

Knowledge, Skills and Understanding for Music

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The BIG Questions		<p>Amazing Animals</p> <p>The Great Outdoors</p>	<p>Can you guess what I am?</p>	<p>Can you spot the influence of a person's life story on the art that they make?</p>	<p>The Ancient Greeks: a time of civilisation or survival?</p>	<p>Is the face in the mirror the face that others see?</p>	<p>If you go down in to the woods today what would you see?</p>	<p>Can you spot where reality stops and dreams start?</p>
Listening & Appraising	<i>Knowledge</i>	<p>Sounds of different weather</p> <p>Sounds of different animals from different habitats e.g cats, birds etc</p> <p>Repertoire of songs – nursery rhymes, action songs, number and counting rhymes, circle songs and playground songs.</p> <p>How to describe sounds (e.g. loud, quiet, high, low, fast, slow)</p> <p>Instructions- first, second, finally, then, next</p>	<p>Children are able to understand what a pattern is.</p> <p>Children understand what pulse.</p> <p>Instructions- first, second, finally, then, next</p>	<p>Children know a variety of instruments and their names.</p> <p>How to describe their like and dislikes about a piece of music?</p>	<p>Recognise and discuss the purpose of the song and context within history.</p> <p>Children understand and are able to use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music.</p> <p>The children will understand and appreciate a variety of musical styles from different times and traditions.</p> <p>Continue to identify musical instruments</p> <p>Try to use accurate musical language during discussion and when describing feelings.</p>	<p>Children are able to understand what is meant by character.</p> <p>Children are able to recognise famous artists such as Beethoven, Mozart and Elgar?</p> <p>pitch, duration, timbre, dynamics, tempo</p> <p>The children will continue to recognise basic style indicators and continue to recognise different instruments.</p> <p>They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Recognise and discuss the purpose of the song and context within history.</p>	<p>Children are able to recognise different famous composers.</p> <p>They know how music reflects certain meanings, for example – use of dynamics, tempo and</p> <p>They know the difference between different genres and know their origins.</p> <p>Children are able to understand what is meant by tempo.</p> <p>Demonstrate the historic knowledge of the piece of the music.</p>	<p>Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p> <p>Children will continue to show their increasing depth of knowledge and understanding.</p>

Skills

Children can say if they like or dislike a piece of music.	Children can form an opinion to express how they feel about a piece of music.	Children can begin to make suggestions about how they would improve/enhance a piece of music.	Children can explain how their work has been improved. Children can begin to talk about why music has been used by different cultures throughout history.	Children can explain how their work has been improved and why they have chosen that improvement Children can begin to talk about and form an opinion about music from a variety of composers.	Children can explain why they think their music is successful or unsuccessful. Children can suggest improvements to others' work. Children can begin to evaluate their own or others music.	Children can offer detailed opinions of the specific features of a piece of music.
Children can identify and distinguish environmental sounds.	Children can recognise different sounds and patterns in a piece of music.	Children can listen out for particular features/patterns when listening to music. Children can begin to associate sounds they hear with instruments	Children can recognise the work of at least one famous composer and some of the instruments and patterns within that piece.	Children can explain why silence is used in a piece of music and say what effect it has.	Pupils can listen to and recall a range of sounds and patterns of sounds confidently. Pupils can begin to identify the relationship between sounds and how music can reflect different meanings Pupils can listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	Children can evaluate how the venue, occasion and purpose affects the way a piece of music is created.
Children can begin to describe the sounds.	Children can tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds. Children can describe how sounds are made and changed.	Pupils can respond to different moods in music and explain thinking about changes in sound. Children can they begin to recognise	Children can use musical words (the elements of music) to describe a piece of music and compositions.	Children can describe and identify the different purposes of music. Children can use musical words to describe a piece of	Can they describe and compare music using complex musical vocabulary.	

		Can they respond to different moods in music and say how a piece of music makes them feel	changes in timbre, dynamics and pitch?		music and composition. Children can start to identify the character of a piece of music.			
		Children can hear the pulse in a piece music	Children can independently identify the pulse in a piece of music and tap along. Pupils understand that the speed of the beat can change, creating a faster or slower pace (tempo).	Children can begin to internalise the pulse in a piece of music.	Children are more confident in being able to recognise the pulse in a piece of music.	Children can use their knowledge of pulse to talk about the tempo of a piece of music.		
		Children can follow simple instructions about when to play.	Children can follow a more complex set of instructions about when to play.	Pupils can begin to respond accordingly to a complex set of musical instructions.				
Performing	Extension	<i>(GD) Children can identify reasons why they like some music more than others.</i>	<i>(GD) Children can identify what different sounds could represent and give a reason why. Children can identify texture - listening for whether there is more than one sound at the same time.</i> <i>Children can identify musical structure in a piece of music (verse, chorus etc.)</i>	<i>(GD) Children can tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</i>	<i>(GD) Children can recognise changes in sounds that move incrementally and more dramatically</i> <i>Children can compare repetition, contrast and variation within a piece of music?</i>	<i>(GD) Children identify how a change in timbre can change the effect of a piece of music.</i>	<i>(GD) Children can explain how tempo changes the character of music.</i> <i>Children can identify where a gradual change in dynamics has helped to shape a phrase of music.</i>	<i>(GD) Children can appraise the introductions, interludes and endings for songs and compositions they have created</i>
	Skills	Children can use their voice to speak/sing/chant. Children join in with the class as they sing.	Pupils can sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions	Can they sing songs as an ensemble following the tune (melody) well?	Children can sing songs from memory with increasing expression, accuracy and fluency. Children can modulate and control their voice when	Children can sing songs from memory with increasing expression, accuracy and fluency and pitch.	Children are able to recognise and use basic structural forms e.g. rounds, variations, rondo form. Children are able to take the lead in a performance. Children can they perform parts from memory.	

				singing and pronounce the words clearly.			
	Children begin to respond to verbal indicators about when to play or sing.	Children are able to respond to musical indicators about when to play or sing.	Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)?	Children are able to maintain a simple part within an ensemble independently.	Can they perform a simple part of an ensemble with increasing rhythm and timing?	Children can maintain their part whilst work as a group when others are performing their part. Children can perform from simple notations.	Children can perform pieces with more complex musical notations.
	Children can experiment with creating sounds with different instruments. Children can clap simple short rhythmic patterns.	Children can use instruments to perform a simple piece? Children can clap more complex short rhythmic patterns? Can they copy sounds?	Can they perform simple patterns and accompaniments keeping a steady pulse? Can they play simple rhythmic patterns on an instrument? Can they clap a pulse increasing or decreasing in tempo?	Children can play notes on tuned and un-tuned instruments with increasing clarity and accuracy.	Children can use instruments to improvise using repeated patterns with increasing accuracy and fluency.	Children can improvise within a group with increasing confidence and accuracy using melodic and rhythmic phrases.	
	<i>(GD) Children can perform a rhythm.</i>	<i>(GD) Children can perform a rhythm to a steady pulse?</i>	<i>(GD) Children can understand the importance of a warm up when singing. Children they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?</i>	<i>(GD) Children can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse.</i>	<i>(GD) Children can use selected pitches simultaneously to produce simple harmony.</i>	<i>(GD) Children can use pitches simultaneously to produce harmony by building up simple chords. Children they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</i>	<i>(GD) Children can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together.</i>

	Knowledge	<p>What is a sound?</p> <p>What is an instrument?</p> <p>What effect does that sound have?</p> <p>How can we change a sound?</p> <p>How can we record sound?</p> <p>Understand that music can be a way of expressing ourselves.</p>	<p>What does it mean to compose?</p> <p>Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.).</p> <p>Know how to change sounds, explore concepts loud/quiet high/ low fast/ slow.</p>	<p>What is a melody?</p> <p>What is a sequence of sounds?</p> <p>How can sounds be ordered?</p> <p>What are the names of different instruments (tuned and untuned)?</p> <p>How can we represent and notate sound?</p>	<p>What is an inter – related dimension of music?</p> <p>What is texture in a music sense?</p> <p>What is a tune?</p> <p>What is musical notation?</p>	<p>What inter – related dimensions could be used in music?</p> <p>How can texture change music?</p> <p>What is a tune?</p> <p>What is pitch?</p>	<p>What is a harmony?</p> <p>What is a chord?</p> <p>What is tempo?</p>	<p>What musical devices could be used in music?</p> <p>Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques.</p>
	Skills	<p>Children can add sound effects to stories using instruments or their voice. Leads or is led by other children in their music making.</p>	<p>Children can compose more of a range of different sounds with their voice.</p>	<p>Pupils can compose a sequence of sounds using their voice or different instruments.</p> <p>Children can order sounds to create a beginning, middle and end.</p>	<p>Children can compose melodies and songs.</p> <p>Can they effectively choose, order, combine and control sounds to create different textures.</p>		<p>Children can they use a variety of different musical devices in their composition? (For example, melody, harmonies and rhythms and chords)</p>	
		<p>Children can make a range of different sounds with instruments.</p>	<p>Children begin to compose short melodic patterns using two or three notes (tuned instruments/voice).</p> <p>Children are selective in the control used on an instrument in order to create an intended effect.</p>	<p>Children can combine different sounds to create a specific mood or feeling.</p> <p>Children can use different elements in their composition.</p> <p>Children can create accompaniments for tunes.</p> <p>Children can create repeated patterns with different instruments.</p>		<p>Children can choose the most appropriate tempo for a piece of music.</p> <p>Children can change sounds or organise them differently to change the effect.</p>	<p>Children can they use a variety of different musical devices in their composition? (For example rhythms and chords)</p>	

				Children can they use silent beats for effect (rests).				
				Children can combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition.				
		Children represent sounds pictorially. Children can make a sequence of sounds for a purpose.	Children can represent sounds pictorially with increasing relevance. Children can they create their own symbols to represent sounds. Children can choose sounds to create an effect on the listener.	Children can begin to read and write musical notation.	Children can use standard notations to record and interpret sequences of pitches. Children can use notations to record compositions in a small group or on their own.	Children can compose music which meets specific criteria? Children can use their notations to record groups of pitches (chords). Children can use technology to compose music which meets a specific criterion.	Children can use different forms of notation.	
		<i>(GD)</i> <i>Children can begin to sequence sounds to create a rhythm or beat.</i> <i>Children can repeat (short rhythmic and melodic) patterns?</i> <i>Children can begin to read pictorial representations of music? (e.g. colour coded bells, music story maps)</i>	<i>(GD)</i> <i>Children can repeat (short rhythmic and melodic) patterns.</i> <i>Children can give a reason for choosing an instrument.</i>	<i>(GD)</i> <i>Children can they use simple structures (e.g. repetition and order) in a piece of music.</i> <i>Children know that phrases are where we breathe in a song.</i>	<i>(GD)</i> Children can create accompaniments for melodies. Children can compose a simple piece of music that they can recall to use again. Children develop an understanding of metre in 4 beats; then 3 beats.	<i>(GD)</i> Children can explore and use sets of pitches, e.g. 4 or 5 note scales. Children can show how they can use dynamics to provide contrast.	<i>(GD)</i> Children can identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.	<i>(GD)</i> Children can show how a small change of tempo can make a piece of music more effective. Children can use the full range of chromatic pitches to build up chords, melodic lines and bass lines.

History of Music	Key pieces of Music					Beethoven; Mozart; Elgar,		
	Key people and places	<p>Bowie and Brixton; Hendrix and Buddy Holly blue plaques; Florence Welch; Abbey Road; Carnaby Street; Camden (and Camden Stables); King's Road; Primrose Hill (Stones album cover; Beethoven; Mozart; Elgar; The Proclaimers (Sunshine on Leith / 500 Miles) / bagpipes and ceilidhs / reels / Lewis Capaldi / Eddie Reader (Fairground Attraction) / KT Tunstall / Annie Lennox / Jimmi Somerville / Gerry Rafferty / Calvin Harris/ Wind harp The Undertones – My Perfect Cousin Van Morrison and Brown-Eyed Girl The Irish Rovers – The Unicorn Song (Noah's Ark) Snow Patrol – Chasing Cars Celtic Woman – Danny Boy</p> <p>https://www.youtube.com/watch?v=DquA6KyHTos</p> <p>Ulster Orchestra Flashmob https://www.youtube.com/watch?v=XjZSesrLU2s</p> <p>Harp music https://www.youtube.com/watch?v=cS5d2wD8OoI</p>						