



UKS2 Music Curriculum and Knowledge Map



Key Stage 3

Consolidate Previous Learning

- To be able to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians
- To recap pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

- I can explain that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten (Advancing)
- I can represent changes in pitch, dynamics and texture using graphic notation, justifying my choices (Advancing)
- I can perform with accuracy and fluency from graphic and staff notation and from their own notation (Deep)

Pentecost 1 – Composing and performing a Leavers' song

- I summarise chord progression and know that it is a sequence of chords that repeat through a song (Deep)
- I can draw conclusions and explain that a melody can be adapted by changing its dynamics, pitch or tempo. (Deep)
- I can relate and give reasons that chord progressions are represented in Roman Numerals (Deep)

Pentecost 2 – Theme and variations (Theme: Pop Art)

Lent 1/2 – Film Music

- I can apply with accuracy, a performance from graphic and staff notation (Deep)
- I can compare and contrast 'major' key signatures and 'minor' key signatures and their effects on the listener (Advancing)
- I can explain that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.

- I can apply knowledge and perform with accuracy (Advancing)
- I can summarise some war time music examples from the teaching (Deep)
- I can relate how the Solfa syllables represent the pitches in an octave. (Deep)
- I can explain what a counter-melody is and how it is different to harmony (Advancing)

Advent 2 – Songs of World War 2

- I can research dance music; I can explain that is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. (Adv, Deep)
- I can explain ostinato (Advancing)
- I can give an overview of what a remix is (Advancing)

Year 6

Advent 1 – Dynamics, Pitch and texture

- I can give reasons whilst critiquing others' work, using musical vocabulary (Advancing)
- I can apply knowledge to compose a multi-layered piece of music (Advancing)
- I can explain how texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. (Advancing)

Pentecost 2 - Looping and Remixing

- I can describe vocal composition and understand that varying effects can be created using only your voice (Basic)
- I can describe why human voices have their own individual timbre, and that this can be adapted by using the voice (Basic)
- I can demonstrate the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score (Advancing)

Pentecost 1 Compositions – Festival of colour (Holi)

Lent South & West Africa – A Capella

Advent 2 Blues

- I can define a chord (is the layering of several pitches played at the same time). (Basic)
- I can describe what a 12-bar Blues is (Basic)
- I can give an overview of what 'blues' music aims to do (Advancing)

- I can name similarities and differences between songs in English and other languages (Basic)
- I can give an overview why; 'The Click Song' is a traditional song sung in the Xhosa language (Advancing)
- I can explain that major chords create a bright, happy sound (Advancing)

Advent 1 Composition Notation - Egyptians

- I know that simple pictures can be used to represent the structure (organisation) of music. (Basic)
- I can describe that a slow tempo and a minor key (pitch) can be used to make music sound sad. (Basic)
- I can describe that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. (Basic)

Year 5

LKS2

Consolidate Previous Learning