




**Knowing More. Remembering More. Applying More!**  
Assessment in Foundation Subjects - Music (Year 3)

Teachers to assess how well children have learned the required knowledge at the end of each term.  
**Working Towards (WTS)**   **Expected (EXS)**   **Greater Depth (GDS)**

|  | <u><b>Autumn Term</b></u><br><b>Read, Write, Hear, playing and exploring</b><br><br><u>Reading and Composing Music 1</u>  | <u><b>Spring Term</b></u><br><b>Singing and Performing</b><br><br><u>Class Choir 1</u>   | <u><b>Summer Term</b></u><br><b>Listening and Appraising</b><br><br><u>World Music: Reggae</u>   |
|--|---|--|--|
| <b>Disciplinary Knowledge</b>            | <ul style="list-style-type: none"> <li>Dynamics means volumes.</li> <li>Tempo means speed.</li> </ul>   | <ul style="list-style-type: none"> <li>A round is where everyone sings or plays the same tune but starts at different times.</li> <li>Some different types of pop music.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Reggae is from Jamaica</li> <li>Differences between reggae and UK pop: <ul style="list-style-type: none"> <li>Reggae uses steel drums</li> <li>Reggae has a back beat</li> <li>Reggae has a slow beat (a 'chilled speed').</li> </ul> </li> </ul> |
| <b>Substantive Knowledge</b>             | <ul style="list-style-type: none"> <li>How to read rhythms.</li> <li>How to write and play a rhythm in a 4 bar phrase.</li> <li>How to use dynamics and tempo when playing a rhythm.</li> </ul>   | <ul style="list-style-type: none"> <li>How to tell a story through singing.</li> <li>How to sing in a round.</li> <li>How to read dynamics when singing.</li> </ul>  | <ul style="list-style-type: none"> <li>How to compare Reggae to UK pop music.</li> <li>How to perform a reggae rhythm and song.</li> </ul>   |
| <b>Genre / Composer / Piece of music</b> | Frere Jaques  | <ol style="list-style-type: none"> <li>Row your boat</li> <li>A ram sam sam</li> <li>Kye Kye Kule</li> <li>Tingalayo</li> <li>Skye Boat Song</li> <li>Banaha</li> <li>It must be love</li> <li>No matter what</li> </ol> | Don't Worry Be Happy by Bob Marley<br><br>  |
| <b>Key vocabulary</b>                    | <b>Rhythm:</b> beat<br><b>Conductor:</b> person who leads the music<br><b>Ostinato:</b> repeated rhythm<br><br><b>Notes:</b> Crotchet Minim Semibreve Quaver<br><br><b>Dynamics:</b> Forte (loud) Piano (quiet) Allegro (fast) Moderato (medium) Largo (slow) | <b>Melody :</b> the tune<br><b>Rehearsal :</b> a practice<br><b>Ensemble :</b> singing together<br><b>Gesture :</b> actions<br><b>Facial expression</b><br><b>Texture :</b> together or separately                       | <b>Back beat :</b> strong 2 <sup>nd</sup> and 4 <sup>th</sup> beat<br><br><b>Jamaica</b><br><br>Reggae instruments: <b>steel drums</b><br>UK pop instruments: <b>vocals, drums, guitar, keyboard</b>   |
| <b>Spiritual Spark</b>                   | <i>What is music?</i>   | <i>What music might you listen to when you are happy or sad?</i>   | <i>When should we play music?</i>  |
| <b>Music Appreciation The 90s!</b>       | Madonna   | The Spice Girls  | Seal   |

| Knowing More. Remembering More. Applying More!<br>Assessment in Foundation Subjects - Music (Year 4)  |   |   |  |          |             |            |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |
|---|---|---|--|----------|-------------|------------|-------|------------|--------|-------|---------|-----------|-------|------|-------------|------------|-------|----------|----------|---------|-------------|---------|------|---------|
| Teachers to assess how well children have learned the required knowledge at the end of each term.<br>Working Towards (WTS)   Expected (EXS)   Greater Depth (GDS) |   |   |  |          |             |            |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |
|   | <b>Autumn Term</b><br>Read, Write, Hear, playing and exploring<br><br><u>Soundscapes and the elements</u>   | <b>Spring Term</b><br>Singing and Performing<br><br><u>Class Choir 2</u>  | <b>Summer Term</b><br>Listening and Appraising<br><br><u>Descriptive Music: The Planets Suite</u>  |          |             |            |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |
| <b>Disciplinary Knowledge</b>   | <ul style="list-style-type: none"><li>The 5 elements of a piece of music: dynamics, rhythm, structure, instrumentation, texture.</li><li>A soundscape is using sounds to describe a place, thing or time.</li><li>The four main families of instruments - woodwind, brass, percussion and strings.</li></ul>  | <ul style="list-style-type: none"><li>A round is where everyone sings or plays the same tune but starts at different times.</li><li>Dynamics are volume instructions.</li><li>Different types of pop music.</li></ul> | <ul style="list-style-type: none"><li>The musical features of each piece of music from The Planets Suite</li></ul>   |          |             |            |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |
| <b>Substantive Knowledge</b>  | <ul style="list-style-type: none"><li>How to read a time signature (4/4)</li><li>How to write and play a 4 bar phrase with the 5 elements.</li><li>How to play a soundscape.</li><li>How to compose a rhythm.</li></ul>   | <ul style="list-style-type: none"><li>How to tell a story through singing</li><li>How to sing in a round</li><li>How to read dynamics when singing</li></ul>  | <ul style="list-style-type: none"><li>Know how the music describes the theme or topic.</li><li>How to recognise orchestra instruments.</li></ul>   |          |             |            |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |
| <b>Genre / Composer / Piece of music</b>  | Jurassic Park by John Williams<br>Harry Potter by John Williams<br>Peter and the Wolf by Prokofiev  | 1. Row your boat<br>2. Namuma<br>3. Kye Kye Kule<br>4. Our Dusbin<br>5. Hear the Wind<br>6. World in Union<br>7. When children rule the world<br>8. Read all about it Pt. III   | <b>The Planets by Gustav Holst</b><br>Mercury - Winged Messenger<br>Venus - Bringer of Peace<br>Mars - Bringer of War<br>Jupiter - Bringer of Jollity<br>Saturn - Bringer of Old Age   |          |             |            |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |
| <b>Key vocabulary</b>   | <b>Elements:</b><br>1. <b>Dynamics:</b> volume<br>2. <b>Tempo:</b> speed<br>3. <b>Structure:</b> the order things are played in<br>4. <b>Texture:</b> playing together or separately<br>5. <b>Instrumentation:</b> instruments used<br><br><b>Instruments:</b> Strings, Brass, Woodwind, Percussion, Trumpet, Clarinet, Violin, Xylophone<br><b>Notes:</b> semibreve, minim, crotchet, quaver | <b>Blending</b> : making our voices sound like one big voice<br><b>Gesture</b> : actions<br><b>Thick texture</b> : lots of instruments playing together<br><b>Thin texture</b> : a few instruments playing together   | Piano, Mezzo Piano<br>Forte, Mezzo Forte   |          |             |            |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |
|   |   |   | <table><tr><th>Strings</th><th>Woodwind</th><th>Brass</th><th>Percussion</th></tr><tr><td>Violin</td><td>Flute</td><td>Trumpet</td><td>Xylophone</td></tr><tr><td>Viola</td><td>Oboe</td><td>French Horn</td><td>Tambourine</td></tr><tr><td>Cello</td><td>Clarinet</td><td>Trombone</td><td>Cymbals</td></tr><tr><td>Double Bass</td><td>Bassoon</td><td>Tuba</td><td>Timpani</td></tr></table> |          | Strings     | Woodwind   | Brass | Percussion | Violin | Flute | Trumpet | Xylophone | Viola | Oboe | French Horn | Tambourine | Cello | Clarinet | Trombone | Cymbals | Double Bass | Bassoon | Tuba | Timpani |
|   |   |   | Strings  | Woodwind | Brass       | Percussion |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |
|   |   |   | Violin   | Flute    | Trumpet     | Xylophone  |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |
|   |   |   | Viola  | Oboe     | French Horn | Tambourine |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |
| Cello   | Clarinet  | Trombone  | Cymbals  |          |             |            |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |
| Double Bass   | Bassoon   | Tuba  | Timpani  |          |             |            |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |
|   |   |   |  |          |             |            |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |
|   |   |   |  |          |             |            |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |
|   |   |   |  |          |             |            |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |
| <b>Spiritual Spark</b>  | Does Music have to be created by people or can it be natural?   | What does music make you think of?  | Why do people listen to music?   |          |             |            |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |
| <b>Music Appreciation</b><br>The 80s!   | Michael Jackson   | Spandau Ballet  | Elton John   |          |             |            |       |            |        |       |         |           |       |      |             |            |       |          |          |         |             |         |      |         |

| Knowing More. Remembering More. Applying More!<br>Assessment in Foundation Subjects - Music (Year 5)  |  |  |   |   |
|---|--|--|---|---|
| Teachers to assess how well children have learned the required knowledge at the end of each term.<br>Working Towards (WTS)   Expected (EXS)   Greater Depth (GDS) |  |  |   |   |
|   | <b><u>Autumn Term</u></b><br>Read, Write, Hear, playing and exploring<br><br><u>Reading and Composing Music 2</u>  | <b><u>Spring Term</u></b><br>Singing and Performing<br><br><u>British Choral Tradition 1</u>   | <b><u>Summer Term</u></b><br>Listening and Appraising<br><br><u>World Music: Latin</u>  |  |
| <b>Disciplinary knowledge</b>   | <ul style="list-style-type: none"> <li>The notes on the treble clef EFGABCD</li> <li>A pentatonic scale is where just 5 notes are used in the whole piece of music.</li> <li>The binary structure of music.</li> </ul>   | <ul style="list-style-type: none"> <li>A round is where everyone sings or plays the same tune but starts at different times.</li> <li>Dynamics are volume instructions.</li> <li>Different types of pop music.</li> </ul>  | <ul style="list-style-type: none"> <li>Latin music from Spain and South America.</li> <li>The difference between Latin and UK pop is Latin uses more percussion – guiros, claves, maracas, castanets.</li> </ul>                            |   |
| <b>Substantive knowledge</b>  | <ul style="list-style-type: none"> <li>How to compose a piece of music</li> <li>How to play as an ensemble (together with others).</li> </ul>  | <ul style="list-style-type: none"> <li>How to tell a story through singing</li> <li>How to sing in a round</li> <li>How to read dynamics when singing</li> </ul>   | <ul style="list-style-type: none"> <li>How to compare Latin music with UK pop.</li> <li>How to recognise and play samba rhythms.</li> <li>How to recognise a variety of percussion instruments.</li> </ul>                                  |   |
| <b>Genre / Composer / Piece of music</b>  | A ram sam sam<br>Kye Kay Kule<br>Amazing Grace   | 1. Row your boat<br>2. O Danny Boy<br>3. Four White Horses<br>4. Dipidu<br>5. Drunken Sailor<br>6. A million dreams<br>7. Hold back the river  | America from West Side Story  |  |
| <b>Key vocabulary</b>   | Stave, Scale, Melody, Timbre<br><br><b>Binary:</b> music in 2 sections<br><br><b>Pentatonic:</b> a scale where only 5 different notes are used in the whole piece of music<br><br><b>Texture:</b> playing together or separately<br><br><b>Notes:</b> Crotchet Minim Semibreve Quaver Semiquaver, rest | <b>Accessible</b> : music that is catchy and easy for everyone to sing<br><b>Retraction</b> : opening your throat so your voice sounds big and loud<br><b>Phrasing</b> : musical sentences<br><b>Monophony</b> : just one sound<br><b>Polyphony</b> : lots of sounds | Latin percussion: <b>Guiro</b><br><b>Claves</b><br><b>Maracas</b><br><b>Castanets</b><br><br><b>Syncopation:</b> Off-beat rhythm where the weaker beats are stronger<br><b>Layering:</b> Adding layers of instruments or rhythms gradually. |   |
| <b>Spiritual Spark</b>  | <i>How do people show emotions through their choice of music?</i>  | Why do we have different styles of music?  | Can we feel the same about music if it is in a different language?  |   |
| <b>Music Appreciation The 70s!</b>  | David Bowie  | Queen  | Diana Ross  |   |

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|--|--|---|--|
| Teachers to assess how well children have learned the required knowledge at the end of each term.<br><b>Working Towards (WTS)</b> <b>Expected (EXS)</b> <b>Greater Depth (GDS)</b> |  |   |  |
|  | <b><u>Autumn Term</u></b><br><b>Read, Write, Hear, playing and exploring</b><br><br><u>Working with sounds</u>   | <b><u>Spring Term</u></b><br><b>Singing and Performing</b><br><br><u>British Choral Tradition 2</u>   | <b><u>Summer Term</u></b><br><b>Listening and Appraising</b><br><br><u>Music Through Time</u>  |
| <b>Disciplinary knowledge</b>  | <ul style="list-style-type: none"> <li>To compose a piece of descriptive music.</li> <li>The elements of music: DR SMITH</li> <li>How to use different sounds for descriptive music.</li> </ul>  | <ul style="list-style-type: none"> <li>A round is where everyone sings or plays the same tune but starts at different times.</li> <li>Dynamics are volume instructions.</li> <li>Different types of pop music.</li> </ul> | <ul style="list-style-type: none"> <li>To compare eras of music with modern:<br/> Renaissance: 1400 - 1600<br/> Baroque: 1600 - 1750<br/> Classical: 1750 - 1825<br/> Romantic: 1825 - 1900<br/> 20th Century: 1900 - 2000 </li> </ul>   |
| <b>Substantive knowledge</b>   | <ul style="list-style-type: none"> <li>How to follow a melody in the treble clef.</li> <li>How to compose a piece of music.</li> <li>How to recognise the elements of music (DR SMITH) when listening to descriptive music.</li> </ul>   | <ul style="list-style-type: none"> <li>How to tell a story through singing.</li> <li>How to sing in a round.</li> <li>How to read dynamics when singing.</li> </ul>   | <ul style="list-style-type: none"> <li>How to compare musical eras.</li> <li>How to recognise eras of music through the use of instruments.</li> </ul>   |
| <b>Genre / Composer / Piece of music</b>   | Danse Macabre by Camille Saint-Saëns<br>Mars - God of War by Gustav Holst  | 1. Row your boat<br>2. O Danny Boy<br>3. Drunken Sailor<br>4. We are the champions<br>5. Siyahamba<br>6. Somewhere over the rainbow<br>7. Stand by me<br>8. How Far I'll go<br>9. Africa                                  | Renaissance: <b>Greensleeves</b> by Henry VIII<br>Baroque: <b>Toccata &amp; Fugue</b> by Bach<br>Classical: <b>Twinkle Twinkle Little Star</b> by Mozart<br>Romantic: <b>In The Hall Of The Mountain King</b> by Grieg<br>20 <sup>th</sup> Century: <b>The Entertainer</b> by Scott Joplin |
| <b>Key vocabulary</b>  | DR SMITH: <u>Dynamics</u> (volume)<br><u>Rhythm</u> (beat)<br><u>Structure</u> (layers of music)<br><u>Melody</u> (tune)<br><u>Instrumentation</u> (which ones?)<br><u>Texture</u> (together/separately)<br><u>Harmony</u> (different key)<br><br><b>Instruments:</b> Woodwind, percussion, brass, strings | <b>Articulation</b> : how music is played<br><b>Legato:</b> played smoothly<br><b>Staccato:</b> played separately, bouncy<br><b>Twang:</b> making the music sound bright and words sound louder than normal               | <b>Venue:</b> A play where music is performed and watched.<br><b>Phrasing:</b> The shapes and sequences of notes.<br><br>  |
| <b>Spiritual Spark</b>   | Does music that is not written down exist?   | What do you visualise when listening to music?  | Do you listen to music differently to your friends even if it is the same piece?   |
| <b>Music Appreciation</b><br>The 60s!  | Jimi Hendrix   | The Beatles   | Elvis  |