



Lyppard Lock-Ins Music



Lyppard Lock-ins represent the key disciplinary knowledge and substantive skills which we target for retrieval and assessment purposes. They are drawn from the full progression documents provided in Kapow. In addition to the lock-ins, all pupils are also working on listening, appraising, performing, composing, improvising and notation, which also build progressively.

EYFS

The EYFS framework is structured around seven areas of learning, and music education is integrated across these areas rather than being treated as a standalone subject. The focus is on developing skills that will support children's musical abilities as they progress into Key Stage 1 and beyond.

Key Learning Objectives

- Singing and Vocal Skills:** Children are encouraged to sing a variety of songs, match pitch, and express their feelings through music. They should be able to remember and sing entire songs and create their own melodies.
- Listening and Responding:** Children learn to listen attentively to sounds, express their thoughts and feelings about music, and respond to what they hear. This includes recognizing different musical elements and patterns.
- Playing Instruments:** Children are introduced to both tuned and untuned instruments, learning to play them with increasing control. This hands-on experience is crucial for developing their musical expression.
- Movement and Dance:** Music is often linked with movement, allowing children to explore rhythm and coordination through dance and physical expression.

Year 1



Unit 1- Seaside (Dynamics)

What do we want pupils to know and what do we want pupils to know how to do?

- To know that dynamics can change how someone listening feels about music by listening with concentration to short pieces of music or excerpts from longer pieces of music.
- To understand that music can be represented by pictures or symbols by reading different types of notations by moving eyes from left to right as sound occurs.
- Experiment with creating loud, soft, high and low sounds by talking about the dynamics of the music, using the vocabulary listed.

Key Vocabulary:

- Dynamics
- Soundscape
- Symbol
- volume

Linked learning:

Listening and responding- EYFS

Unit 2- Fairytales (Sound Patterns)

What do we want pupils to know and what do we want pupils to know how to do?

- To know that an instrument or rhythms pattern can represent a character in a story by selecting objects and/or instruments to create sounds to represent a given character or idea.
- To know that the voice can whisper and shout to help tell a story by relating sounds in music to real-world experiences (e.g. it sounds like squelching mud).
- To know that sections of music can be describes as loud, quiet or silent and the meaning of these terms by playing and combining sounds under the direction of the teacher.
- To recognise simple changes in dynamics and describe them by beginning to articulate how a piece of music affects them (e.g. It makes them feel sleepy, it makes them want to dance).

Key Vocabulary:

- Sound pattern
- Voice
- Character
- Dynamics

Linked learning:

Playing instruments in EYFS

Unit 3- Superheroes (Pitch)

What do we want pupils to know and what do we want pupils to know how to do?

- To know that pitch describes how high or low sounds are by talking about the pitch of music, using the correct terminology.
- To understand that music can be represented by pictures or symbols
- To recognise pitch patterns using dots by learning simple patterns and repetitions in pitch (do-re-mi).

Key Vocabulary:

- High
- Low
- Pattern
- Pitch
- Tempo

Linked learning:

Playing instruments in EYFS

Unit 4- Under the sea- Musical Symbols

What do we want pupils to know and what do we want pupils to know how to do?

- To recognise and name the following instruments: up to three instruments from group A and B. (See end of progression of skills and knowledge document for the list of instruments).
- To know that notation is read from left to right by read different types of notations by moving eyes from left to right as sound occurs.
- To demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.
- To develop an awareness of how sound is affected by the way an instrument is held.

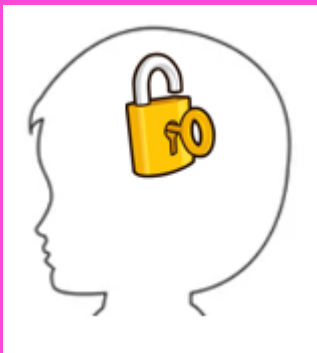
Key Vocabulary:

- Dynamics
- Pitch
- Rest
- Tempo

Linked learning:

Playing instruments in EYFS.

Year 2



Unit 1- Animals- Call and Response

What do we want pupils to know and what do we want pupils to know how to do?

- To know that dynamics can change the effect a sound has on the audience by engaging with and responding to longer pieces of music.
- To be able to recognise and name three instruments from Group A and B. Group A: claves, woodblock, drum, guiro, drum triangle. Group B: Tambourine, egg shakers, maracas, rain stick.
- To understand what call and response is in music by singing a range of call and response chants, matching the dynamic and temp they hear with accuracy.

Key Vocabulary:

- Response
- Dynamics
- Sound patterns

Unit 2- On this Island- Singing

What do we want pupils to know and what do we want pupils to know how to do?

- To talk about dynamics of the music using the vocabulary high and low and talk about the tempo of the music by using the vocabulary fast and slow and to understand the terms dynamics, pitch and tempo.
- To engage with and sing simple folk songs, chants and rhymes from memory such as naming and singing some British folk songs: My Bonnie Lies Over the Ocean, Laver's Blue and London Bridge is falling down by singing and breathing at appropriate times when singing.
- Actively engage in musical activities by listening to different music, singing, improvising and creating their own short pieces
- To know what a composer is and what a composition is by engaging and responding to music.

Key Vocabulary:

- Composer
- Composition
- Pitch
- Tempo
- Phase

Unit 3- Space- Contrasting Dynamics

What do we want pupils to know and what do we want pupils to know how to do?

- To know that sections of music can be described as fast or slow and the meaning of these terms by correctly identifying changes in dynamics.
- To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds by using their bodies and vocals.
- To give positive feedback related to the dynamics of practises and performances by beginning to acknowledge their own feelings around performance.
- To confidently read simple rhythmic patterns comprising of one-beat sounds and one-beat rests by reading different types of notations by moving eyes from left to right as sound occurs.

Key Vocabulary:

- Composer
- Pitch pattern
- Representation
- Soundscape
- Tempo



Unit 4- Myths and Legends- Structure



What do we want pupils to know and what do we want pupils to know how to do?





- To use pictorial representations to stay in time with the pulse by singing or playing and begin to read simple rhythmic patterns.
- To work collaboratively to combine different sequences of sounds with voices or instruments by either turn-taking or by playing sounds at the same time.
- To know that rhythms can be used to create structure in a piece of music by using instruments imaginatively to create soundscapes which convey a sense of place.
- To maintain a steady beat by using a thinking voice to play rhythms on an instrument.

Key Vocabulary:

- One-beat notes
- Composition
- Two half-beat notes
- Notation
- Pulse
- Rhythm

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| | <p>Linked learning: Dynamics – Seaside (Y1), Sound Patterns – Fairytales (Y1), Pitch – Superheroes (Y1), Musical Symbols – Under the Sea (Y1)</p> | <p>Linked learning: Dynamics – Seaside (Y1), Sound Patterns – Fairytales (Y1)</p> | <p>Linked learning: Dynamics – Seaside (Y1), Singing – On this Island (Y2)</p> | <p>Linked learning: Musical Symbols – Under the Sea (Y1)</p> |
| <p>Year 3</p>  | <p>Unit 1- Jazz</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> To listen to and play music by clapping in a syncopated rhythm for a style of music by understanding that 'syncopation,' means a rhythm that is played off the natural beat. To be able to discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary by understanding that music from different parts of the world and different times has different features. To sing songs in a variety of musical styles with accuracy and control' demonstrating developing vocal technique by knowing that 'scat singing' is using made-up words to create the sound of an instrument being played. <p>To know that Ragtime is piano music that uses syncopation and a fast tempo by composing a piece of music in a given style with voices and instruments.</p> <p>Unit 1- Pentatonic Melodies and Composition (Chinese New Year)</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> To know that the word 'crescendo' means a sound getting gradually louder by beginning to use musical vocabulary (related to the inter-dimensions of music). To know that some traditional music around the world is based on five notes called a 'pentatonic' scale by combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). To understand that a pentatonic melody uses only five notes C, D, E, G, A by using rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. Recognise and explain the changes within a piece of music using musical vocabulary. | <p>Unit 2- Pentatonic Melodies and Composition (Chinese New Year)</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> To know that the word 'crescendo' means a sound getting gradually louder by beginning to use musical vocabulary (related to the inter-dimensions of music). To know that some traditional music around the world is based on five notes called a 'pentatonic' scale by combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). To understand that a pentatonic melody uses only five notes C, D, E, G, A by using rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. <p>Recognise and explain the changes within a piece of music using musical vocabulary.</p> | <p>Unit 3- India- Traditional instruments and improvisations</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music by discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla' by singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note by describing the timbre, dynamics and textural details of a piece of music, both verbally and through movement. | <p>Unit 4- South Africa- Whole class instrumental</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> To know the key features of South African Gumbboot music by discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. To understand the key features of staff notation including- clefs, key signatures, time signatures, minims, semi-breves, crotchets, rests and how pitch is shown by performing from basic staff notation, incorporating rhythms and pitch and be able to identify these symbols using musical terminology. To know the correct technique for playing tuned percussion instruments by playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. |
| | <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Accuracy Crescendo Control Composition Grid notation Harmony Melody | <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Jazz Improvisations Motif Offbeat Pitch Ragtime Straight quaver Strung quaver. Swung rhythm. Syncopated rhythm Syncopation Traditional jazz | <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Drone Harmonium Improvise Melodic line Indian flue Lyrics Rag Repeated rhythm | <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Bar lines Crotchet Harmony Minim Ostinato Semibreve Time signature Treble clef |
| | <p>Linked learning: Developing singing technique- Y2 performance</p> | <p>Linked learning: Pentatonics Medlodies and Compositions- Chinese New Year</p> | <p>Linked learning: Jazz</p> | <p>Linked learning: This is the first unit in the instrumental scheme.</p> |
| <p>Year 4</p>  | <p>Unit 1- Rainforests- Body and tuned percussion.</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> To know that deciding the structure of music when composing can help us create interesting music with contrasting sections by composing a coherent piece of music in a given style with voices, bodies and instruments. To know that combining different instruments and different rhythms when we compose can | <p>Unit 2- Romans- Adapting and transposing motifs.</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> To be able to identify common features between different genres, styles and traditions of music by identifying motifs aurally and play a repeated pattern on a tuned instrument. Compose a coherent piece of music in a given style with voices, bodies and instruments. | <p>Unit 3- South America- Whole class instrumental</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> To know the history and key features of salsa music by recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. To recognise the pitches D, E, F, G, A on staff notation by understanding how to | <p>Unit 4- Egypt- Composition notation (Y5)</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> To know that simple pictures can be used to represent the structure (organisation) of music by representing the features of a piece of music using graphic notation and colours, justifying their choices with reference to musical vocabulary. To understand that a slow tempo and a minor key (pitch) |

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| | <p>create layers of sound we call 'texture'. Create a piece of music with at least four different layers and a clear structure.</p> <ul style="list-style-type: none"> To know that a 'loop' in music is a repeated melody or rhythm by developing melodies using rhythmic variation, transposition, inversion and looping. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music by identifying gradual dynamic and tempo changes within a piece of music. | <ul style="list-style-type: none"> To play melody parts on tuned instruments with accuracy and control and developing instrumental technique by knowing that transposing a melody means changing its key, making it higher or lower pitched. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dum!) by developing melodies using rhythmic variation, transposition, inversion and looping, | <p>play pitches and rhythms from staff notation without prompts.</p> <ul style="list-style-type: none"> To be able to play tuned percussion with the correct technique by playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. To recognise quavers, crotchets, minims, dotted minims and semibreves and recall how many beats each is worth. | <p>can be used to make music sound sad by selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <ul style="list-style-type: none"> To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note by using staff notation to record rhythms and melodies. To compose music appropriate tempo and pitch which matches a given stimulus by combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. |
| | <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Combine Compose Contrast Melody line Percussion Layers Loops | <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Ostinato Rhythmic notation Graphic notation Key signature Transpose | <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Dotted minim Minor key Pitch Quaver Staff notation Stave Unison | <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Stave Melody Quaver Staff notation Tempo Melodies |
| | <p>Linked learning: Traditional instruments and improvisation- India</p> | <p>Linked learning: Myths and Legends- Year 2</p> | <p>Linked learning: Whole class instrumental- South Africa</p> | <p>Linked learning: Adapting and transposing motifs- Romans</p> |
| <p>Year 5</p>  | <p>Unit 1- FAME Stage 1 (Severn Arts)</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> To know that the flute comes from the woodwind family and name other woodwind instruments. Read basic music notation: the musical stave, treble clef, bars and bar lines, time signatures, the notes B, A and G. Understand basic note values (durations): crotchet = 1 beat, minim = 2 beats, semibreve = 4 beats and the corresponding rests. | <p>Unit 2- FAME Stage 2 (Severn Arts)</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> To know basic musical dynamics including piano (p) = quiet, forte (f) = loud. Read basic rhythms in simple time (crotchet or 2 quavers=1 beat, minim=2 beats, dotted minim=3 beats, semibreve= 4 beats) with more accuracy. To know how to play the notes D', C', B, A, G on the fife/flute. | <p>Unit 3- FAME Stage 3 (Severn Arts)</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> To read basic rhythms - crotchet=1 beat, minim=2 beats, (dotted minim=3 beats), semibreve= 4 beats, quavers (1/2 beat) semiquavers (1/4 beat) with accuracy. To learn about other families of instruments – brass, string and percussion. To compose simple melodies and write them down using staff notation. To know how to play 3-5 notes on the fife with good posture, technical control and a good quality of sound. | |
| <p>Year 6</p>  | <p>Unit 1- Songs of WW2</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Discuss musical eras in context, identifying how they have influenced each other and discussing the impact of different composers on the development of musical styles by recognising and confidently discussing the stylistic features of music and relating them to other aspects of the Arts. To know that the Solfa syllables represent the pitches in an octave by performing with accuracy and fluency from graphic and staff notation and from their own notation. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes by singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody by developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. | <p>Unit 2- Blues</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Recognise and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary by knowing that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communication with the group by knowing that a 'bent note' is a note that varies in its pitch e.g. the pitch may slide up or down. To combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest by understanding that a chord is the layering of several pitches played at the same time. To confidently discuss the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time by knowing that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. | <p>Unit 3- Film Music</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> To know that a film soundtrack includes the background music and any songs in a film. Perform with accuracy and fluency from graphic and staff notation and from their own notation by understanding that major key signatures use note pitches that sound cheerful and upbeat and to also understand that minor key signatures use note pitches suggest sadness and tension. To identify how features of a song can complement one another to create a coherent overall effect by understanding that 'major' key signatures use note pitches that sound cheerful and upbeat. To record compositions using an appropriate form of notation and/or technology by understanding that film soundtrack included the background music and any song in a film performing with accuracy and fluency from graphic and staff notation and from their own notation. | <p>Unit 4- North America- Instrumental lessons</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> To know the history and key features of minimalist music by naming the key features of minimalism and work out the pitches to play from staff notation of the piece 'interlocking patterns.' To understand how to play complex melodies in two parts from staff notation without prompts by playing their part accurately in isolation and fairly accurately when combined with the other part. To be able to play tuned percussion with the correct technique by playing most pieces accurately, fluently and expressively. |
| | <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Accuracy Counter-melody Harmonise Solfa Ladder Graphic score | <p>Key Vocabulary:</p> <ul style="list-style-type: none"> 12-bar blues Ascending Scale Bent notes Descending | <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Accelerando Brass Crescendo Clashing Evoke | <p>Key Vocabulary:</p> <ul style="list-style-type: none"> EDM Harmony Interlocking phrases Layered textures. Melody |

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| | | <ul style="list-style-type: none"> • Contrast • Diaphragm • Control • Contrast | <ul style="list-style-type: none"> • Chords • Improvisation • Quavers • Scale • Sharp • Solo • Staff notation | <ul style="list-style-type: none"> • Chromatics • Orchestral • Melodic • Tremolo • Unison • Timpani • modulate | <ul style="list-style-type: none"> • Minimalist music • Ostinato • Synthesiser |
| | |  Linked learning: Dynamics, pitch and texture |  Linked learning: Composition notation (Ancient Egypt) |  Linked learning: Songs of World War 2 |  Linked learning: India (Instrumental lessons) |