

# Griffin Park Music Curriculum

Golden Threads



Beat



Pitch



Exploring Sound



Performance






Composition









Structure







## Nursery

Thread	Knowledge & Skills	Vocabulary
  	<p>Learn the words to nursery rhymes.</p> <p>Make own instruments and sound makers.</p> <p>Explore loud and quiet sounds.</p> <p>Make own voices sound loud and quiet when singing.</p> <p>Sing to fast and slow songs.</p> <p>Discuss their thoughts and feeling about songs, poems and stories that they hear.</p>	<p>Loud</p> <p>Quiet</p> <p>Sound</p> <p>Listen</p> <p>Shake</p> <p>Tap</p> <p>Bang</p>







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Reception			
Thread	Unit	Knowledge & Skills	Vocabulary
	<b>Celebration music</b>	<p>Know that there are special songs we can sing to celebrate events.</p> <p>Understand that my voice or an instrument can match an action in a song.</p> <p>Recognise that different sounds can be long or short.</p> <p>Recognise music that is 'fast' or 'slow'.</p>	<p>Celebration</p> <p>Traditional</p> <p>Dance</p>
	<b>Christmas</b>	<p>Join in with others when singing.</p> <p>Learn the words to simple songs.</p> <p>Sing in front of an audience.</p>	<p>Voice</p> <p>Voice Sounds</p> <p>Audience</p>
	<b>Exploring Sound</b>	<p>Understand how to listen carefully and talk about what I hear.</p> <p>Know that sounds can be copied by my voice, body percussion and instruments.</p> <p>Understand that instruments can be played loudly or softly.</p> <p>Know that music often has more than one instrument being played at a time.</p>	<p>Soft</p> <p>Deep</p> <p>Instrument</p>
	<b>Music and movement</b>	<p>Know that the beat is the steady pulse of a song.</p> <p>Know that tempo is the speed of the music.</p> <p>Understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>Know that signals can tell us when to start or stop playing.</p>	<p>Beat</p> <p>Tempo</p> <p>Pulse</p> <p>Signals</p>
	<b>Musical stories</b>	<p>Understand that a piece of music can tell a story with sounds.</p> <p>Know that different instruments can sound like a particular character.</p> <p>Understand what 'high' and 'low' notes are.</p>	<p>High</p> <p>Low</p> <p>Notes</p>
	<b>Big Band</b>	<p>Know that an orchestra is a big group of people playing a variety of instruments together.</p> <p>Know that music often has more than one instrument being played at a time.</p> <p>Understand that performing means playing a finished piece of music for an audience.</p>	<p>Orchestra</p> <p>Rhythm</p> <p>Conductor</p>







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Year 1			
Thread	Unit	Knowledge & Skills	Vocabulary
	All about me	<p>Know that rhythm means a pattern of long and short notes.</p> <p>Know that pulse is the regular beat that goes through music.</p> <p>Understand that the pulse of music can get faster or slower.</p> <p>Know that a piece of music can have more than one section, eg a versed and a chorus.</p>	<p>Chant</p> <p>Syllables</p> <p>Copy</p> <p>In time</p>
	Production	<p>Know that a chorus repeats.</p> <p>Look at the audience whilst performing.</p> <p>Use their voices appropriately when speaking, singing and chanting.</p>	<p>Chorus</p> <p>Repeat</p> <p>Rhythm</p>
	Animals	<p>Understand that sounds can be adapted to change their mood, eg through dynamics or tempo.</p> <p>Know that sounds can help tell a story.</p> <p>Know that tempo is the speed of the music.</p> <p>Know that dynamics means how loud or soft a sound is.</p>	<p>Dynamics</p> <p>Choir</p> <p>Melody</p>
	Under the sea	<p>Understand that pitch means how high or low a note sounds</p> <p>Know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch</p> <p>Know that music has layers called 'texture'</p>	<p>Texture</p> <p>Pitch</p> <p>Timbre</p>
	Superheroes	<p>Understand that tempo can be used to represent mood or help tell a story</p> <p>Understand that 'tuned' instruments play more than one pitch of notes.</p> <p>Know that following a leader when we perform helps everyone play together accurately</p>	<p>Tuned</p> <p>Notes</p> <p>Theme tune</p>
	By the sea	<p>Know that dynamics can change how someone listening feels about music</p> <p>Know that your voice can be used as a musical instrument.</p> <p>Know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees</p> <p>Understand that music can be represented by pictures or symbols.</p>	<p>Percussion</p> <p>Woodwind</p> <p>Volume</p>

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Year 2			
Thread	Unit	Knowledge & Skills	Vocabulary
	<b>Animals</b>	<p>know that dynamics can change the effect a sound has on the audience.</p> <p>know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p> <p>understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>understand that an instrument can be matched to an animal noise based on its timbre.</p>	<p>Structure</p> <p>Backing track</p> <p>Sequence</p> <p>Notation</p>
	<b>Production</b>	<p>Sing and follow the melody.</p> <p>Perform solo and with others.</p> <p>Sing accurately to a given pitch.</p>	<p>Note</p> <p>Pulse</p> <p>Tempo</p>
	<b>Traditional western stories</b>	<p>know that musical instruments can be used to create 'real life' sound effects.</p> <p>know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</p> <p>know that stringed instruments, like violins, make a sound when their strings vibrate.</p> <p>know that a brass instrument is played by vibrating your lips against the mouthpiece.</p> <p>know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p>	<p>Woodwind</p> <p>Sections</p> <p>Sound effect</p>
	<b>Musical Me</b>	<p>understand that 'melody' means a tune.</p> <p>know that 'notation' means writing music down so that someone else can play it.</p> <p>understand that 'accompaniment' can mean playing instruments along with a song.</p> <p>understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>	<p>Composer</p> <p>Imitate</p> <p>Vary</p>
	<b>Space</b>	<p>know that a 'soundscape' is a landscape created using only sounds.</p> <p>know that a composer is someone who creates music and writes it down.</p> <p>understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.</p>	<p>Contrast</p> <p>Soundscape</p> <p>Sequence</p>
	<b>Myths and legends</b>	<p>know that a graphic score can show a picture of the structure of music.</p> <p>know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.</p>	<p>Pluck</p> <p>Texture</p> <p>Symphony</p>

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Year 3			
Thread	Unit	Knowledge & Skills	Vocabulary
	Ballads	<p>know that a ballad tells a story through song.</p> <p>know that lyrics are the words of a song.</p> <p>know that in a ballad, a 'stanza' is a verse.</p>	<p>Ballad</p> <p>Ensemble</p> <p>Stanza</p>
	Production	<p>Sing in tune with expression.</p> <p>Control own voice when singing.</p> <p>Use correct dialect when singing.</p>	<p>Expression</p> <p>Control</p>
	Jazz	<p>understand that 'syncopation' means a rhythm that is played off the natural beat.</p> <p>know that Ragtime is piano music that uses syncopation and a fast tempo.</p> <p>know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.</p> <p>know that 'scat singing' is using made-up words to create the sound of an instrument playing.</p>	<p>Syncopation</p> <p>Quaver</p> <p>Off-beat</p>
	Recorder	<p>Know the parts of the recorder.</p> <p>Know how to hold the recorder in correct playing position, and name the finger numbers.</p> <p>Identify G A B notes.</p>	<p>Mouthpiece</p> <p>Window</p> <p>Tone hole</p> <p>Joint</p>
	Recorder	<p>notate and perform melodies from the treble staff, using traditional notation.</p> <p>Perform on instruments, alone and with others.</p>	<p>Tuned</p>
	Vikings	<p>Know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>know that written music tells you how long to play a note for.</p>	<p>Key</p> <p>Key change</p> <p>Major</p> <p>Minor</p> <p>Minim</p> <p>Tension</p>

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## Year 4

Thread	Term	Knowledge & Skills	Vocabulary
  	Autumn	<p>To know how to assemble and disassemble a trombone.</p> <p>To know how to create an embouchure.</p> <p>To know how to buzz without the mouth piece.</p> <p>To know how to buzz accurately into the mouthpiece.</p> <p>To know how to change the pitch of their buzz.</p>	<p>Embouchure</p> <p>Slide</p> <p>Sheet music</p> <p>Mouthpiece</p>
	Spring	<p>To know how to hold the instrument correctly.</p> <p>To know the name of the instruments main pieces.</p> <p>To know that moving the slider creates different notes.</p>	<p>Bell</p> <p>Tuning</p>
	Summer	<p>To know how to play the C note on the trombone.</p> <p>To know how to play the D note on the trombone</p> <p>To know the difference between a ta and a ti-ti quarter and eighth rhythm.</p> <p>To know what a rest looks like and sounds like on sheet music.</p> <p>To know how to play the trombone following sheet music.</p> <p>To play the trombone to a backing track.</p> <p>To play the trombone in a performance.</p>	

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Year 5			
Thread	Unit	Knowledge & Skills	Vocabulary
	<b>Ancient Egypt</b>	<p>Know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>Understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</p> <p>Understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>	<p>Sheet music</p> <p>Stave</p> <p>Staff notation</p>
	<b>Looping and remixing</b>	<p>know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.</p> <p>know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>know that remix is music that has been changed, usually so it is suitable for dancing to.</p>	<p>Fragment</p> <p>Accuracy</p> <p>Backbeat</p>
	<b>Ukulele</b>	<p>Know the names of the different parts.</p> <p>Know how to hold the instrument accurately.</p> <p>Know how to pluck the instrument.</p> <p>Know how to strum the instrument.</p> <p>Know the names of the four strings.</p>	<p>Neck</p> <p>Body</p> <p>Fretboard</p> <p>Bridge</p> <p>Saddle</p>
	<b>Ukulele</b>	<p>Play notes G C E A</p> <p>Play a variety of picking and strumming in songs.</p> <p>Begin to play some ukulele songs consisting of the notes G C E A</p>	<p>Strum</p> <p>Pluck</p>
	<b>Musical Theatre</b>	<p>understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.</p> <p>know that choreography means the organisation of steps or moves in a dance.</p> <p>know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action</p>	<p>Dialogue</p> <p>Opera</p> <p>Musical theatre</p>
	<b>Production</b>	<p>Breathe in the correct place when singing.</p> <p>Sing and use their understanding of meaning to add expression.</p> <p>Maintain their part whilst others are performing.</p> <p>Perform by 'ear' from simple notations.</p> <p>Recognise and join in with simple forms e.g. rounds, variation.</p>	<p>Part</p> <p>Harmony</p> <p>Form</p> <p>Round</p>

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Year 6			
Thread	Unit	Knowledge & Skills	Vocabulary
	<b>Advanced Rhythms</b>	<p>know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972.</p> <p>understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>know that a quaver is worth half a beat.</p>	<p>Elements</p> <p>Rhythmic patterns</p> <p>Critic</p> <p>SH</p> <p>Ta</p> <p>TiTi</p>
	<b>Coast – Fingal's Cave</b>	<p>know that the conductor beats time to help the performers work well together.</p> <p>understand that improvisation means making up music 'on the spot'.</p> <p>understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</p>	<p>Timbre</p> <p>Tone colour</p> <p>Characterise</p>
	<b>Film Music</b>	<p>know that a film soundtrack includes the background music and any songs in a film.</p> <p>understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p>	<p>Score</p> <p>Major</p> <p>Minor</p> <p>Complement</p>
	<b>Pop art</b>	<p>know that a 'theme' is a main melody in a piece of music.</p> <p>know that 'variations' in music are when a main melody is changed in some way throughout the piece.</p> <p>know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</p> <p>understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p>	<p>Legato</p> <p>Semi quaver</p> <p>Rests</p>
	<b>Production</b>	<p>Sing in harmony.</p> <p>Perform parts from memory.</p> <p>Take lead in performances.</p> <p>Take on solo parts.</p>	<p>Solo</p> <p>Lead</p> <p>Notations</p>