

KNOWLEDGE SEQUENCING DOCUMENT – MUSIC ELGs & NC

NATIONAL CURRICULUM / EARLY LEARNING GOALS		WHAT IS LEARNED		HOW WILL THEY LEARN THIS?	HOW DO WE KNOW IT HAS STUCK?
FS	(<i>knowledge of</i>) well known nursery rhymes and songs	FS	(<i>Simple facts about</i>) MUSICAL STYLE – <i>with a focus on Pop</i> - THE ORCHESTRA <i>with a focus on the String Section</i> - THE CLASSICAL PERIOD - The works and life story of MOZART – COMPOSERS OF LULLABIES – MUSICAL TRADITION – <i>English Folk Music</i>	Musical Storytime once a week. Spend half a term on each module. Charanga is a useful resource. https://www.classicsforkids.com/ or any other suitable website.	Class Quiz following story. Whole school ‘check’ in weekly hymn singing.
KS1	(knowledge of) a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians (NC – AIMS IN MUSIC)	1	(<i>Some knowledge of</i>) MUSICAL STYLE – <i>with a focus on Pop</i> - THE ORCHESTRA <i>with a focus on the String Section</i> - THE CLASSICAL PERIOD - The works and life story of MOZART – COMPOSERS OF LULLABIES – MUSICAL TRADITION – <i>English Folk Music</i>	Musical Storytime once a week as above	
		2	(<i>More detail about</i>) MUSICAL STYLE – <i>with a focus on Pop</i> - THE ORCHESTRA <i>with a focus on the String Section</i> - THE CLASSICAL PERIOD - The works and life story of MOZART – COMPOSERS OF LULLABIES – MUSICAL TRADITIONS – <i>English Folk Music</i>		
KS2	(knowledge of) a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians (NC – AIMS IN MUSIC) develop an understanding of the history of music. (NC – KS2)	3	(<i>Some knowledge of</i>) MUSICAL STYLE <i>with a focus on Rock</i> - THE ORCHESTRA <i>with a focus on the Brass Section</i> -THE ROMANTIC PERIOD- The works and life story of BEETHOVEN - COMPOSERS OF SHOWTUNES <i>eg Lloyd Webber</i> – MUSICAL TRADITIONS – <i>Folk Music from around the UK</i>	Musical Storytime once a week as above	
		4	(<i>More detail about</i>) MUSICAL STYLE <i>with a focus on Rock</i> - THE ORCHESTRA <i>with a focus on the Brass Section</i> -THE ROMANTIC PERIOD- The works and life story of BEETHOVEN - COMPOSERS OF SHOWTUNES <i>eg Lloyd Webber</i> - MUSICAL TRADITIONS – <i>Folk Music from around the UK</i>		
		5	<i>Some knowledge of</i>) MUSICAL STYLE <i>with a focus on Country</i> - THE ORCHESTRA <i>with a focus on the Wind and Percussion Sections</i> – THE BAROQUE PERIOD -The works and life story of BACH - COMPOSERS OF FILM SOUNDTRACKS <i>eg Williams</i> – MUSICAL TRADITIONS – <i>Folk Music from Round the World</i>		
		6	(<i>More detail about</i>). MUSICAL STYLE <i>with a focus on Country</i> - THE ORCHESTRA <i>with a focus on the Wind and Percussion Sections</i> – THE BAROQUE PERIOD -The works and life story of BACH - COMPOSERS OF FILM SOUNDTRACKS <i>eg Williams</i> – MUSICAL TRADITIONS – <i>Folk Music from Round the World</i>		

APPENDIX I:
Musical Style

Key Knowledge		Some Key Works (not limited to)	Rationale
Knowledge to be taught should include, but not be limited to the following:			
EYFS	<i>Pop</i> I have listened to some pop music. It has a catchy tune and beat. It is fun to sing and dance along to. Pop music is written by people alive today.	Appropriate songs by The Beatles. Any other appropriate pop songs from 1960s to present day.	Age appropriate and links with this term’s X Factor Competition
KS1	Y1 <i>Pop</i> I have listened to some pop music. The word ‘pop’ is short for popular. Pop music has a catchy tune and beat which makes it fun to sing and dance along to. One of the first pop groups was The Beatles in the 1960s.	Appropriate songs by The Beatles. Any other appropriate pop songs from 1960s to present day.	
	Y2 <i>Pop</i> I have listened to some pop music. The word ‘pop’ is short for popular. Pop music features simple, memorable melodies with catchy, sing-along choruses. Pop songs often have a ‘hook’ – one or more musical ideas repeated to ‘hook’ the listener in. One of the first pop groups was The Beatles in the 1960s.		
KS2	Y3 Rock I have listened to some rock music. Rock first appeared in the United States in the 1950s. In the early days it was called rock and roll. It developed from other music styles. Elvis Presley was a big rock and roll star in the 1950s. He was nicknamed the ‘King of Rock and Roll’. A rock band typically includes electric guitars, drums and a singer or singers.	Appropriate songs by Elvis Presley. Any other appropriate rock songs from 1950s to present day. Examples might include the following: Bon Jovi (Livin’ on a Prayer) Queen (Bohemian Rhapsody) Journey (Don’t Stop Believing)	
	Y4 Rock I have listened to some rock music. Rock first appeared in the United States in the 1950s. In the early days it was called rock and roll. It developed from other music styles, especially African American popular music called rhythm and blues and country music. Elvis Presley was a big rock and roll star in the 1950s. He was nicknamed the ‘King of Rock and Roll’. Back in the 1950s, teenagers were the biggest fans of rock and roll. Rock-and-roll songs expressed feelings in a way that young people thought was powerful and truthful. Many adults thought the music was too wild! A rock band typically includes electric guitars, drums and a singer or singers.		

	<p>Y5 Country I know that country music has its roots in the folk music of England, Scotland and Ireland. Settlers brought this music to North America in the 1700s and 1800s. People from the South took this music and created their own versions. Radio stations began broadcasting it in the 1920s. People called it hillbilly music until the 1940s. It then became known as country and western music. One hundred years on, it is the most popular type of music in America, and very popular in the UK too.</p>	<p>Appropriate country songs. Examples might include the following: Achy Breaky Heart by Don Von Tress Amarillo by Morning by George Strait</p>	
	<p>Y6 Country I know that country music has its roots in the folk music of England, Scotland and Ireland. Settlers brought this music to North America in the 1700s and 1800s. People from the South took this music and created their own versions. Radio stations began broadcasting it in the 1920s. People called it hillbilly music until the 1940s. It then became known as country and western music. One hundred years on, it is the most popular type of music in America, and very popular in the UK too. Many country songs are about the lives of people in rural areas and their difficulties. Early country musicians played mostly fiddles, banjos, guitars, and string basses. Later musicians added electric basses, pedal steel guitars, keyboards, and drums.</p>		

APPENDIX II:
The Orchestra

Key Knowledge Knowledge to be taught should include, but not be limited to the following:		Some Key Works (not limited to)	Rationale
EYFS	Strings I know that lots of musical instruments make up an orchestra. The instruments are grouped into families. One family is the string section. A violin is a stringed instrument. I have listened to some music played by stringed instruments.	Appropriate string music. Examples might include Mozart's String Quartets and Danse Macabre by Saint-Saens.	An appropriate starting point for learning about orchestral instruments.
KS1	Y1 Strings I know that lots of musical instruments make up an orchestra. The instruments are grouped into families. One family is the string section. The following are stringed instruments: violins, violas, cellos and double basses. I have listened to some music played by stringed instruments.		
	Y2 Strings I know that lots of musical instruments make up an orchestra. The instruments are grouped into families. One family is the string section. The following are stringed instruments: violins, violas, cellos and double basses. Stringed instruments can be bowed and plucked. I have listened to some music played by stringed instruments. I know that Mozart composed a lot of music for strings.		
KS2	Y3 Brass I know that lots of musical instruments make up an orchestra. The instruments are grouped into families. One family is the brass section. This includes the trumpet, tuba, trombone, French horn, bugle and cornet. These instruments are made of brass. They are played by pressing the lips up against the mouthpiece and blowing, creating a vibration. I have listened to some music played by brass instruments.	Appropriate brass music. Examples might include Mozart's horn concertos and recordings by famous brass bands.	Y3/4 children learn to play the trumpet; hence the study of brass instruments is an obvious choice.
	Y4 Brass I know that lots of musical instruments make up an orchestra. The instruments are grouped into families. One family is the brass section. This includes the trumpet, tuba, trombone, French horn, bugle and cornet. These instruments are made of brass. They are played by pressing the lips up against the mouthpiece and blowing, creating a vibration. I have listened to some music played by brass instruments. Brass music is played in big bands and classical orchestras. Brass		

	instruments also play in marching band. They can be played loudly and carried while marching.		
	Y5 Wind, or woodwind, instruments are a section or family of the orchestra. A woodwind instrument can be made of any material, not just wood. Examples of wind instruments are flutes, clarinets, oboes, saxophones and piccolos. I have listened to some music played by wind instruments. The percussion section is another family of musical instruments. Percussion instruments are played by hitting or shaking. Some can play tunes and are known as ‘tuned percussion’. Examples include timpani, xylophone and glockenspiel. ‘Untuned’ percussion instruments include drums, tambourines and cymbals. I have listened to some music played by percussion instruments.	Appropriate wind music and music featuring percussion instruments. Examples of wind music might include Mozart’s Flute Concerto, Bach’s Oboe Concerto, Mozart’s Clarinet Concerto. Examples of percussion music might include pieces performed by deaf Scottish percussionist Evelyn Glennie; and pieces performed by various percussion ensembles.	Final sections of the orchestra – this completes the study.
	Y6 I know that wind, or woodwind, instruments are a section or family of the orchestra. A woodwind instrument can be made of any material, not just wood. Examples of wind instruments are flutes, clarinets, oboes, saxophones and piccolos. All wind instruments produce sound by splitting the air blown into them on a sharp edge, such as a reed. I have listened to some music played by wind instruments. The percussion section is another family of musical instruments. Percussion instruments are played by hitting or shaking. Some can play tunes and are known as ‘tuned percussion’. Examples include timpani, xylophone and glockenspiel. ‘Untuned’ percussion instruments include drums, tambourines and cymbals. I have listened to some music played by percussion instruments. However, older music does not often use much percussion. Most music for orchestra by composers such as Mozart, Beethoven and Bach only use the timpani.		

APPENDIX II
The Classical Period

Key Knowledge		Some Key Works (not limited to)	Rationale
Knowledge to be taught should include, but not be limited to the following:			
<u>EYFS</u>	I can tell a short story about Mozart. I might be able to talk about one of his compositions.	Works by Mozart, including: Eine Kleine Nachtmusik The Magic Flute The Marriage of Figaro	Mozart is widely regarded as one of the greatest composers who ever lived. He is the only composer to write and excel in all of the musical genres of his time. Rumoured to have had the ability to play music at age three and to write music at age five, Mozart began his career as a child prodigy. Younger children will enjoy the fact that Mozart was as young as them when he
<u>KS1</u>	Year 1 I know that Mozart lived a long time ago. He played many instruments, conducted orchestras and composed many pieces. I have listened to some music by Mozart.		
	Year 2 I know that Mozart lived in the 1700s. He played many instruments, conducted orchestras and composed many pieces. He lived in the Classical Music Period. I have listened to some music by Mozart.		

			began to make music.
<u>KS2</u>	Y3 I know that Beethoven was a German composer who was born in the 1700s and died in the 1800s. He famously became deaf but continued to compose music. He lived in the Classical Music Period. He is most famous for composing nine symphonies. I have listened to some music by Beethoven.	Works by Beethoven, including: Moonlight Sonata Symphony Number 9 Für Elise	Beethoven is widely regarded as one of the greatest composers who ever lived. He expanded the Classical traditions of Wolfgang Amadeus Mozart. The children will be interested in the fact that Beethoven's life and career were marked by progressive deafness – yet still he kept composing.
	Y4 I know that Beethoven was a German composer who was born in 1770 and died in 1827. He famously became deaf but continued to compose music. He lived in the Classical Music Period. Music from this period is orderly, balanced and clear. Beethoven is most famous for composing nine symphonies. I have listened to some music by Beethoven.		

	<p>Y5 I know that Bach was a German organist and composer who was born in 1685 and died in 1750. He lived during the Baroque period of music, which came just before the Classical period during which Mozart and Beethoven were active. He composed many pieces for orchestras, as well as for other solo instruments including the organ.</p>	<p>Works by Bach including: Toccata and Fugue D minor, Air on the G string, Brandenburg concertos and Sheep May Safely Graze</p>	<p>Bach is widely regarded as one of the greatest composers who ever lived. He also excelled as an organist. He pre-dates Mozart and Beethoven; he was part of the Baroque period of music. The older children should embrace the challenge of listening to music composed earlier than that created by Mozart and Beethoven.</p>
	<p>Y6 I know that Johann Sebastian Bach was a German organist and composer who was born in 1685 and died in 1750. He lived during the Baroque period of music, which began around 1600 and ended around 1750. Music became more expressive in the Baroque period. Bach composed many pieces for solo instruments and the full orchestra. Some of his most famous works were concertos. A concerto is a musical composition for a solo instrument or instruments accompanied by an orchestra.</p>		

APPENDIX IV
Historical Periods

Key Knowledge Knowledge to be taught should include, but not be limited to the following:		Some Key Works (not limited to)	Rationale
<u>EYFS</u>	<i>Classical</i> I know that some music was written a long time ago. Music written by composers such as Mozart belonged to a period of time called the Classical period. I have listened to some music from the Classical period	Music by Classical composers, including Mozart and Haydn.	Age appropriate and accessible for younger children.
<u>KS1</u>	Y1 <i>Classical</i> I know that some music was written a long time ago. Music written around 300 years ago was written in what we call the Classical period. Classical composers include Wolfgang Amadeus Mozart.		
	Y2 <i>Classical</i> I know that some music was written a long time ago. Music written between 1750 and 1820 was written in what we call the Classical Period. Classical composers include Wolfgang Amadeus Mozart and Joseph Haydn, who were both Austrian. Classical music has a simple and clear tune. It includes lots of loud and soft music. I have listened to some music from the Classical period.		
<u>KS2</u>	Y3 <i>Romantic</i> I know that the Romantic period of music came after the Classical period. It includes music written between 1820 and 1920. Romantic composers wrote music to express their feelings, which included both love and hate. Beethoven was the first Romantic composer. I have listened to some music from the Romantic period.	Music by Romantic composers, including Beethoven.	Chronologically sensible choice of historical period.

	<p>Y4 <i>Romantic</i> I know that the Romantic period of music came after the Classical period. It includes music written between 1820 and 1920. Romantic composers wrote music to express their feelings, which included both love and hate. Earlier music was written for the church or for entertainment. Romantic composers did not worry about the church or about entertainment. They were absorbed in their emotions musically. Beethoven was the first Romantic composer. The audience was shocked by some of his work! I have listened to some music from the Romantic Period.</p>		
	<p>Y5 <i>Baroque</i> I know that the Baroque period of music started around 1600 and ended in 1750, the year that Bach died. Baroque composers almost always wrote music for the harpsichord, which was an early version of the piano. The orchestra was still developing during the Baroque Period and it was quite small. Baroque composers were famous for writing concertos, which are pieces for an orchestra and solo instrument. I have listened to some music from the Baroque period.</p>	<p>Music by Baroque composers, including Bach and Vivaldi.</p>	<p>Early music is more difficult to access and therefore better suited to Y5/6 than other younger year groups.</p>
	<p>Y6 <i>Baroque</i> I know that the Baroque period of music started around 1600 and ended in 1750, the year that Bach died. Baroque composers almost always wrote music for the harpsichord, which was an early version of the piano. It would be used as either a solo instrument, or as an instrument to accompany others. The orchestra was still developing during the Baroque Period and it was quite small. The only percussion instruments that were used were the timpani. Baroque composers were famous for writing concertos, which are pieces for an orchestra and solo instrument. I have listened to some music from the Baroque period.</p>		

APPENDIX V
Musical Genres

Key Knowledge		Some Key Works (not limited to)	Rationale
Knowledge to be taught should include, but not be limited to the following:			
<u>EYFS</u>	FS <i>Lullabies</i> I have listened to lullabies composed by Mozart and others. Lullabies are music to help babies and little children get to sleep.	Twinkle, Twinkle Rock-a-by Baby Lullaby by Johannes Brahms	Age-appropriate and links closely to previous study relating to Mozart.
<u>KS1</u>	<p>Y1 <i>Lullabies</i> I know that a lullaby is a song or piece of music that is gentle and quiet. It helps soothe little children when they are trying to fall asleep. Mozart wrote some lullabies. Johannes Brahms also wrote a very famous lullaby that often plays on mobiles on babies' cots!</p> <p>Y2 <i>Lullabies</i> I know that a lullaby is a song or piece of music that is gentle, quiet, slow and rhythmic. It helps soothe little children when they are trying to fall asleep. Mozart wrote some lullabies. Johannes Brahms also wrote a very famous lullaby that often plays on mobiles on babies' cots! Other famous composers of lullabies include a French composer called Debussy, who lived about a hundred years after Mozart.</p>		
<u>KS2</u>	<p>Y3 <i>Show Tunes</i> I know that a show tune is a song from a theatre production that tells a story. A famous English show tune composer is Lord Andrew Lloyd Webber. He is still alive today so is a modern composer. He has written the music for fifteen theatre shows and won many awards. His productions include Joseph and the Amazing Technicolor Dreamcoat. The songs tell a Bible story.</p> <p>Y4 <i>Show Tunes</i> I know that a show tune is a song from a theatre production that tells a story. A famous English show tune composer is Lord Andrew Lloyd Webber. He is still alive today so is a modern composer. His music is therefore very different to that of Beethoven's, who lived around two hundred and fifty years ago! He has written the music for fifteen theatre shows and won many awards. His productions include Joseph and the Amazing Technicolor Dreamcoat. The songs tell a Bible story. Every song captures the mood of the story – so if the story is sad, the music is slow and in a minor key. If it's happy, the music is faster and in a major key.</p>	Joseph and The Amazing Technicolor Dreamcoat	Age-appropriate and complements Songs From The Shows project that runs concurrently.

	<p><i>Y5 Soundtracks</i> I know that John Williams is a living American composer and conductor who is 90 years old – a modern composer, unlike Bach, who lived around four hundred years ago! He composed many soundtracks for blockbuster films such as Harry Potter and Star Wars.</p> <p>A soundtrack is recorded music that complements the action in the film. The music can create moods such as sadness, and happiness. If the mood is sad, the music is likely to be in a minor key and slow. If the mood is happy, the music is likely to be in a major key and faster.</p>	<p>Soundtracks from Harry Potter, Star Wars, Jurassic Park, ET.</p>	
	<p><i>Y6 Soundtracks</i> I know that John Williams is a living American composer and conductor who was born in 1932. He is 90 years old. He is a modern composer, unlike Bach, who lived around four hundred years ago in the Baroque period. He composed many soundtracks for blockbuster films such as Harry Potter and Star Wars. A soundtrack is recorded music that complements the action in the film. The music can create moods such as sadness and happiness. If the mood is sad, the music is likely to be in a minor key and slow. If the mood is happy, the music is likely to be in a major key and faster. Soundtracks often help to create tension in a film too. The composer creates this by using a variety of techniques such as dissonance (when musical notes are made to ‘clash’), dynamics (louds and softs) and syncopation (when rhythms are deliberately off beat).</p>		

APPENDIX VI
Musical Tradition

Key Knowledge		Some Key Works (not limited to)	Rationale
Knowledge to be taught should include, but not be limited to the following:			
<u>EYFS</u>	FS <i>English Folk Music</i> I know that folk music is played or sung by ordinary people. People learn it by listening to other people and then copying them. I know some English folk tunes.	Nursery Rhymes Early One Morning Froggy Went A-Courting On Ilkley Moor Bah'tat My Grandfather's Clock Don't Dilly Dally	Age-appropriate and complements work on cultural capital.
<u>KS1</u>	Y1 <i>English Folk Music</i> I know that folk music is played or sung by ordinary people, not professional musicians. We say that it is 'traditional' music, which means that it was created a long time ago. People would sing a song or play a tune and others would copy. The music would pass from one village to another. I know some English folk tunes.		
	Y2 <i>English Folk Music</i> I know that folk music is played or sung by ordinary people, not professional musicians. We say that it is 'traditional' music, which means that it was created a long time ago. People would sing a song or play a tune and others would copy. The music would pass from one village to another. People would dance to folk music. In England, people would dance to the following instruments: violin (known as the fiddle in folk music), guitar, flute and whistle. I know some English folk tunes.		
<u>KS2</u>	Y3 <i>Folk Music from Around the UK</i> I know that folk music was written a long time ago and is played or sung by ordinary people, not by professional musicians. Traditional English folk music is often played by the fiddle (another name for the violin), guitar, flute and whistle. Scottish folk music is often played by bagpipes. Irish folk music is often played by the fiddle (another name for the violin), tin whistle, flute and a type of bagpipes. Welsh folk songs are often accompanied by the harp.	Scarborough Fair Greensleeves The Bonny Banks of Loch Lomond Auld Lang Syne Riverdance Danny Boy Cwm Rhondda	Age appropriate and culminates in end of year performance for parents.
	Y4 <i>Folk Music from Around the UK</i> I know that folk music was written a long time ago and is played or sung by ordinary people, not by professional musicians. Traditional English folk music is often played by the fiddle (another name for the violin), guitar, flute and whistle. English folk music includes sea shanties, jigs and hornpipes. Scottish folk music is		

	<p>often played by bagpipes. In Scotland, folk music can often be heard as part of the lively ceildh. Irish folk music is often played by the fiddle (another name for the violin), tin whistle, flute and a type of bagpipes. Irish folk music is heard in the famous Riverdance. The Welsh are famous for singing folk songs in harmony. They are often accompanied by the harp.</p>		
	<p><i>Y5 Folk Music from Around the World</i> I know that every country has its own folk music and that each is very different from the other. Folk music represents a country's culture. The general principles of folk music are that it is quite simple and often played by unusual instruments. Folk music is often danced to, and often played outside for anyone to watch and listen to. Folk musicians tend to be ordinary people rather than paid professionals. I have learned and listened to some folk songs from all around the world.</p>	<p>Frere Jacques Alouette If You'd Dance... Pick a bale of cotton A cun chi Senwa de dende Si si dolada</p>	
	<p><i>Y6 Folk Music from Around the World</i> I know that every country has its own folk music and that each is very different from the other. Folk music represents a country's culture. The general principles of folk music are that it is quite simple and often played by unusual instruments. Folk music is often danced to, and often played outside for anyone to watch and listen to. Folk musicians tend to be ordinary people rather than paid professionals. I have learned and listened to some folk songs from all around the world. I can describe the musical structure and harmonies of some of these pieces.</p>		