

**Music Golden Threads and Sticky knowledge**

Buttercups	Poppy	Willow	Oakwood
Exploring sound Celebration music Music and movement Musical stories Big band	Pulse and rhythm African call and response song Classical music, dynamics and tempo Orchestral instruments Musical Vocabulary Musical me Timbre and rhythmic patterns Dynamics, timbre, tempo and motifs Pitch and tempo On this island: British songs and sounds Vocal and body sounds: (Theme: By the sea) Myths and Legends	Ballads Body and tuned percussion Creating compositions in response to an animation Rock and roll Developing singing technique Changes in pitch, tempo and dynamics Pentatonic melodies and composition Haiku, music and performance Jazz Samba and carnival sounds and instruments Traditional instruments and improvisation Adapting and transposing motifs	Composition notation Advanced rhythms Blues Dynamics, pitch and tempo South and West Africa Songs of WW2 Composition to represent the festival of colour Film music Looping and remixing Theme and Variations Musical theatre Composing and performing a Leavers' Song

**Golden Thread:**

1. Composition
2. Performance
3. Listening

**Sticky Knowledge linked to the Golden Threads**

Buttercups – Reception

	Autumn	Spring	Summer
Composition	Selecting classroom objects to use as instruments	Experimenting with body percussion and vocal sounds to respond to music.	
Performance	Using their voices to join in with well-known songs from memory.	Moving to music with instruction to perform actions.	Stopping and starting playing at the right time.
Listening	Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.	Considering whether a piece of music has a fast, moderate or slow tempo.	Listening to sounds and identifying high and low pitch.

Poppy – Year 1/2

	Autumn		Spring		Summer	
Composition			Choosing dynamics, tempo and timbre for a piece of music		Successfully combining and layering several instrumental and vocal patterns within a given structure.	
Performance		Copying back short rhythmic and melodic phrases on percussion instruments.		Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).		Copying longer rhythmic patterns on untuned percussion instruments,

						keeping a steady pulse.
Listening	Understanding that different types of sounds are called timbres.		Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).	Recognising timbre changes in music they listen to.		Beginning to use musical vocabulary to describe music.

Willow – Year 3/4

	Autumn		Spring		Summer	
Composition		Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.		Suggesting improvements to others' work, using musical vocabulary.		Creating a piece of music with at least four different layers and a clear structure.
Performance		Singing and playing in time with peers with accuracy and awareness of their part in the group performance	Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.		Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.	

Listening	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).		Identifying gradual dynamic and tempo changes within a piece of music.		Recognising and explaining the changes within a piece of music using musical vocabulary	Identifying scaled dynamics (crescendo/decelcendo) within a piece of music.
-----------	---	--	--	--	---	---

Oakwood - Year 5/6

	Autumn		Spring		Summer	
Composition		Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.		Constructively critique their own and others' work, using musical vocabulary.		Constructively critique their own and others' work, using musical vocabulary.
Performance	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.		Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and		Performing with accuracy and fluency from graphic and staff notation and from their own notation.	

			communicating with the group.			
Listening	Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.				Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	