

Music Knowledge and Skills Documents

Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musicianship	<p>Begin to use body percussion (clapping, tapping knees) instruments and voices.</p> <p>Find and keep a steady beat as a class.</p> <p>Begin to move in time with a steady beat/pulse.</p> <p>Create simple rhythms out of names and syllables using clapping.</p>	<p>Begin to purposefully use body percussion, instruments and voices.</p> <p>Move in time and keep a steady as a class.</p> <p>Create their own simple, short rhythmic and melodic patterns.</p>	<p>Use body percussion, instruments and voices with increasing accuracy and purpose.</p> <p>Find a steady beat as a class and begin to keep a steady beat individually.</p> <p>Begin to explore the time signatures of 2/4, 3/4 and 4/4.</p> <p>Begin to create their own longer and more complex rhythmic and melodic patterns.</p>	<p>Explore improvisation within major and minor scales, using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Begin to find a steady beat individually and keep a steady beat individually.</p> <p>Explore the time signatures of 2/4, 3/4 and 4/4.</p> <p>Create their own longer and more complex rhythmic and melodic patterns.</p>	<p>Use body percussion, instruments and voices with accuracy and purpose.</p> <p>Find a steady beat individually with increasing accuracy and keep a steady beat individually.</p> <p>Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Create their own short rhythmic and melodic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers,</p>	<p>Use body percussion, instruments and voices with accuracy and purpose in increasingly creative ways.</p> <p>Accurately find a steady beat individually and keep a steady beat individually for longer periods of time.</p> <p>Use the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8 with accuracy.</p> <p>Create their own longer rhythmic and melodic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet</p>

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	<p>Copy back short, simple rhythmic patterns using clapping.</p>	<p>Copy back longer rhythmic patterns using clapping.</p>	<p>Listen and copy more complex rhythmic patterns by ear or from notation.</p>		<p>semiquavers and their rests.</p>	<p>quavers, quavers, semiquavers and their rests.</p>
	<p>Copy back singing simple high and low patterns.</p>	<p>Copy back simple melodic patterns using high and low with increasing accuracy.</p>	<p>Begin to copy back more complex melodic patterns.</p>	<p>Copy back more complex melodic patterns</p>	<p>Begin to listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p>	<p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p>
	<p>Copy back singing simple high and low patterns.</p>	<p>Copy back simple melodic patterns using high and low with increasing accuracy.</p>	<p>Begin to copy back more complex melodic patterns.</p>	<p>Copy back more complex melodic patterns</p>	<p>Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#</p>	<p>Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G</p>
	<p>Begin to understand that improvisation is about the children making up their own very simple tunes on the spot.</p>	<p>Improvise short, simple rhythms using clapping and untuned percussion.</p>	<p>Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests.</p>	<p>Copy back and improvise with simple rhythmic patterns using semibreves, minims, dotted crotchets,</p>	<p>Begin to copy back and improvise with more complex rhythmic patterns using semibreves, minims, dotted crotchets,</p>	<p>Copy back and improvise with longer and more complex rhythmic patterns using semibreves, minims, dotted</p>

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	<p>Start to demonstrate knowledge of the difference between pulse, rhythm and pitch.</p>	<p>Begin to understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Recognise long and short sounds, and match them to syllables and movement</p>	<p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Understand the beginnings of formal notation, linking sounds to symbols, and understand that music has its own language.</p> <p>Start learning about basic music theory:</p>	<p>crotchets, quavers and their rests.</p> <p>Begin to identify where the speed of a beat changes creating a faster or slower pace (tempo).</p> <p>Identify the names of most pitched notes on a staff with.</p>	<p>crotchets, quavers and their rests.</p> <p>Identify where the speed of a beat changes creating a faster or slower pace (tempo).</p> <p>Identify the names of most pitched notes on a staff with increasing accuracy.</p>	<p>crotchets, quavers and their rests.</p> <p>Identify where the speed of a beat changes creating a faster or slower pace (tempo).</p> <p>Accurately identify the names of most pitched notes on a staff.</p>
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			<p>Introduce and understand the differences between crotchets and paired quavers.</p> <p>Identify the names of some pitched notes on a stave.</p>			
National Curriculum Links	use their voices creatively by singing songs and speaking chants and rhymes	use their voices expressively and creatively by singing songs and speaking chants and rhymes	play and perform in solo and ensemble contexts, using their voices and playing musical instruments	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy and fluency,	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Vocab	Beat, pulse, rhythm, pitch	Long, short, tempo,	Stave, crochet, quaver, rest, time signature,	Semibreve, dotted notes,	Triplet, semiquaver,	Pitched notes
Listening	Move, dance and respond in any way they can when listening.	<p>Invent different actions to move in time with the music.</p> <p>Begin to individually find and try to keep a steady beat using body percussion when listening.</p>	Find and keep a steady beat using movement and body percussion when listening.	<p>Find and demonstrate the steady beat when listening and begin to respond to tempo changes.</p> <p>Begin to recall by ear memorable phrases heard in the music.</p>	<p>Find and demonstrate the steady beat and respond to tempo changes with increasing accuracy.</p> <p>Begin to identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.</p>	<p>Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre and identify and respond to tempo changes.</p> <p>Accurately recall by ear memorable phrases heard in the music.</p>

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	<p>Describe their thoughts and feelings when listening to the music, including why they like or don't like the music.</p>	<p>Describe their thoughts and feelings when hearing the music.</p> <p>Describe what they see in their individual imaginations when listening to the piece of music.</p> <p>Talk about why they like or don't like the music with more detail.</p>	<p>Talk about feelings created by the music, including why they like or dislike the music.</p> <p>Discuss what the song or piece of music means.</p>	<p>Talk about feelings created by the music. Begin to justify a personal opinion with reference to the musical elements.</p>	<p>Recall by ear memorable phrases heard in the music with increasing accuracy.</p> <p>Talk about feelings created by the music. Justify a personal opinion with reference to a wider range of the musical elements.</p>	<p>Talk about feelings created by the music. Justify a personal opinion in detail with reference to a range of the musical elements.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the</p>
	<p>Talk about any instruments they might hear and perhaps identify them.</p>	<p>Identify a wider range of band and orchestral instruments heard in the music.</p>	<p>Identify some specific instruments and recognise that some instruments are band instruments and</p>	<p>Identify a wider range of band and orchestral instruments and know the difference between these.</p>	<p>Identify instruments by ear and through a range of media.</p>	

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	<p>Recognise some band and orchestral instruments.</p> <p>Identify a fast or slow tempo.</p> <p>Begin to identify loud and quiet sounds as an introduction to understanding dynamics.</p>	<p>Identify a fast or slow tempo and begin to identify tempo changes.</p> <p>Identify loud and quiet sounds with increasing accuracy as an introduction to understanding dynamics.</p>	<p>some are orchestral instruments.</p> <p>Start to use musical concepts and elements more confidently when talking about the music.</p> <p>Use musical language to describe the music, e.g. tempo and dynamics.</p> <p>Begin to identify if a song is major or minor in tonality.</p>	<p>Describe legato and staccato.</p> <p>Identify major and minor tonalities.</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Know and understand what a musical introduction is and its purpose.</p>	<p>Identify major and minor tonalities with increasing accuracy.</p> <p>Begin to explain a bridge passage and its position in a song.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Understand what a musical introduction is and know its purpose.</p> <p>Explain rapping.</p> <p>Discuss the structure of the</p>	<p>orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques such as scat singing.</p> <p>Identify major and minor tonalities and chord triads.</p> <p>Explain a bridge passage and its position in a song with increasing accuracy.</p> <p>Understand what a musical introduction and outro are and know their purpose.</p> <p>Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final</p>
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	<p>Talk about any other music they have heard that is similar.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand different styles of music.</p>	<p>Talk about any other music they have heard that is similar.</p> <p>Talk about where music might fit into the world.</p> <p>Begin to understand that there are different styles of music and discuss some of these.</p> <p>Discuss what the song or piece of</p>	<p>Talk about the style of the music.</p> <p>Talk about where the music fits into the world, demonstrating a deepening understanding.</p> <p>Think about and discuss why the song or piece of music was written and what it might mean.</p> <p>Discuss the style of the music and any other music they</p>	<p>Recognise the style of music they are listening to.</p> <p>Recognise the following styles and any important musical features that distinguish each style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	<p>music with reference to the verse, chorus, bridge and instrumental break.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Jazz: Contemporary, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p>	<p>chorus, improvisation, call and response, and AB form.</p> <p>Identify the musical style of a song, using some musical vocabulary to discuss its musical elements.</p> <p>Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st</p>
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		music might be about.	have heard that is similar.			Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.
	listen with concentration to a range of high-quality live and recorded music	listen with concentration and understanding to a range of high-quality live and recorded music	listen with attention to detail	listen with attention to detail and recall sounds	listen with attention to detail and recall sounds with increasing aural memory  develop an understanding of the history of music.	listen with attention to detail and recall sounds with increasing aural memory  develop an understanding of the history of music.
Vocabulary	Instruments, orchestra, tempo, loud, quiet, styles of music,	Steady beat, body percussion, dynamics,	Meaning, band instruments, orchestral instruments, major, minor, world music, similar different	Sing by ear, elements of music, legato and staccato, pentatonic scale, introduction,	Time signatures, metre, media, bridge, theme, rapping, verse, chorus, instrumental break, blues scale,	Tempo changes, brass, woodwind, strings, scattng, chord triads, repeat signs, improvisation, call and response, AB form
Singing	Sing, rap or rhyme as part of a choir/group.  Perhaps have go at signing a short solo.	Sing as part of a choir.  Have a go at singing a short solo.	Sing as part of a choir and in unison.  Have a go at singing a longer solo.	Sing as part of a choir with awareness of size: the larger the choir, the thicker and	Sing in unison and parts, and as part of a smaller group.  Sing a second part in a song.	Rehearse and learn songs from memory and/or with notation.



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	<p>Begin to demonstrate good singing posture – standing up straight with relaxed shoulders.</p> <p>Sing parts of the unit songs from memory.</p>	<p>Demonstrate good singing posture most of the time.</p> <p>Sing unit songs from memory.</p>	<p>Demonstrate good singing posture consistently.</p> <p>Sing a wider range of songs from memory.</p>	<p>richer the musical texture.</p> <p>Rehearse and learn songs from memory.</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Demonstrate good singing posture and verbally identify what good singing posture is.</p> <p>Follow and understand the</p>	<p>Rehearse and learn longer songs from memory.</p> <p>Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre.</p> <p>Sing 'on pitch' and 'in time'. Self-correct if lost or out of time.</p> <p>Develop confidence as a soloist.</p> <p>Demonstrate and maintain good posture and begin to demonstrate good breath control whilst singing.</p> <p>Respond to a leader or conductor.</p>	<p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing in parts, where appropriate. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Demonstrate and maintain good posture and breath control whilst singing.</p> <p>Sing with and without an accompaniment.</p>
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	<p>Try to follow the leader or conductor.</p> <p>Add actions and/or movement to a song.</p>	<p>Follow the leader or conductor with increasing accuracy.</p> <p>Begin to listen for being 'in time' or 'out of time'.</p> <p>Sing with more pitch accuracy.</p> <p>Sing and try to communicate the meaning of the words.</p> <p>Add actions and perhaps movement to a song.</p>	<p>Follow the leader or conductor confidently.</p> <p>Listen for being 'in time' or 'out of time', with an awareness of following the beat.</p> <p>Sing with attention to clear diction.</p> <p>Sing more expressively, with attention to breathing and phrasing.</p> <p>Sing with attention to the meaning of the words.</p> <p>Perform actions confidently and in time.</p> <p>Sing a widening range of unison songs, of varying styles and structures.</p>	<p>leader or conductor.</p> <p>Demonstrate vowel sounds, blended sounds and consonants.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing expressively, with some attention to breathing and phrasing.</p> <p>Sing expressively, with attention to staccato and legato.</p>	<p>Sing expressively, with more consistent attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p>	<p>Lead a singing rehearsal.</p> <p>Sing expressively, with consistent attention to breathing and phrasing.</p> <p>Sing syncopated melodic patterns.</p>
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				<p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk about how the songs and their styles connect to the world.</p>	<p>Talk about the different styles of singing used for different styles of song in more detail.</p> <p>Talk confidently about how connected they feel to the music and how it connects to the world.</p>	<p>Talk about the different styles of singing used in the various styles of song visited throughout this year.</p> <p>Discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world.</p>
	use their voices creatively by singing songs and speaking chants and rhymes	use their voices expressively and creatively by singing songs and speaking chants and rhymes	play and perform in solo and ensemble contexts, using their voices	play and perform in solo and ensemble contexts, using their voices with increasing accuracy and fluency,	play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control	play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
Vocabulary	Sing, rap, rhyme, solo, posture, conductor, actions,	Choir, in time, pitch, meaning,	Unison, memory, follow the beat, diction, phrasing, breathing,	Texture, rehearse, on pitch, in time, expressive, staccato, legato,	Parts, soloist, breath control, connected	Notation, syncopated, ensemble, style, accomplishment,
Playing Instruments	Rehearse and learn to play a short,	Rehearse and learn to play a longer,	Rehearse and learn to play a simple	Rehearse and learn to play a simple	Rehearse and learn to play one of four	Rehearse and learn to play one of four

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	<p>simple melodic instrumental part by ear.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play a part on a tuned or untuned instrument by ear.</p> <p>Begin to learn to treat instruments carefully and with respect.</p> <p>Learn to play together with everybody while keeping in time with a steady beat.</p> <p>Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p>	<p>simple melodic instrumental part by ear.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part).</p> <p>Learn to treat instruments carefully and with respect.</p> <p>Play together as a group while keeping in time with a steady beat.</p> <p>Perform more complex, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p>	<p>melodic instrumental part, by ear or from notation, in C major, F major, G major and E major, Rehearse and perform their parts within the context of the unit song.</p> <p>Begin to develop facility in playing tuned percussion or a melodic instrument, such as recorder.</p> <p>Know how to treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms some of the time.</p> <p>Play together as a group while keeping the beat some of the time.</p>	<p>melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Further develop facility in playing tuned percussion or a melodic instrument, such as recorder.</p> <p>Treat instruments carefully and with respect most of the time.</p> <p>Play the right notes with secure rhythms most of the time</p> <p>Play together as a group while</p>	<p>differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E<math>\flat</math> major, C minor and D minor.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Begin to develop facility in playing an additional tuned percussion or a melodic instrument, such as trumpet.</p> <p>Consistently treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms in longer pieces.</p>	<p>differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E<math>\flat</math> major, D minor and F minor.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play a melody, following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano) on a melodic</p>
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			<p>Listen to and begin to follow musical instructions from a leader.</p> <p>Begin to play their instruments with good posture and technique.</p>	<p>keeping the beat most of the time.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Consistently play their instruments with good posture and technique.</p>	<p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play together as a group while keeping the beat for an entire performance.</p> <p>Listen to and follow musical instructions from a leader with increasing accuracy.</p> <p>Play their instruments with good posture.</p> <p>Begin to understand how to rehearse a piece of music in order to improve.</p>	<p>instrument, such as a trumpet.</p> <p>Understand the relationship between treating instruments carefully and with respect and playing effectively.</p> <p>Consistently play the right notes with secure rhythms in longer and more complex pieces.</p> <p>Play together with everybody while keeping the beat for an entire, extended performance.</p> <p>Listen to and accurately follow musical instructions from a leader for an entire, extended performance.</p>
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						<p>Understand, explain and demonstrate the relationship between playing good posture and effective performance.</p> <p>Understand how to rehearse a piece of music in order to improve.</p> <p>Play a more complex part.</p>
	play tuned and untuned instruments	play tuned and untuned instruments musically	play and perform in solo and ensemble contexts, playing musical instruments	play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy and fluency,	play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control	play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression
Vocabulary	Play by ear, song, tuned, untuned, respect, patterns, ostinati, riffs	Confidence, perform, instrument	Major, key, notes, beat, posture, rehearse	Minor, group, technique	Notation, melodic, performance, accuracy, improve	Flat, staff, octave, dynamics, fortissimo, pianissimo, mezzo
Improvising	Explore improvisation within a major and	Explore improvisation within a major	Explore improvisation within a major	Explore improvisation within a major	Explore improvisation within a major and minor scale, using	Explore improvisation within a major

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	<p>minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Explore and begin to create personal musical ideas using the given notes for the unit.</p> <p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Begin to follow a given steady beat and stay 'in time'.</p> <p>Improvise simple vocal patterns using 'question and answer' phrases.</p> <p>Understand the difference between creating a rhythm</p>	<p>scale, using the notes: C, D, E C, G, A G, A, B F, G, A</p> <p>Begin to create personal musical ideas using the given notes.</p> <p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p>scale, using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</p> <p>Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end.</p> <p>When improvising, follow a steady beat and stay 'in time'.</p> <p>Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats.</p>	<p>scale, using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F# D, E, F#, A, B</p> <p>Explore improvisation within a major scale, using more notes.</p> <p>Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Improvise over a simple chord progression /groove.</p>	<p>the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>Follow their own steady beat and stay 'in time'.</p> <p>Become more skilled in improvising;</p>	<p>scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D</p> <p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p> <p>Follow several steady beats and stay 'in time'.</p> <p>Become more skilled in improvising, perhaps trying more notes and rhythms.</p> <p>Include rests or silent beats.</p> <p>Think about creating music with 'phrases' made up of notes, rather</p>
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	<p>pattern and a pitch pattern</p>		<p>Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other.</p>		<p>perhaps try more notes and rhythms.</p> <p>Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower.</p> <p>Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests.</p> <p>Include rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</p> <p>Include smooth (legato) and detached (staccato)</p>	<p>than just lots of notes played one after the other.</p> <p>Challenge themselves to play for longer periods, both as soloists and in response to others in a group.</p>
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					articulation when playing notes.	
	experiment with and create sounds using the inter-related dimensions of music	experiment with, create, select and combine sounds using the inter-related dimensions of music	Begin to improvise music for a range of purposes using the inter-related dimensions of music	Begin to improvise music for a range of purposes using the inter-related dimensions of music	improvise music for a range of purposes using the inter-related dimensions of music	improvise music for a range of purposes using the inter-related dimensions of music
Vocabulary	Notes, ideas, improvising, question and answer, rhythm pattern, pitch pattern	Musical conversation,	Echo, beginning, middle, end, rest, phrases	Legato, staccato, smooth, detached, chord	Shape, dynamics, fortissimo, pianissimo, mezzo, intervals, quaver, crochet, semiquavers, minims	Articulation, rest,
Composing	<p>Begin to understand that composing is like writing a story with music.</p> <p>Explore sounds and create their own melody.</p> <p>Perform their simple composition/s using two, three, four or five notes.</p>	<p>Continue to understand that composing is like writing a story with music.</p> <p>Perform their simple composition/s using two, three, four or five notes.</p> <p>Start their tune/s on note one and end it on note one. Use simple notation if appropriate:</p>	<p>Create a simple melody using crotchets, minims and perhaps paired quavers:</p> <p>C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (pentatonic on C).</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G</p>	<p>Create a melody using crotchets, minims, quavers and their rests.</p> <p>Use a pentatonic scale:</p> <p>C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (pentatonic on C).</p> <p>C, D C, D, E C, D, E, F</p>	<p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Use a pentatonic and a full scale.</p> <p>Use major and minor tonality:</p> <p>F, G F, G, A F, G, A, B<math>\flat</math> F, G, A, B<math>\flat</math>, C</p>	<p>Create a melody using crotchets, quavers and minims, and semibreves and semiquavers, plus all equivalent rests.</p> <p>Use a pentatonic and a full scale.</p> <p>Use major and minor tonality:</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G</p>

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	<p>Use simple notation if appropriate:</p> <p>Create a simple melody using crotchets and minims.</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C.</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D</p> <p>Start and end on the note F.</p> <p>D, F D, F, G D, F, G, A D, F, G, A, C</p> <p>Start and end on the note D.</p> <p>Begin to explore and create using graphic scores:</p>	<p>Create a simple melody using crotchets and minims.</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major).</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G).</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D</p> <p>Start and end on the note F (pentatonic on F).</p> <p>Explore and create graphic scores:</p>	<p>Start and end on the note C (C major).</p> <p>F, G F, G, A F, G, A, B<math>\flat</math> F, G, A, B<math>\flat</math>, C</p> <p>Start and end on the note F (F major)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G).</p> <p>Successfully create a melody in keeping with the style of the backing track. This could include: Composing over a simple chord progression</p> <p>Composing over a simple groove Composing over a drone.</p>	<p>C, D, E, F, G</p> <p>Start and end on the note C (C major).</p> <p>A, B A, B, C A, B, C, D A, B, C, D, E</p> <p>Start and end on the note A (A minor).</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A</p> <p>Start and end on the note D (D minor).</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G).</p> <p>Successfully create a melody in keeping with the style of the backing</p>	<p>Start and end on the note F (F major).</p> <p>G, A G, A, B G, A, B, C G, A, B, C, D</p> <p>Start and end on the note G (G major).</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G).</p> <p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.</p> <p>Perform simple, chordal accompaniments.</p>	<p>Start and end on the note C (C major).</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G).</p> <p>G, B<math>\flat</math> G, B<math>\flat</math>, C G, B<math>\flat</math>, C, D G, B<math>\flat</math>, C, D, F</p> <p>Start and end on the note G (minor pentatonic on G).</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A</p> <p>Start and end on the note D (D minor).</p> <p>F, G F, G, A F, G, A, B<math>\flat</math> F, G, A, B<math>\flat</math>, C</p>
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	<p>Create musical sound effects and short sequences of sounds in response to music and video stimuli.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Create a story, choosing and playing classroom instruments.</p> <p>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p> <p>Use music technology, if available, to capture sounds.</p>	<p>Create musical sound effects and short sequences of sounds in response to music and video stimuli.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Create a story, choosing and playing classroom instruments.</p> <p>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p> <p>Use music technology, if available, to capture and combine sounds.</p>	<p>Include a home note, to give a sense of an ending; coming home.</p> <p>Perform their simple composition/s, using their own choice of notes.</p> <p>Give the melody a shape. Describe how their melodies were created.</p> <p>Start to use simple structures within compositions, eg introduction, verse and chorus or AB form.</p> <p>Use simple dynamics.</p> <p>Create a tempo instruction.</p> <p>Compose song accompaniments on tuned and</p>	<p>track. This could include: Composing over a simple chord progression.</p> <p>Composing over a simple groove</p> <p>Composing over a drone.</p> <p>Include a home note to give a sense of an ending; coming home.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use simple structures within compositions, eg introduction, verse and chorus or AB form.</p> <p>Use simple dynamics.</p>	<p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Use a pentatonic and a full scale, as well as major and minor tonalities.</p> <p>Understand the structure of the composition. Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p> <p>Include a home note to give a sense of an ending; coming home.</p> <p>Perform their composition/s,</p>	<p>Start and end on the note F (F major).</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (pentatonic on F).</p> <p>Plan and compose an eight or 16-beat melodic phrase using a pentatonic scale, eg C, D, E, G, A, and incorporate rhythmic variety and interest.</p> <p>Play this melody on available tuned percussion and/or orchestral instruments.</p> <p>Notate this melody.</p> <p>Either of these melodies can be enhanced with</p>
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			<p>untuned percussion, using known rhythms and note values.</p> <p>Use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns.</p> <p>Music Notepad Compose a standalone piece of music which includes: A time signature A treble clef Four or six bars The correct notes for the scale and key signature Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests</p>	<p>Create a tempo instruction.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Create a melody using crotchets, minims, quavers and their rests.</p> <p>Use a pentatonic scale.</p> <p>Begin to understand the structure of the composition.</p> <p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p>	<p>using their own choice of notes.</p> <p>Successfully create a melody in keeping with the style of the backing track.</p> <p>Create their composition/s with an awareness of the basic chords in the backing track.</p> <p>Music Notepad Compose a standalone piece of music which includes: A time signature - A treble clef Four, six or eight bars The correct notes for the scale and key signature Rhythmic combinations of semibreves, minims, crotchets and paired quavers,</p>	<p>rhythmic or simple chordal accompaniment.</p> <p>Create a simple chord progression.</p> <p>Compose a ternary (ABA form) piece.</p> <p>Use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Create music in response to music and video stimuli.</p> <p>Start to use and understand structures within compositions, eg</p>
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			<p>Expression /dynamics A melody that starts and ends on note one A description of how their melodies were created.</p>	<p>Perform their simple composition/s using their own choice of notes.</p> <p>Music Notepad Compose a standalone piece of music which includes: A time signature A treble clef Four or six bars The correct notes for the scale and key signature Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests Expression/dynamics Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a</p>	<p>with their corresponding rests Expression/dynamics Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end A melody that starts and ends on note one A description of how their melodies were created.</p>	<p>introductions, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Use rhythmic variety.</p> <p>Compose song accompaniments, perhaps using basic chords.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Use a pentatonic and a full scale, as well as major and minor tonalities.</p> <p>Create a melody using crotchets, quavers and minims, and</p>
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				<p>beginning, middle and end                  A melody that starts and ends on note one                  A description of how their melodies were created.</p>		<p>semibreves and semiquavers, plus all equivalent rests.</p> <p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p> <p>Include a home note to give a sense of an ending; coming home.</p> <p>Perform their composition/s, using their own choice of notes.</p> <p>Successfully create a melody in keeping with the style of the backing track and describe how their melodies were created.</p> <p>Create their composition/s with</p>
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						<p>an awareness of the basic chords in the backing track.</p> <p>Music Notepad Compose a standalone piece of music which includes: A time signature A treble clef Four, six, eight or 12 bars The correct notes for the scale and key signature Rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests Expression/dynamics Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end.</p>
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						A melody that starts and ends on note one. A description of how their melodies were created.
	experiment with and create sounds using the inter-related dimensions of music.	experiment with, create, select and combine sounds using the inter-related dimensions of music.	Begin to compose music for a range of purposes using the inter-related dimensions of music	Begin to compose music for a range of purposes using the inter-related dimensions of music	Compose music for a range of purposes using the inter-related dimensions of music  use and understand staff and other musical notations	Compose music for a range of purposes using the inter-related dimensions of music  use and understand staff and other musical notations
Vocabulary	Composing, story, music, melody, composition, notes, crochets, minims, sounds,	Note one, dot notation	Melody, paired quavers, backing track, drone, home note, structure, dynamics, tempo, time signature, treble clef, bars, rests,	Combine, introduction, verse, chorus, AB form, accompaniments, pentatonic, intervals, steps, perform, key signature,	Semibreves, semiquavers, triads, chordal accompaniments, style, expressions	8/16 beat, notate, chord progression, ternary,
Performing ML	Rehearse a song and perform it to an audience.  Add actions and perhaps movement to the song.	Rehearse a song and then perform it to an audience, explaining why the song was chosen.  Add actions to the song.	Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence. Explain why the song was chosen.	Rehearse and enjoy the opportunity to share what has been learnt in the lessons.  Perform, with confidence, a song from memory or using notation.	Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience. Perhaps perform in smaller groups, as well as	Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical,



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	<p>Perform the song from memory with some accuracy.</p> <p>Begin to follow the leader or conductor.</p> <p>Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better.</p> <p>When planning, rehearsing, introducing and performing the song:</p> <ul style="list-style-type: none"> <li>● Introduce the performance.</li> <li>● Begin to play tuned and untuned instruments musically within the performance.</li> <li>● Begin to use the voice expressively and creatively by</li> </ul>	<p>Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance.</p> <p>Perform the song from memory mostly accurately.</p> <p>Follow the leader or conductor with increasing accuracy.</p> <p>Continue to play tuned and untuned instruments musically within the performance.</p> <p>Continue to use the voice expressively and creatively by singing simple songs.</p> <p>Continue to play together as a group /band /ensemble.</p>	<p>Show their understanding of the Musical Spotlight and Social Question, and how they have influenced their performance.</p> <p>Follow the leader or conductor accurately.</p> <p>Talk about the strengths of the performance, how they felt and what they would like to change.</p> <p>Introduce the performance with an understanding of what the song is about and comment on any other relevant connections.</p> <p>Include actions, instrumental parts</p>	<p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include instrumental parts and improvisatory sections within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Communicate the meaning of the words and articulate them clearly</p> <p>Reflect on the performance and how well it suited the occasion.</p>	<p>with the whole class. Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra. Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p>	<p>cultural and historical contexts. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Perform from memory or with notation.</p> <p>Understand the value of choreographing any aspect of a performance.</p> <p>Understand the importance of the performing space and how to use it. Rehearse and lead parts of the performance, individually or as a group.</p> <p>Record the performance, compare it to a previous one and</p>
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	<p>singing simple songs.</p> <ul style="list-style-type: none"> <li>● Begin to play together as a group /band /ensemble.</li> </ul>	<p>Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p>	<p>in the rehearsal and performance.</p> <p>Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc.</p>	<p>Discuss and respond to any feedback; consider how future performances might be different</p>	<p>A student will lead part of the rehearsal and part of the performance.</p> <p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect on how future performances might be different.</p>	<p>identify which was more effective.</p> <p>Collect feedback from the audience and reflect on how the audience believed in/supported the performance.</p> <p>Discuss how the performance might change if it were repeated in a larger/smaller performance space.</p>
	<p>use their voices by singing songs and speaking chants and rhymes</p>	<p>use their voices expressively and creatively by singing songs and</p>	<p>play and perform in ensemble contexts, using their voices and playing musical</p>	<p>play and perform in solo and ensemble contexts, using their voices and</p>	<p>play and perform in solo and ensemble contexts, using their voices and</p>	<p>play and perform in solo and ensemble contexts, using their voices and</p>

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	play tuned and untuned instruments	speaking chants and rhymes ☐ play tuned and untuned instruments musically	instruments with increasing accuracy	playing musical instruments with increasing accuracy, fluency,	playing musical instruments with increasing accuracy, fluency, control	playing musical instruments with increasing accuracy, fluency, control and expression
Vocabulary	Rehearse, perform, actions, memory, accuracy, conductor, better, introduce, band, ensemble, musical spotlight, social question	Audience, instrument, tuned, untuned, expressive,	Strengths, connections, nerves	Enjoy, melody, notation, improvisation, composer, context, lyrics, feedback	Holistic, repertoire, acoustic, orchestra, compositions, leader, record	Choir, memory, choreographing, performing space,