



**HIGHER  
WALTON  
C. OF E.  
PRIMARY  
SCHOOL**

# Higher Walton CE Primary School

*'Life in all its Fullness'* John 10:10

Weaving Music  
Knowledge, Skills and  
Understanding into the  
National Curriculum

From EYFS—Year 6



24 – 36 months (Typically Nursery 1)	36 – 48 months (Typically Nursery 2)	48 – 60 / 60-71 months (Typically Reception)
<ul style="list-style-type: none"> <li>➤ Joins in singing songs</li> <li>➤ Creates sounds by rubbing, shaking, tapping, striking or blowing</li> <li>➤ Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow</li> <li>➤ Begins to make believe by pretending using sounds,</li> <li>➤ Beginning to describe sounds and music imaginatively, e.g. scary music</li> <li>➤ Creates rhythmic sounds and movements</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explores and learns how sounds and movements can be changed</li> <li>➤ Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>➤ Taps out simple repeated rhythms</li> <li>➤ Develops an understanding of how to create and use sounds intentionally</li> <li>➤ Uses movement and sounds to express experiences, expertise, ideas and feelings</li> <li>➤ Experiments and creates movement in response to music</li> <li>➤ Sings to self and makes up simple songs</li> <li>➤ Creates sounds to accompany stories</li> </ul>	<ul style="list-style-type: none"> <li>➤ Begins to build a collection of songs</li> <li>➤ Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>➤ Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. music</li> <li>➤ Chooses particular movements, instruments/ sounds for their own imaginative purposes</li> <li>➤ Uses combinations of art forms, e.g. moving and singing</li> <li>➤ Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs</li> </ul>

**EARLY LEARNING GOALS 2021**

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

**KEY STAGE ONE**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

**KEY STAGE TWO**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MUSIC

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LISTEN AND APPRAISE - knowledge	<ul style="list-style-type: none"> <li>To know five songs off by heart.</li> <li>To know what the songs are about.</li> <li>To know and recognise the sound and names of some of the instruments they use.</li> </ul>	<ul style="list-style-type: none"> <li>To know five songs off by heart.</li> <li>To know some songs have a chorus or a response/answer part.</li> <li>To know that songs have a musical style.</li> </ul>	<ul style="list-style-type: none"> <li>To know five songs from memory and who sang them or wrote them.</li> <li>To know the style of the five song.</li> <li>To choose one song and be able to talk about:                             <ul style="list-style-type: none"> <li>Its lyrics: what the song is about</li> <li>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> </ul> </li> <li>Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>Name some of the instruments they heard in the song.</li> </ul>	<ul style="list-style-type: none"> <li>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:                             <ul style="list-style-type: none"> <li>Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>The lyrics: what the song is about.</li> <li>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> </ul> </li> <li>Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>Name some of the instruments they heard in the</li> </ul>	<ul style="list-style-type: none"> <li>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>To choose two or three other songs and be able to talk about:                             <ul style="list-style-type: none"> <li>Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> </ul> </li> <li>The lyrics: what the songs are about</li> <li>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main</li> </ul>	<ul style="list-style-type: none"> <li>To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>To know the style of the songs and to name other songs from the Units in those styles.</li> <li>To choose three or four other songs and be able to talk about:                             <ul style="list-style-type: none"> <li>The style indicators of the songs (musical characteristics that give the songs their style)</li> </ul> </li> <li>The lyrics: what the songs are about</li> <li>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> </ul>

				<p>song.</p>	<p>sections of the songs (intro, verse, chorus etc.)</p> <ul style="list-style-type: none"> <li>• Name some of the instruments they heard in the songs</li> <li>• The historical context of the songs. What else was going on at this time?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>• Name some of the instruments used in the songs</li> <li>• The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>• Know and talk about that fact that we each have a musical identity</li> </ul>
<p>LISTEN AND APPRAISE - skills</p>	<ul style="list-style-type: none"> <li>• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>• To learn how songs can tell a story or describe an idea.</li> </ul>	<ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To think about what the words of a song mean.</li> <li>• To take it in turn to discuss how the song makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	<ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>• Talk about the music and how it makes them feel.</li> <li>• Listen carefully and respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease.</li> <li>• To think about the message of songs</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease.</li> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully</li> </ul>

				<p>to other people's thoughts about the music.</p> <ul style="list-style-type: none"> <li>• When you talk try to use musical words.</li> </ul>	<p>to other people's thoughts about the music.</p> <ul style="list-style-type: none"> <li>• When you talk try to use musical words.</li> <li>• To talk about the musical dimensions working together in the Unit songs</li> <li>• Talk about the music and how it makes you feel.</li> </ul>	<p>to other people's thoughts about the music.</p> <ul style="list-style-type: none"> <li>• Use musical words when talking about the songs.</li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>
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**KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MUSIC**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GAMES - Knowledge	<ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Rhythms are different from steady pulse</li> <li>• We add high and</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to find and demonstrate the pulse.</li> <li>• To know the difference between pulse and rhythm</li> <li>• To know how pulse, rhythm and pitch work together to create a song</li> <li>• To know every piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• To know and be able to talk about how pulse, rhythm and pitch work together</li> <li>• To find the pulse – the heartbeat of the music</li> <li>• Know the difference between pulse and rhythm</li> <li>• To know and talk about the pitch - high and low</li> </ul>	<ul style="list-style-type: none"> <li>• To know and talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</li> <li>• Know and talk about how to keep the pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create songs and music.</li> <li>• Know and talk about how to keep the pulse.</li> </ul>

		low sounds, pitch, when we sing and play instruments.	has a pulse / steady beat <ul style="list-style-type: none"> <li>To know the difference between musical question and answer.</li> </ul>	sounds that create melodies		
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**KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MUSIC**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>GAMES - Skills</b>	<ul style="list-style-type: none"> <li>Warm up games and challenges in each unit to help embed pulse, rhythm and pitch; Have fun finding the pulse, Rhythm copy back, rhythm copy back you turn, pitch copy back and vocal warm up 1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>Warm up games and challenges in each unit to help embed pulse, rhythm and pitch; Have fun finding the pulse, Rhythm copy back, rhythm copy back you turn, pitch copy back and vocal warm up 1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>Warm up games and challenges track and provide bronze, silver and gold challenges ; find the pulse, rhythm copy back, pitch copy back using 2 notes, pitch copy back and vocal warm ups.</li> </ul>	<ul style="list-style-type: none"> <li>Warm up games and challenges track and provide bronze, silver and gold challenges ; find the pulse, rhythm copy back, pitch copy back using 2 notes, pitch copy back and vocal warm ups.</li> </ul>	<ul style="list-style-type: none"> <li>Warm up games and challenges track and provide bronze, silver and gold challenges; Bronze – find the pulse, copy back rhythms based on words, copy back one note riffs. Silver – find the pulse, lead the class for others to copy back, copy back two note riffs. Gold - find the pulse, lead the class for them to copy back three note riffs by ear and with notation.</li> </ul>	<ul style="list-style-type: none"> <li>Warm up games and challenges track and provide bronze, silver and gold challenges; Bronze – find the pulse, copy back rhythms based on words, copy back one note riffs. Silver – find the pulse, lead the class for others to copy back, copy back two note riffs. Gold - find the pulse, lead the class for them to copy back three note riffs by ear and with notation.</li> </ul>

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MUSIC

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SINGING Knowledge	<ul style="list-style-type: none"> <li>To confidently sing or rap five songs from memory and sing them in unison</li> </ul>	<ul style="list-style-type: none"> <li>To confidently know and sing five songs from memory</li> <li>To know that unison is when everyone is singing at the same time</li> <li>Songs can include other ways of using the voice (rapping)</li> <li>To know why voices need to be warmed up</li> </ul>	<ul style="list-style-type: none"> <li>To know about and talk about singing in a group, the leader or the conductor</li> <li>That songs can make you feel different</li> <li>To know about how to sing in a large group and how to listen to others.</li> <li>To know why it's important to warm your voice up.</li> </ul>	<ul style="list-style-type: none"> <li>To know about and talk about singing in a group, the leader or the conductor</li> <li>That songs can make you feel different</li> <li>To know about how to sing in a large group and how to listen to others.</li> <li>To know how a solo singer makes a thinner texture to a large group.</li> <li>To know why it's important to warm your voice up.</li> </ul>	<ul style="list-style-type: none"> <li>To know and confidently sing five songs and their parts from memory</li> <li>To choose a song and talk about its main features, the lead vocals, backing vocals, to know about the meaning of the lyrics.</li> <li>To know and explain the importance of warming up your voices.</li> </ul>	<ul style="list-style-type: none"> <li>To know and confidently sing five songs and their parts from memory</li> <li>To know about the style of songs so to represent the feeling and context to the audience.</li> <li>To choose a song and talk about its main features, the lead vocals, backing vocals, to know about the meaning of the lyrics.</li> <li>To know and explain the importance of warming up your voices.</li> </ul>



KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MUSIC

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SINGING Skills	<ul style="list-style-type: none"> <li>Learn about voices, singing notes of different pitches</li> <li>Learn to start and stop singing when following a leader</li> <li>Learn that they can make different types of sounds with their voices.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about voices, singing notes of different pitches</li> <li>Learn to start and stop singing when following a leader</li> <li>Learn that they can make different types of sounds with their voices.</li> <li>Learn to find a comfortable singing position.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and in simple two parts</li> <li>To demonstrate a good singing posture</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solos</li> <li>To sing with awareness of singing in tune.</li> <li>To have an awareness of the pulse when singing.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and in simple two parts</li> <li>To demonstrate a good singing posture</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solos</li> <li>To sing with awareness of singing in tune.</li> <li>To re-join the song if lost</li> <li>To listen to the group when singing.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals</li> <li>To enjoy exploring singing solos.</li> <li>To listen to the group when singing</li> <li>To demonstrate a good singing posture</li> <li>To follow the leader when singing</li> <li>To experience rapping</li> <li>To listen to others and know where you fit into the group</li> <li>To sing with awareness of being in tune.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals</li> <li>To enjoy exploring singing solos.</li> <li>To listen to the group when singing</li> <li>To demonstrate a good singing posture</li> <li>To follow the leader when singing</li> <li>To experience rapping</li> <li>To listen to others and know where you fit into the group</li> <li>To sing with awareness of being in tune.</li> </ul>

**KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MUSIC**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>PLAYING Knowledge</b>	<ul style="list-style-type: none"> <li>To learn the names of the notes from memory or when written down.</li> <li>To learn the names of the instruments they are playing</li> </ul>	<ul style="list-style-type: none"> <li>To learn the names of the notes from memory or when written down.</li> <li>To know the names of untuned percussion instruments played in class</li> </ul>	<ul style="list-style-type: none"> <li>To know and talk about the musical instrument used in class (recorder or glockenspiel)</li> </ul>	<ul style="list-style-type: none"> <li>To know and talk about the instruments used in class (recorders, glockenspiel, xylophone)</li> </ul>	<ul style="list-style-type: none"> <li>To know and talk about different ways to write music down - notation, symbols</li> <li>The notes C,,D,E,F,G,A,B,C on the treble stave</li> <li>The instruments they might play or a friend.</li> </ul>	<ul style="list-style-type: none"> <li>To know and talk about different ways to write music down - notation, symbols</li> <li>The notes C,,D,E,F,G,A,B,C on the treble stave</li> <li>The instruments they might play or a friend.</li> </ul>

**KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MUSIC**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>PLAYING Skills</b>	<ul style="list-style-type: none"> <li>To treat instruments with respect</li> <li>Play a tuned instrumental part with the song</li> <li>Learn the play an instrumental part that matches their ability.</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>To treat instruments with respect</li> <li>Learn to play a tuned instrument that matches their ability</li> <li>Play the part in time</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>To treat instruments with respect</li> <li>To play any one or all four differentiated parts of a tuned instrument from memory or notation</li> <li>To rehearse and perform their part</li> <li>To listen to and follow musical instruction from a leader</li> </ul>	<ul style="list-style-type: none"> <li>To treat instruments with respect</li> <li>To play any one or all four differentiated parts of a tuned instrument from memory or notation</li> <li>To rehearse and perform their part</li> <li>To listen to and follow musical instruction from a leader</li> <li>To experience leading the</li> </ul>	<ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique</li> <li>Select and learn an instrument part that matches their musical challenge.</li> <li>To rehearse and perform their part</li> <li>To listen to and follow musical instruction from a leader</li> <li>To lead a rehearsal session.</li> </ul>	<ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique</li> <li>Select and learn an instrument part that matches their musical challenge.</li> <li>To rehearse and perform their part</li> <li>To listen to and follow musical instruction from a leader</li> <li>To lead a rehearsal session.</li> </ul>

				playing making sure everyone plays together.		
KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MUSIC						
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
IMPROVISA TION Knowledge	<ul style="list-style-type: none"> <li>To know that improvisations making up your own tune on the spot.</li> <li>Everyone can improvise</li> <li>Improvising belongs to that person and has never been heard before.</li> </ul>	<ul style="list-style-type: none"> <li>To know that improvisations making up your own tune on the spot.</li> <li>Everyone can improvise</li> <li>Improvising belongs to that person and has never been heard before.</li> </ul>	<ul style="list-style-type: none"> <li>To know that improvisations making up your own tune on the spot.</li> <li>Everyone can improvise and you can't make mistakes.</li> <li>Improvising belongs to that person and has never been heard before.</li> <li>To know that to use one or two notes confidently is better than using five.</li> </ul>	<ul style="list-style-type: none"> <li>To know that improvisations making up your own tune on the spot.</li> <li>Everyone can improvise and you can't make mistakes.</li> <li>Improvising belongs to that person and has never been heard before.</li> <li>To know that to use one or two notes confidently is better than using five.</li> </ul>	<ul style="list-style-type: none"> <li>To know that improvisations making up your own tune on the spot.</li> <li>Everyone can improvise and you can't make mistakes.</li> <li>Improvising belongs to that person and has never been heard before.</li> <li>To know that to use one or two notes confidently is better than using five.</li> <li>To know three well – known improvising musicians.</li> </ul>	<ul style="list-style-type: none"> <li>To know that improvisations making up your own tune on the spot.</li> <li>Everyone can improvise and you can't make mistakes.</li> <li>Improvising belongs to that person and has never been heard before.</li> <li>To know that to use one or two notes confidently is better than using five.</li> <li>To know three well – known improvising musicians.</li> </ul>

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MUSIC

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
IMPROVISA TION Skills	<ul style="list-style-type: none"> <li>• Clap to improvise – listen and clap back, then listen and clap your own.</li> <li>• Sing, play and improvise – listen and sing back, play back and then play your own using two notes.</li> <li>• Improvise – Take it in turns to improvise using up to two notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Clap to improvise – listen and clap back, then listen and clap your own.</li> <li>• Sing, play and improvise – listen and sing back, play back and then play your own using two notes.</li> <li>• Improvise – Take it in turns to improvise using up to two notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Bronze challenge – copy back – listen and sing back. Play and improvise – use instruments listen and play your answer. Improvise – take it in turns to improvise.</li> <li>• Silver challenge – sing, play and copy back using two different notes. Play and improvise using your instrument listen and play back using one or two notes. Improvise – take it in turns to improvise.</li> <li>• Gold challenge - Sing, play and copy back, listen and copy using an instrument with two different notes.</li> <li>• Play and improvise - Play and improvise</li> </ul>	<ul style="list-style-type: none"> <li>• Bronze challenge – copy back – listen and sing back. Play and improvise – use instruments listen and play your answer. Improvise – take it in turns to improvise.</li> <li>• Silver challenge – sing, play and copy back using two different notes. Play and improvise using your instrument listen and play back using one or two notes. Improvise – take it in turns to improvise.</li> <li>• Gold challenge - Sing, play and copy back, listen and copy using an instrument with two different notes.</li> <li>• Play and improvise - Play and improvise</li> </ul>	<ul style="list-style-type: none"> <li>• Bronze challenge – Play and copy back; using instrument and one note. Play and improvise; questions and answer using instrument one note. Improvisation; using one note.</li> <li>• Silver challenge - Play and copy back; using instrument and two notes. Play and improvise; questions and answer using instrument using two notes always starting with a G. Improvisation; using two notes.</li> <li>• Gold challenge - Play and copy back; using instrument and three notes. Play and improvise; questions and answer using instrument using</li> </ul>	<ul style="list-style-type: none"> <li>• Bronze challenge – Play and copy back; using instrument and one note. Play and improvise; questions and answer using instrument one note. Improvisation; using one note.</li> <li>• Silver challenge - Play and copy back; using instrument and two notes. Play and improvise; questions and answer using instrument using two notes always starting with a G. Improvisation; using two notes.</li> <li>• Gold challenge - Play and copy back; using instrument and three notes. Play and improvise; questions and answer using instrument using</li> </ul>

			<p>using your instrument listen and play back using one or two notes.</p> <ul style="list-style-type: none"> <li>• Impvise – take it in turn to improvise using up to three different notes.</li> </ul>	<p>using your instrument listen and play back using one or two notes.</p> <ul style="list-style-type: none"> <li>• Impvise – take it in turn to improvise using up to three different notes.</li> </ul>	<p>three notes always starting with a G. Impvisation; using three notes.</p>	<p>three notes always starting with a G. Impvisation; using three notes.</p>
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### KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MUSIC

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
COMPOSITION Knowledge	<ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</li> <li>• Everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</li> <li>• Everyone can compose.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• Notation: recognise the connection between sound</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• Notation: recognise the connection between sound</li> </ul>

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**KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MUSIC**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
COMPOSITION Skills	<ul style="list-style-type: none"> <li>• Help to create a simple melody using one, two or three notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Help create three simple melodies with the Units using one, three or five different notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the</li> </ul>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or all five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the</li> </ul>

			composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
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**KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MUSIC**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PERFORMANCE Knowledge	<ul style="list-style-type: none"> <li>A performance is sharing music with other people, called an audience.</li> </ul>	<ul style="list-style-type: none"> <li>A performance is sharing music with an audience.</li> <li>A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>An audience can include your parents and friends.</li> </ul>	<p>To know and be able to talk about.</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence.</li> <li>A performance</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with an audience with belief</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special</li> </ul>

			<p>can be a special occasion and involve an audience including of people you don't know</p> <ul style="list-style-type: none"> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<p>A performance can be a special occasion and involve an audience including of people you don't know</p> <ul style="list-style-type: none"> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<p>can be a special occasion and involve an audience including of people you don't know</p> <ul style="list-style-type: none"> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<p>occasion and involve an audience including of people you don't know</p> <ul style="list-style-type: none"> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>
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**KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR MUSIC**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>PERFORMANCE Skills</b>	<ul style="list-style-type: none"> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> <li>• To record the performance and say how they</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• Present a musical performance designed to capture the audience.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> <li>• To record the performance and compare it to a previous</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> <li>• To record the performance and compare it to a previous</li> </ul>



			were feeling, what they were pleased with what they would change and why.	and how to stand or sit. <ul style="list-style-type: none"><li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li></ul>	performance. <ul style="list-style-type: none"><li>• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li></ul>	performance. <ul style="list-style-type: none"><li>• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li></ul>
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