaver and know how many beats they are worth.		To be able to recognise clef, stave, lines and spaces	notation or technology	symbols, rhythm or staff notation, time signatures or technology To be able to recognise the note being played for a range of musical notes including their sharps and flats. To know what the numbers in a time signature represent and can demonstrate my understanding by writing bars and time signatures on a musical stave.	
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Performing</p> 	<p>To explore and engage in music making and dance.</p> <p>To sing songs solo or as a part of a group.</p> <p>To create own dances and movement to music.</p> <p>To perform songs/dances to an audience.</p>	<p>To enjoy and have fun performing.</p> <p>To choose a song/songs to perform to a well-known audience.</p> <p>To prepare a song to perform.</p> <p>To communicate the meaning of the song.</p> <p>To add actions to the song. (</p> <p>To play some simple instrumental parts.</p>	<p>To practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence</p> <p>To decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance</p> <p>To talk about what the song means and why it was chosen to share</p> <p>To talk about the difference between rehearsing a song and performing it</p>	<p>To develop skills in playing tuned percussion or a melodic instrument</p> <p>To play and perform melodies following staff notation using a small range</p> <p>To use listening skills to correctly order phrases using dot notation</p> <p>To individually copy simple step melodic phases with accuracy</p> <p>To recognise clef, staff, lines and spaces</p> <p>To understand the difference between crotchets and paired quavers</p>	<p>To develop skills and proficiency in the basic skills of a selected musical instrument over a sustained learning period (widening opportunities through music hub)</p> <p>To play and perform melodies following staff notation using small range as a class or in groups</p> <p>To perform in two or more parts (eg: melody and accompaniment or duet) from simple notation using instruments played in whole class teaching</p> <p>To copy short melodic phrases including those using the pentatonic scale</p> <p>To understand the differences between minims, crotchets, paired quavers and rests</p> <p>To follow and perform simple rhythmic scores to a steady beat, maintaining individual parts accurately</p>	<p>To play melodies on tuned percussion, melodic instruments or keyboards following staff notation on one staff</p> <p>To understand how triads are formed and play on tuned percussion, melodic instruments or keyboards.</p> <p>To add chordal accompaniments to known songs</p> <p>To perform a range of repertoire pieces and arrangements combining acoustic instruments to form ensembles</p> <p>To develop skills in playing by ear on tuned instruments, copying phrases and melodies</p> <p>To understand the difference between semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers</p> <p>To understand the difference between 2/4, 3/4, and 4/4 time signatures</p> <p>To read and play short rhythmic phrases using conventional symbols for known rhythms and note durations</p>	<p>To play a melody following staff notation written on one staff and using notes within an octave range</p> <p>To make decisions about dynamic range when performing</p> <p>To accompany a melody using block chords or a bass line</p> <p>To engage with others through ensemble playing taking on melody or accompaniment roles</p> <p>To understand the difference between semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests</p> <p>To further develop the skills to read and perform pitch notation</p> <p>To read and play from rhythm notation in up to four parts</p> <p>To read and play a four-bar phrase from notation, identifying note names and durations</p>



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Knowledge

Achievement

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Musicianship</p>  <p>Discretely taught as part of Musical Theory</p>		<p>To use body percussion, instruments and voices. (Sp lesson 1,</p> <p>To use the key centres of: C major, G major, A minor</p> <p>To find and keep a steady beat. (Sp lesson 1, 2,</p> <p>To copy back simple rhythmic patterns using long and short. (Sp lesson 1, 2,</p> <p>To copy back simple melodic patterns using high and low. (Sp lesson 1, 2</p>	<p>To use body percussion, instruments and voices</p> <p>To use the key centres of: C major, G major, A minor</p> <p>To find and keep a steady beat</p> <p>To copy back simple rhythmic patterns using long and short</p> <p>To copy back simple melodic patterns using high and low</p>	<p>To use body percussion, instruments and voices</p> <p>To use the key centres of: C major, F major, G major, A minor</p> <p>To use the time signatures of: 2/4, 3/4, 4/4</p> <p>To find and keep a steady beat</p> <p>To copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests</p> <p>To copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC</p>	<p>To use body percussion, instruments and voices</p> <p>To use the key centres of: C major, F major, G major, A minor</p> <p>To use the time signatures of: 2/4, 3/4, 4/4</p> <p>To find and keep a steady beat</p> <p>To listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation</p> <p>To copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC</p>	<p>To use the key centres of: C major, D major, F major, A minor</p> <p>To use the time signatures of: 2/4, 3/4, 4/4, 6/8</p> <p>To find and keep a steady beat</p> <p>To listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation</p> <p>To copy back melodic patterns using the notes CDE, DEF#GA, DEF#GABC#, ABCDEFG#, FGABbCDE</p> <p>To be able to demonstrate an understanding for the major scales on both the glockenspiel and a piano in both clefs.</p>	<p>Use the key centres of: C major, F major, G major, D major, A minor, D minor</p> <p>Use the time signatures of: 2/4, 3/4, 4/4, and 6/8</p> <p>Find and keep a steady beat</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation</p> <p>Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGABbCDE, GABCDEF#, DEF#GABC#, ABCDEFG</p> <p>To be able to demonstrate my understanding of how musical symbols, notation and time signatures, inform a piece of music.</p> <p>To be able to demonstrate my understanding of how musical scales inform a piece of music.</p>



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Knowledge

Achievement

Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to Music are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
Music	Significant composers, pieces of music and musical periods.	Comparing pieces of music, identifying common/different styles and techniques		How music has changed over time		Using music terminology, responding to music, expressing opinions, experimenting, exploring, performing	Exploring different musical styles, pieces and composers.



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