











Knebworth Primary School Music Matrix										
 - Children will develop a love of music that will last a lifetime.										
	Ongoing skills development			Autumn		Spring		Summer		Key vocabulary
	Singing	Aural	Notation	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	
Nursery Singing nursery rhymes and songs of increasing length with actions and without. Respond to pitch, rhythm and tempo with movement. Play musical games in circle and individual contexts. Begin to use percussion instruments. Begin to recognise 'Scrape', 'Shake' and 'Beat' families of instruments.										Scrape Shake Beat
Reception Singing: Sing major scale up to the octave with guide (Piano or voice). Practise singing major/perfect intervals as call and echo. Learn variety of songs including different languages. Begin to read Do Re Me from treble clef in F major . Read and begin to write rhythm symbol 'alphabet' Read crotchets and quavers as 'tea' and 'coffee notes'. Listening: Respond to changes in pitch, tempo and rhythm. Listen and learn (to sing) themes from well-known classical pieces Playing: Playing percussion instruments keeping the beat, repeated rhythms and effects to accompany singing and match/convey movements										Rhythm alphabet 
Y1	Sing with a consistent /maintained tone. Use solid chest voice. Sing pieces covering a range of at least a 5th. Sing showing some simple phrasing Sing songs with increasing length and complexity	As R +Sing back 1 bar major key melodies with increasing interval range	Develop own/more rhythm symbols from reception Standard notation – read increasingly complex phrases in F major using 	Singing focus continuing reception content + Christmas show Play given, and invent own rhythms using 'Rhythm Alphabet'. Body percussion and interpretive movement.	Performing with others – keeping to the beat/tempo is vital Playing in 4 time counts 1 2 3 4 also 1 + 2 + 3 + 4 + Some songs start on beat 2 3 or 4 rather than 1	Control tempo and dynamics Play in time with others Use own and invented notations	Percussion instruments in 3 classes Strike Scrape shake Sounds can convey visual physical attributes – size speed of movement	Hold beater loosely so as not to dampen the sound Sing and play melodies based on adjacent notes in C major scale	Xylophones are pitched instruments C major scale and 1 – 8 and C–C	Rhythm Melody Tempo Percussion
Take One Composer	Mozart Learn opening or main themes from:			Eine Kleine Nachtmusik	Piano Sonata in A	Horn Concerto in Eb (I had an urge ...)	Piano Sonata in C major	Variations on Vous dirais-je Maman	Marriage of Figaro	


	<p>To know that Mozart is widely seen as the most gifted Classical (1750-1820) composer To know that Mozart's music is usually vocal in nature (you can hum most of his music even orchestral)</p> <p>To know some biographical facts: Mozart was a child prodigy playing violin around Europe. Mozart was so young when he wrote his first piece for violin and piano that he needed his father's help—not to write the music, but to hold the pencil! It's said that he was writing his own compositions by age 5. In his twenties he struggled to make a living from music. He composed over 600 works including opera, symphonic and violin and keyboard works</p> <p>To know that he moved to Vienna where he composed most of his well-known works</p> <p>To know that Mozart was buried in a paupers grave</p>									
Y2	Sing Debut Grade (RSL criteria) Songs 8 note Major scale Major arpeggio – root to 5 th and root to 8ve Pitch intervals 2nd 3rd 4th 5 th after hearing. Sing with a consistent /maintained tone. Use solid chest voice. Sing pieces covering a range of at least a 5th. Sing showing some simple phrasing	Sing back 2 bar major key melodies with increasing interval range	Singing Do Re Me and further on treble Clef in C major Reading/writing and playing on tuned instruments 	To play long and short notes on percussion instruments To learn simple rhythms used in accompaniments To play the rhythms of the lyrics of songs To keep beat whilst singing To keep the beat whilst paying rhythms To play the beat and set rhythms whilst singing	To know that beat (classical meaning) is the pulse in music To know that the beat is counted in numbers 1 2 3 4 in Four Time or 1 2 3 in Three Time To know that a rhythm is a pattern in music/percussion	To hold the beater in a flexible way that does not dampen the sound To learn and play simple tunes with intervals up to 5th To create own melodies which are learned and can be performed consistently To record own melodies as letter names and begin to use treble clef	Notations convey information about pitch, dynamics and note length Xylophones are pitched instruments Recognise Middle C, D E F G on treble clef And relate to the xylophone	To be able to hold stick between thumb and first finger. And control timing	Notations Drumming notation uses 4 notes on Bass clef Drumming To know that the stick is held between thumb and first finger To know that all playing effects are achieved from the fingers and wrists and that arm movements are used for time keeping	Melody Beat Pulse Rhythm Time signature Percussion Crotchet Quaver Head voice Chest voice
Take One Composer	Beethoven Learn opening or main themes from:		Fur Elise	5 th Symphony 1 st movement	Moonlight Sonata	Symphony 3 Eb	Piano Concerto 5	Violin Concerto D major	To know that Beethoven is widely seen as the most influential Classical/Romantic composer To know that Beethoven's music is often Symphonic/polyphonic in nature (not all sing-able – contrast to Mozart) To know some biographical facts: His father forced him to practise the piano for many hours a day. Beethoven studied with Mozart's teacher - Haydn	

<p>Beethoven lost his hearing gradually, but composed some of his best known works when deaf To know he trained as a pianist –composing more as he was losing his hearing, to know that he had two loves both of which were ended by the families of the women.</p>											
<p>Year 3</p>	<p>Meaning of: Chest voice Diaphragm Larynx The need to warm up to avoid straining injuring voice Gd 1 RSL technical exercises 8 note Major scale Major arpeggios 1 3 5 3 1 1 3 5 8 5 3 1 Sing Major 2nd interval Major 3rd interval from given root Sing with a consistent /maintained tone with some colouring and variation. Use of solid chest voice, some head voice. Sing</p>	<p>Sing/clap back 2 bar melodies/rhythms in major key with increasing interval range Identify staccato and legato phrases</p>	<p>Reading/writing and playing on recorders    4/4 2/4 3/4 in G Major Simple sight singing in C Major C D E and further Dynamic s- <i>f p</i> </p>	<p>To experiment with a range of instruments to create effects and impressions of animals. To compose a group piece in the style of The Little Train To play as part of an ensemble To recognise the overall effect and how it is made up of cooperating players</p>	<p>To know that descriptive music uses dynamics, pitch, tempo and note length to suggest physical attributes or a sense of size and behaviour or actions To know how to read</p>	<p>To play the notes G A B C D5 C4 D4 E F# On the descant recorder To use tongue and breath control to play notes of differing lengths. To learn and playing a variety of songs with an increasing range of notes</p>	<p>To know that the recorder is part of woodwind family To know that the recorder is referred to as the flute in early music To know where the notes C4 D E F# G A B C5 D5 E5 are on the recorder and on the treble clef</p>	<p>To be able to keep time in 2 3 and 4 time to pieces of music. To find the time signature of a piece of music by listening and counting the groups of notes To be able to follow conductors and conduct 2, 3 and 4 time.</p>	<p>To know that the orchestra is made up of String, Wind and Percussion instruments To know and understand the Time signatures 2/4 ¾ and 4/4 To know the keeping time movements for these</p>	<p>Woodwind Treble Clef Staff staves Crotchet Quaver Minim ‘Tonguing’ 2 time 3 time 4 time Strings Violin Viola Cello Double Bass Harp Woodwinds Flute Oboe Clarinet Saxophone Bassoon Brass Trumpet Trombone French Horn Tuba Symphony</p>	

	songs covering a range up to an octave using intervals up to a 3rd. Show some dynamic changes. Begin to use personal phrasing									
Take One Composer	Bach & Tchaikovsky Learn opening or main themes from:		Tocata and fugue in D minor	Air on a G String	Jesu Joy of Man's Desiring	1812 Overture	Dance of Sugar Plum Fairy	Love Theme Romeo and Juliet		
	To know that Bach is widely seen as the most influential composer of the Baroque period To know some biographical details: Bach was trained as a violinist, his parents died when he was 10, his brother taught him the organ, won a scholarship for his voice, he was organist and choirmaster at a number of churches.									
Y4	<p>Meaning of Diction & Tone When is a good time to take a breath</p> <p>Sing Grade 2 songs Natural Minor scale Minor arpeggios 1 3 5 3 1 & 1 3 5 8 5 3 1</p> <p>Pitch major 3rd & minor 3rd from given root</p>	<p>Sing/clap back 2 bar melodies/rhythms in Minor and major keys</p> <p>Identify 3 and 4 time in simple pieces of music</p> <p>Conduct 3 and four time</p>	<p>Reading/writing and playing on keyboards</p>  <p>Simple sight singing in A minor And F major Do Re Me and further</p> <p>Crescendo Diminuendo</p>	<p>To perform examples of rap music</p> <p>To perform in time with awareness of stressed syllables matching/emphasising the beat.</p> <p>To perform music with tubes</p> <p>To experiment with making own pitched tubes and performing.</p>	<p>To know that rap is a percussive spoken music form.</p> <p>To know that rhyme is used at the end of lines and sometimes within lines</p> <p>To know that usually consistent rhythm and rhyme scheme throughout</p> <p>To know that the pitch of notes in string and tube instruments is</p>	<p>Playing keyboards</p> <p>Find Middle C – and other notes Use 'first hand position'</p> <p>Play 5 note scale in C</p> <p>Play 8 note scale of C major</p> <p>Play 3 note chords Both hands and in Root/5th – 'ballad' and 'vamp' style</p> <p>C G F Am</p>	<p>Keyboard instruments note layout</p> <p>Finger numbers for piano</p> <p>Fingering for simple chords</p> <p>Fingering for Scales C Am G</p> <p>Note names Triads chord progressions Chords made up of 1st 3rd and 5th notes of scale</p> <p>Know where the Chords C</p>	<p>Develop drumming technique.</p> <p>Learn to 'bounce' Stick</p> <p>Learn standard paradiddles and rhythms</p> <p>To play increasingly complex rhythms in unison and in parts in groups</p> <p>To compose in ensemble context</p>	<p>To know that the Stick is held between thumb and first finger Use of fingers and wrist to produce all playing effects and that arm movements used for time keeping</p> <p>To know that drumming notation uses crosses rather than 'ball' shape in notes. TO know that the lines and spaces on the staff indicate different drums in a kit rather than pitches.</p>	<p>Metre Rhyme scheme</p> <p>Vibration Pitch Timbre Major minor key Scale arpeggio Chord Root 3rd 5th Melody Percussion Beat Rhythm Groove Paradiddle Roll (bounce) Fill Flam</p>

	<p>Sing with consistent tone with some colouring and variation Use of solid chest voice and Head voice Some consistency of register changes Sing pieces covering a range of at least an octave. Intervals up to at least 5th. Show dynamic changes including gradual changes Some stylistic awareness Use of personal phrasing</p>		<p>Simple time Compound time (re playing chords)</p>	<p>To experiment with a variety of strings, find desired pitches and use these to create chords and melodies</p>	<p>dependent on the length of the tube and the length and tension of strings To know that stringed instruments need to be tuned periodically due to loss of tension</p>	<p>Play melody of simple tunes from memory and simple music in the treble clef</p>	<p>Dm Em F G and Am are on kbd</p>			
Take One Composer	Classical Music Overview			Mars - Holst, Hallelujah - Handel, Hall of the Mountain King - Grieg, Bolero - Ravel, Blue Danube - Strauss, Flower Duet - Delibes, Dance of the Knights - Prokofiev, Williams Tell Overture - Rossini						
	<p>Know that 'Classical' music is divide into four periods: Baroque, Classical, Romantic, 20th Century/modern. Recognise broad characteristics for each and know some composers and works</p>									
Y5	Support a long note through breath	Sing back/clap up to 3 bar melodies/r	Reading/writing and playing on drums,key	To play a number of rhythms from	To know that African drumming has distinctive	Pachelbel Rounds	Pachelbel's Canon	Use on-line sequencer to write a score (input notes)	Sequencing To know that sequencers use	Triplet dotted ... semiquaver Round Harmony

<p>control and posture Transition in voice Name some types of food good/bad to eat before a performance Sing Grade 3 songs Major & Minor scale from root Major & Minor Arpeggio pattern 1 5 3 8 5 3 1 Sing perfect 4th and 5th from given root. Sing with consistent tone with confident colouring and variation. Use of well-controlled chest voice and head voice and a fluent transition between</p>	<p>hythms including syncopated rhythmic stops Recognise (by listening) compound time signatures 6/8 12/8</p>	<p>boards/xyl ophones  Use Drumming notation for body percussion and bucket drumming</p>	<p>Western and African origin Play cross rhythms within groups Play first 5 beginner \Djembe Rhythms as part of a group. To compose own drumming piece incorporating learned patterns and own inventions To find and experiment with found sounds around the classroom and school. To recognise the varying timbres of different materials To combine sounds to create an overall effect.</p>	<p>drums and rhythms which give it its character. To know the names of the main drums used -Djembe Dundun Bells To know that music can be made from 'found sounds' To know that music is organised sound not necessarily notes and melodies as we might recognise music To know that sound editing software is used to create most recorded music we hear</p>	<p>Using Xylophones and keyboards to play melody and chords of the Canon (separately) Experiment with a single variation applied to the same beat in each bar or every other bar. Use notation to suggest variation (pattern of written notes) and try out to hear the effect. Singing a variety of rounds Sing harmony line 3rd above given simple vocal parts Experiment with inventing a simple tune using 1 – 5 in scale and playing 3rd above simultaneously.</p>	<p>To know that classical Variations are based on original melody and constrained by chord progression To know that most music uses the repetition of ideas in slightly different guises and that repeated patterns are often used To know that rounds are a form of harmony singing To know that the successive lines in rounds use notes 1 3 and 5 in the scale.</p>	<p>Choose sounds to create music Change tempo 'Mix' tracks by adjusting volume to create desired effect Able to listen to an unknown piece of music and suggest which period it might be from giving reasons</p>	<p>recorded or generated 'loops' of sound which can be arranged to make music To know that MIDI patterns are the instructions for a computer to play notes To know that the term patch refers to the sound To know that the ruler shows bars and the beats within bars To know that tempo is measured in Beats per Minute BPM</p>	<p>Canon Chord progression Melody Pattern Patch Sequence Loop Wave form Tempo BPM Track MP Import export Midi file Wav file MP3 file Mono Stereo Djembe Dundun Bass Tone Timeline Polyrhythm (Cross rhythms)</p>
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	registers. Sing with clear diction and articulation. Sing songs with increasing complexity of rhythms. Sing pieces covering more than an octave, with intervals up to an octave. Show some contrasting dynamic colouring. Demonstrate stylistic awareness. Show some developed phrasing.									
Take One Composer	Classical Music Overview			Danse Macabre - Saint Saens, Night on a Bare Mountain - Mussorgsky, Habanera from Carmen - Bizet, 'O mio babbino caro' - Puccini, Four Seasons – Vivaldi.						
	Know that 'Classical' music is divide into four periods: Baroque Classical Romantic 20 th Century/modern. Recognise broad characteristics for each period.									
Y6	How to produce a consistent tone Grade 4 songs Major pentatonic scale	Sing back/clap up to 3 bar melodies/rhythms including syncopated rhythmic stops	As year 5 +  -within a beat	To invent catchy jingle for a product. To compose longer song – original or based on well known song	To know that jingles are short musical phrases that incorporate a name or selling point of a product	To recognise tension and release in sections of and indicate where it is and how it is effective.	Musical devices used in compositions To know that tension and release is evident in some in pop	Leavers Production	Set design Technical	Product Jingle Audience Market Identify Work song Field Chant-Sailor Chant Blue note

	<p>Maj arpeggio 1 3 5 8 10 8 5 3 1 Major ascending dominant 7th descendin g 1 3 5 8 7 5 4 2. Harmony singing Upper and lower 3rds</p> <p>Sing Major 6th and 7th from given root. Sing with a consistent /maintaine d tone. Use solid chest voice. Sing pieces covering a range of at least a 5th. Sing showing some simple phrasing</p>			<p>Create own accompaniment on instruments or software</p> <p>To perform (clean) rap songs. To rehearse building up speed whilst keeping the beat on body percussion</p> <p>(From Year 5) To use on-line sequencing platform to create own backing track</p>	<p>To know that advertisers use well known music to sell products</p> <p>To know that rap music is Rhythmic percussive spoken performance. Skill is in articulation and speed of delivery</p> <p>To use Online sequencing from Year 5</p>	<p>Use I, IV and V chords to base blues style melody and lyrics upon</p> <p>Use 7th chords</p> <p>Use blues scale</p>	<p>music and many classical genres. To know that tension and release is a build-up and usually sudden let down of emotional response using any or all of – dynamics tempo, harmonic progression</p> <p>To know that Modulation is changing key within a piece of music</p> <p>To know that repetition and variation</p> <p>Blues To know that blues is an African American folk music form. To know that blues music is related to field chants and sacred singing and evolved through gospel into rhythm and blues, rock and roll, and is the basis of pop music as we know it.</p>			<p>Pentatonic scale Chord progression Call and response 12 bar Modulation</p>
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							To know that Blues mostly uses I IV & V chords with flattened 7 th .			
Take One Composer	The Beatles									
	<p>To know that The Beatles are widely seen as the most influential pop group and pop music composers.</p> <p>To know that The Beatles are credited with: inventing pop music as we still know it today, making the first concept album, pioneering the use of multi tracking and sonic effects</p> <p>To know that their producer George Martin was just as influential as the band</p> <p>To know some biographical facts including: The Beatles were original a beat combo playing rock and roll music live, they struggled to get a recording deal, when they did it was with a comedy record label not mainstream, they were the first pop musicians to focus on recording rather than performing.</p>									

We have identified the most crucial knowledge that we want to ensure all children know in each year group. These are called our 'Golden Nuggets'. These are identified by **yellow highlights**.