

Digby Tedder Music Two and Four Year Overview – Key Knowledge and Assessment Points 2021 - 2024

A	Autumn Term	Spring Term	Summer Term
Key Stage 1	<i>Big Bear Funk Hands, Feet, Heart</i>	<i>Your Imagination</i>	<i>Our World Friendship Song</i>
Key Knowledge and Assessment Points	<i>By the end of the unit children will know:</i> - That a pulse is the heartbeat of a song. - Pitch can be high or low sounds. - Rhythm is a pattern of sound to a beat. - Can clap syllables to a word. - That C, D and E are music notes. - Funk is a genre of music. - A nursery rhyme is a song for children. <i>By the end of the unit children will know:</i> - That a pulse is the heartbeat of a song. - Pitch can be high or low sounds. - Rhythm is a pattern of sound to a beat. - Can clap syllabus to a word. - That C, D, G, A and E are music notes. - Different instruments make different sounds. - Rock is genre of music. - Performing involves a clear voice and lots of expression for the audience to enjoy.	<i>By the end of the unit children will know:</i> - That a pulse is the heartbeat of a song. - Pitch can be high or low sounds. - Rhythm is a pattern of sound to a beat. - Can clap syllables to a word. - That C, D, E and G are music notes. - That artists come from all over the world and may write or sing a song. - Improvisations means thinking on the spot. - Songs can be about anything.	<i>By the end of the unit children will know: -</i> - That a pulse is the heartbeat of a song. - Pitch can be high or low sounds. - Rhythm is a pattern of sound to a beat. - Can clap syllables to a word. - Simple nursery rhymes contain notes that can be followed. - You can play notes on musical instruments. <i>By the end of the unit children will know: -</i> - That a pulse is the heartbeat of a song. - Pitch can be high or low sounds. - Rhythm is a pattern of sound to a beat. - Can clap syllabus to a word. - That C, D, E and G are music notes. - Some songs about friendships. - That artists come from all over the world and may write or sing a song. - Songs can make us feel different emotions. - Improvisations means thinking on the spot.
Themes	Funk Rock	Imagination	Animals Friendship
Vocabulary	<i>Rhythm, pitch, high, low, funk, rock, beat, pulse, keyboard, drums, bass, guitar, electric.</i>	<i>Imagination, pitch, high, low, beat, pulse, improvise, perform, audience.</i>	<i>pitch, high, low, beat, pulse, improvise, glockenspiel, notes, melody, tempo, dynamics, nursery rhymes, instrument, notes.</i>
B	Autumn Term	Spring Term	Summer Term
Key Stage 1	<i>Hey You!</i>	<i>Everyone I Wanna play in a band</i>	<i>In the Groove</i>
Key Knowledge and Assessment Points	<i>By the end of the unit children will know: -</i> • That a pulse is the heartbeat of a song • Pitch can be high or low sounds • Rhythm is a pattern of sound to a beat • How to clap syllables to a word • That C, D and E are music notes • That rapping is speaking to music • That artists come from all over the world and may write or sing songs.	<i>By the end of the unit children will know:</i> • 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. • To sing or rap nursery rhymes and simple songs from memory. • Songs have sections. • A performance is sharing music.	<i>By the end of the unit children will know: -</i> • How to perform music together as a class • How to dance to different styles of music • How to sing in a performance • How to play along in a performance • How to choose a simple rhythm • How to choose a simple melody using C+D or C, D and E • Hot to identify some musical styles from blues, baroque, Latin, Irish folk, funk

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		<i>By the end of the unit children will know: -</i> • <i>How to find the pulse when listening to music</i> • <i>How to dance to the beat, play air guitar, clap hands and stamp feet,</i> • <i>How instruments like, keyboard, drums, bass, electric guitar sound.</i> • <i>How the notes F, D, G and C sound</i> • <i>How to copy and clam back rhythms</i> • <i>How to clap the rhythm of name and other ideas</i>	
Themes	<i>Rapping</i>	<i>Musical Styles Listening</i>	<i>Singing in different styles</i>
Vocabulary	<i>Rapping, rhythm, pitch, high, low, beat, pulse.</i>	<i>Nursery rhymes, pitch, high, low, glockenspiel, melody, musical pattern</i> <i>keyboard, drums, bass, electric guitar, singers, improvise, compose, perform, audience, melody, dynamics, tempo</i>	<i>Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove</i>
SEND strategies	<i>Vocabulary bank to support.</i> <i>Pre-teach clapping, listening and repeating sounds.</i> <i>Include actions to support with keeping the beat.</i> <i>Encourage children to sing along with the teacher.</i> <i>Visual clues and modelling to support with good posture and lyrics.</i> <i>Model clapping to the beat.</i> <i>Ensure explanations use accurate musical vocabulary and explain reasoning.</i>	<i>Vocabulary bank to support.</i> <i>Pre-teach clapping, listening and repeating sounds.</i> <i>Include actions to support with keeping the beat.</i> <i>Encourage children to sing along with the teacher.</i> <i>Visual clues and modelling to support with good posture and lyrics.</i> <i>Model clapping to the beat.</i> <i>Ensure explanations use accurate musical vocabulary and explain reasoning.</i>	<i>Vocabulary bank to support.</i> <i>Pre-teach clapping, listening and repeating sounds.</i> <i>Include actions to support with keeping the beat.</i> <i>Encourage children to sing along with the teacher.</i> <i>Visual clues and modelling to support with good posture and lyrics.</i> <i>Model clapping to the beat.</i> <i>Ensure explanations use accurate musical vocabulary and explain reasoning.</i>
Challenge	<i>Perform a solo piece.</i> <i>Read music notes.</i>	<i>Perform a solo piece.</i> <i>Read music notes.</i>	<i>Perform a solo piece.</i> <i>Read music notes.</i>
A	Autumn Term	Spring Term	Summer Term
Year 3/4	<i>Mamia Mia</i>	<i>Stop</i>	<i>Lean on Me</i>
Key Knowledge and Assessment Points	<i>By the end of the unit children will know:</i> • <i>How to understand complex rhythm patterns</i> • <i>How to read and play the notes C, D, E, F + G</i> • <i>How to play tunes like Mardi Gras, Mamma Mia</i> • <i>How they compare to Key Stage 1 tunes learnt</i>	<i>By the end of the unit children will know:</i> • <i>That Stop is a song written in a Grime Style</i> • <i>How to compose lyrics to a song</i> • <i>How to appreciate 5 different styles of music i.e. pop, soul, funk, and disco</i>	<i>By the end of the unit children will know: -</i> • <i>That Lean on Me is a soul song written by Bill Withers in 1972</i> • <i>The song has been covered and interpreted as a Gospel song because of the lyrics</i>

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	• How to compose using C, D, E, F + G • How to perform as a class • How to explain the process to an audience • The meaning of improvisation, instrumental and compositions. • How to play a glockenspiel	• The sound of digital/electronic sounds, turntables, synthesisers and drums • How to find the pulse as they are listening • How to use recorders and glockenspiels • How to Rap in unison and in parts • How to Rap lyrics about bullying or another topic or theme. • How to reflect on and improve a performance.	• How to identify the style of gospel songs • How to identify parts of a song such as intro, chorus, verse, bridge, outro. • How to identify male vocals, backing vocals, piano, bass, drums, organ • How to find the pulse of the song • How to use the notes C, E, F and G • Play instrumental parts by ear or from notation • How to compose a melody using F, G, A, D, E
Themes	<i>Exploring and developing playing skills</i>	<i>Grime and other styles of music</i>	<i>Soul/gospel music</i>
Vocabulary	<i>Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,</i>	<i>Musical style, rapping, lyrics, choreography, digital/ electronic sounds, turntables, synthesisers, drums unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</i>	<i>Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing, vocal, piano, bass, drums, organ, pulse, rhythm, tempo, riff, solo dynamics, texture structure, compose, improvise</i>
Year 5/6	<i>Happy</i>	<i>A new Year Carol</i>	<i>You've Got a Friend</i>
Key Knowledge and Assessment Points	By the end of the Unit the children will know: - • That Happy is a song by Pharrell Williams • That Happy is a pop song with a soul music sound and groove from the 60s like Motown • How to identify different styles of music • How to describe the structure of a song • How to identify voices and instruments • How to describe musical dimensions • How to sing in two parts • To play notes A, G, B, C, E, • How to play instruments by year and using notation	By the end of the unit the children will know: - • That I mun be married on Sunday and Fishing Song were written by Britten • How to identify the style indicators for music i.e. the instruments, voices, mood and story. • What is meant by an extension rhythm and pitch • How to sing in unison • How to learn musical phrases to sing in a song • How to sing songs in different style i.e. Urban Gospel • How to add a performance to a song including choreography	By the end of the unit the children will know: - • The sound of the music of Carole King • That she wrote You've got a friend in 1971 • In 1960s Carole was employed to write pop songs for artists to perform. • Carole wrote The Loco-Motion, One Fine Day, Will You Still Love me Tomorrow? • How to play and copy back up to 3 notes using A, G and E. • How to play an instrumental part with a song using up to 4 notes • How to improvise using up to 3 notes
Themes	<i>Being Happy</i>	<i>Benjamin Britten's music and cover versions</i>	<i>The music of Carole King</i>
Vocabulary	<i>style indicators, melody, compose, improvise cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions, neo soul, producer, groove, Motown, hook, riff, solo</i>	<i>Melody, compose, improvise, cover, rhythm, pitch, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel</i>	<i>compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</i>
SEND	<i>Knowledge bank to support retention of previous learning vocabulary bank to support use of musical terminology</i>	<i>Knowledge bank to support retention of previous learning vocabulary bank to support use of musical terminology</i>	<i>Knowledge bank to support retention of previous learning vocabulary bank to support use of musical terminology visual cues and modelling to support good posture when playing instruments.</i>

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Challenge	visual cues and modelling to support good posture when playing instruments. pre-teach song words and meanings to support retention and understanding	visual cues and modelling to support good posture when playing instruments. pre-teach song words and meanings to support retention and understanding	pre-teach song words and meanings to support retention and understanding
	Perform a solo piece. Read music notes.	Perform a solo piece. Read music notes.	Perform a solo piece. Read music notes.

B	Autumn Term	Spring Term	Summer Term
Year 3/4	<i>Let your Spirit Fly</i>	<i>Three Little Birds</i>	<i>Bringing us together</i>
Key Knowledge and Assessment Points	By the end of the unit children will know: - That R n B is a mixture of Soul, Hip Hop and Gospel music - That other R N B singers include Beyoncé, Usher, Rihanna and Stevie Wonder - To listen to and appreciate musical styles from Films, musicals, Motown and Soul - How to play instrumental parts from ear or notation. - How to combine notes C, D and E. - How to compose and record a simple melody.	By the end of the unit children will know: - That Bob Marley is one of the most famous performers of Roots Reggae music - That he has helped spread both Jamaican music and the Rastafari movement worldwide. - How to identify songs like Jamming, Small People, 54 – 46 Was my number, Ram Goat Liver and Our Day will come and who they were sung by. - How to copy back up to 2 notes C + D - How to sing in unison - How to combine up to three notes C, D and E.	By the end of the unit children will know: - - They style of disco music - That the song is about friendship, peace, hope and unity. - How to find the pulse of a song as you listen. - How to identify keyboard, drums and bass - How to identify a female singing voice - How to use notes C and A - How to sing in 2 parts - How to play by ear or from notation using an easy or medium part. - Use notes C, A and G
Themes	R N B and other musical styles	Reggae, happiness and animals	Disco, friendship, peace, hope and unity
Vocabulary	Structure, introduction, verse, chorus, improvise compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae.	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody
Year 5/6	<i>Living On Prayer</i>	<i>Make you Feel my Love</i>	<i>Dancing in the street</i>
Key Knowledge and Assessment Points	By the end of the unit children will know: - That Livin on a Prayer is a Rock song that was released in 1986 - The words tell about life in the 1980's. - How to identify other rock songs like, We will Rock you, Rockin' All over the World, Johnny B Goode and I saw her Standing there and who they are by. - How to identify, lead vocal, electric guitar, bass guitar, drums and keyboard	By the end of the unit children will know: - That Make You Feel My Love is a Pop ballad - a gentle, emotive love song, sung at a slow tempo. - It was written by Bob Dylan in 1997 and covered by Adele in 2008. - The names of other pop ballads like Hello, So Amazing, The Way You Look Tonight and who they were by.	By the end of the unit children will know: - Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. - It first became popular in 1964 with Martha And The Vandellas. - The track was recorded on the Motown record label and became one of its signature songs.

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	- How to identify tempo, fast, slow or in-between - How to combine notes G, A and B or D, E, F# + G.	- How to identify structures like piano intro, verses, chorus, interludes and tag ending. - How to compose a simple melody using simple rhythms choosing from C, D, E or C, D, E, F and G	
Themes	<i>Rock anthems</i>	<i>Pop Ballads</i>	<i>Motown</i>
Vocabulary	<i>Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise,</i>	<i>Ballad, verse, chorus, interlude, tag endings, strings piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</i>	<i>Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</i>
SEND strategies	<i>Knowledge bank to support retention of previous learning vocabulary bank to support use of musical terminology visual cues and modelling to support good posture when playing instruments. pre-teach song words and meanings to support retention and understanding</i>	<i>Knowledge bank to support retention of previous learning vocabulary bank to support use of musical terminology visual cues and modelling to support good posture when playing instruments. pre-teach song words and meanings to support retention and understanding</i>	<i>Knowledge bank to support retention of previous learning vocabulary bank to support use of musical terminology visual cues and modelling to support good posture when playing instruments. pre-teach song words and meanings to support retention and understanding</i>
Challenge	<i>Perform a solo piece. Read music notes.</i>	<i>Perform a solo piece. Read music notes.</i>	<i>Perform a solo piece. Read music notes.</i>