

St Clare's Music Key Skills Document.



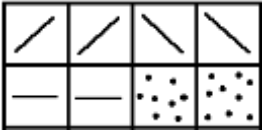
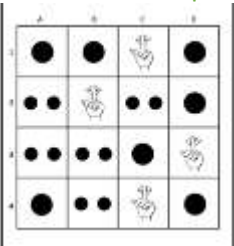
Each class will learn a range of key skills which will help them to develop as a musician. These key skills are in line with the National Curriculum and are set to ensure the children at St Clare's continue to progress and develop a deeper appreciation for music throughout their time here.

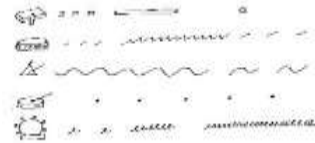
The skills in black link to their prior knowledge from the year before. They will revisit these skills and develop a deeper understanding throughout the year.

The skills in green are new key skills for that year group. This is new knowledge to enhance the children's learning and ensure progression from year to year.

<u>Pre-school Procedural & Substantive Knowledge (Key Skills & Established facts)</u>		<u>Disciplinary Knowledge (Becoming a Musician)</u>
<u>General Knowledge and understanding.</u> To recognise different instruments, make different sounds.	<u>Musical elements.</u> <u>Dynamics</u> Differentiate between loud sounds, quiet sounds and silence. <u>Pitch</u> Be able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs. <u>Tempo</u> Identify the differences between fast and slow tempos. <u>Timbre</u> Recognise the difference between singing and speaking. <u>Structure</u> Recognise and respond to changes in music. <u>Texture.</u> Recognise you can play more than one instrument at a time.	<u>Listening</u> Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment). <u>Performing and creating.</u> Use their voices expressively by singing songs and speaking chants and rhymes. To keep to a beat e.g. matching to the beat. Explore using tuned and untuned instruments. Create short musical patterns e.g. clap, clap stomp, Explore and express their ideas and feelings about music using movement and dance.
These key skills are in addition to the EYSF understanding the world and expressive arts objectives. Some of these key skills interlink with the EYFS document.		

<u>Reception - Procedural & Substantive Knowledge (Key Skills & Established facts)</u>		<u>Disciplinary Knowledge (Becoming a Musician)</u>
<u>General Knowledge and understanding.</u> To have a basic understanding of different sounds in their environment and of sounds instruments can make.	<u>Musical elements.</u> <u>Dynamics</u> Differentiate between loud sounds, quiet sounds and silence. Perform using loud and quiet dynamics. <u>Pitch</u> Be able to sing the melodic shape (moving melody, e.g up and down, down & up) of familiar songs.  <u>Tempo</u> Accurately anticipates changes in music, eg when music is going to get faster, louder, slower. Identify the differences between fast and slow tempos. <u>Timbre</u> Explore the different kinds of sound that my singing and speaking voice can make. Match selected sounds with their pictured source. <u>Structure</u> Recognise and respond to changes in music. <u>Texture.</u> Recognise you can play more than one instrument at a time. Identify whether 1 or more than 1 instrument is playing at a time.	<u>Listening</u> Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment). To recognise repetition within music e.g. hot cross buns. <u>Performing and creating.</u> Use their voices expressively by singing songs and speaking chants and rhymes. Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. Explore using tuned and untuned instruments. Experiment with and create longer musical patterns e.g. with 4 elements clap, clap stomp, click. Explore and express their ideas and feelings about music using movement and dance.
These key skills are in addition to the EYSF understanding the world and expressive arts objectives. Some of these key skills interlink with the EYFS document.		

<u>Year 1 - Procedural & Substantive Knowledge (Key Skills & Established facts)</u>		<u>Disciplinary Knowledge (Becoming a Musician)</u>
<u>General Knowledge and understanding.</u> To have a basic understanding of different sounds that are used in music. E.g. drum banging, clapping, repeated phrases, instruments e.g. hot cross buns.	<u>Musical elements.</u> <u>Dynamics</u> Differentiate between loud sounds, quiet sounds and silence. Perform using loud and quiet dynamics. To recognise loud is called forte and quiet is piano <u>Pitch</u> Identify high and low sounds. To identify and represent a change of pitch through drawings.  <u>Tempo</u> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. To move to the changing tempo in music and begin to recognise different genres have different tempos e.g. lullaby <u>Timbre</u> Recognise the difference between wood, metal, skin (drum) and ‘shaker’ sounds. Match selected sounds with their pictured source. <u>Structure</u> Recognise that the sections of a piece of music sound the same or different. <u>Texture.</u> Recognise a song with an accompaniment and one without accompaniment. Perform to songs with an accompaniment and without an accompaniment to change the texture.	<u>Listening</u> To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. Know how music is used for particular purposes (for example, for dance, as a lullaby). Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. To recognise a change in pitch, tempo and dynamics, and experience how they can be used expressively within simple structures (for example, beginning, middle, end). <u>Performing and creating.</u> Play tuned and untuned instruments. Use their voices expressively by singing songs and speaking chants and rhymes. Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). Experiment with and create musical patterns using untuned and tuned instruments. To mark their musical patterns on a graphic score. Explore, choose and organise sounds and musical ideas.
<u>Music notation.</u> To Recognise crotchet notes as 1 beat and a quaver is 1/2 beat. To use dots to represent rhythm notation  Recognise the difference between long and short sounds. Copy simple patterns of sound of long and short duration.		

<u>Year 2 - Procedural & Substantive Knowledge (Key Skills & Established facts)</u>		<u>Disciplinary Knowledge (Becoming a Musician)</u>
<u>General Knowledge and understanding.</u> To have a basic understanding of different instruments and identify similarities between some instruments. To know what ostinato means and to recognise it in music. To have a deeper understanding of the musical elements.	<u>Musical elements.</u> <u>Dynamics</u> Differentiate between loud sounds, quiet sounds and silence. Perform using loud and quiet dynamics. To recognise and identify when forte and piano dynamics are used in music. <u>Pitch</u> Identify high and low sounds within a piece of music. To identify and represent a change of pitch through drawings.  <u>Tempo</u> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. To move to the changing tempo in music and begin to recognise different genres have different tempos e.g. lullaby. <u>Timbre</u> Use sound words or phrases to describe selected sounds and the ways in which they are produced. Recognise different instruments and how they are played. Recognise the instruments heard in a piece of music. <u>Structure</u> Recognise that the sections of a piece of music sound the same or different. <u>Texture.</u> Recognise a song with an accompaniment and one without accompaniment	<u>Listening</u> To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. Know how music is used for particular purposes and identify what's its purpose after listening (for example, for dance, as a lullaby). Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. To recognise a change in pitch, tempo and dynamics, timbre, texture and duration; and experience how they can be used expressively within simple structures (for example, beginning, middle, end). <u>Performing and creating.</u> Play tuned and untuned instruments. Use their voices expressively by singing songs and speaking chants and rhymes. Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). Experiment with and create musical patterns using untuned and tuned instruments. Create a simple rhythmic part with others playing (e.g. ostinato) Explore, choose and organise sounds and musical ideas. Make improvements to their own work.
<u>Music notation</u> To Recognise crotchet notes as 1 beat, a quaver is 1/2 beat, a minim beat is 2. To use dots and notes to represent rhythm notation on a grid.  To play C D G on a glockenspiel and identify similar rhythmic patterns.		

<u>Year 3 - Procedural & Substantive Knowledge (Key Skills & Established facts)</u>		<u>Disciplinary Knowledge (Becoming a Musician)</u>
<u>General Knowledge and understanding.</u> Explore and explain their own ideas and feelings about music using expressive language and musical vocabulary. Improve their own and others' work in relation to its intended effect. To know what ostinato means and to recognise it in music. Develop an understanding of the history of music.	<u>Musical elements.</u> <u>Dynamics</u> • Differentiate between loud sounds, quiet sounds and silence. • Perform using loud and quiet dynamics. • To recognise and identify when forte and piano dynamics are used in music. • To use a volume button to change the dynamics on a keyboard and to use a range of dynamics while singing. <u>Pitch</u> • Recognise and imitate melody patterns in echoes by singing or playing instruments. • Perform simple melody patterns • To recognise notes on a keyboard, represent pitch. <u>Tempo</u> • Identify the differences between fast and slow tempos. • To recognise different genres, have different tempos e.g. lullaby. • Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. • To know that playing in time means all performers playing together at the same speed. <u>Timbre</u> • To understand that the timbre of • instruments played affect the mood and • style of a piece of music. <u>Structure</u> • Recognise that the sections of a piece of music sound the same or different. • Differentiate between the contrasting sections of a song. <u>Texture.</u> • Recognise the difference between thick (<i>many sounds</i>) and thin (<i>few sounds</i>) textures. • Recognise changes in texture.	<u>Listening</u> Analyse and compare sounds within a song. Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. <u>Performing and creating.</u> Play tuned and untuned instruments with control and rhythmic accuracy. Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). Play a harmony, keeping in time. Perform their creations with confidence. Explore, choose, combine and organise musical ideas within musical structures Create a simple rhythmic part with others playing (e.g. ostinato) Improvise and develop rhythmic and melodic material when performing.

<u>Year 4 - Procedural & Substantive Knowledge (Key Skills & Established facts)</u>		<u>Disciplinary Knowledge (Becoming a Musician)</u>
<u>General Knowledge and understanding.</u> To begin to use the use and understand staff and other musical notations. Develop an understanding of the history of music. To know what ostinato means and to recognise it in music. Understand how musical elements can impact a piece of music.	<u>Musical elements.</u> <u>Dynamics</u> • Differentiate between loud sounds, quiet sounds and silence. • Perform using loud and quiet dynamics. • To recognise and identify when forte and piano dynamics are used in music. • To recognise crescendo is getting louder and diminuendo is music getting quieter. To use hand actions to represent the music getting louder and quieter. <u>Pitch</u> • Show the overall contour of melodies as moving upwards, downwards or staying the same. • Perform simple melody patterns • To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. <u>Tempo</u> • Identify the differences between fast and slow tempos. • To recognise different genres, have different tempos e.g. lullaby. • Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. • To know that playing in time means all performers playing together at the same speed. • To recognise legato is slow and allegro is fast. <u>Timbre</u> • To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. • To understand that the timbre of instruments played affect the mood and style of a piece of music. <u>Structure</u> • Differentiate between the contrasting sections of a song. • Recognise some songs have a repeated section or chorus. E.g. A B A <u>Texture.</u> • Identify the melodic line in a texture. • Recognise the difference between unison (<i>one same pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>).	<u>Listening</u> Analyse and compare sounds within a song. Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. To identify different musical elements within a song including the instruments used. <u>Performing and creating.</u> Play tuned and untuned instruments with control and rhythmic accuracy. Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). Play 2-3-part harmonies with a group, keeping in time. Perform their creations with confidence. Explore, choose, combine and organise musical ideas within musical structures Create a simple rhythmic part with others playing (e.g. ostinato) Improvise and develop rhythmic and melodic material when performing. Compose simple tunes and write a short score using the notes learnt.

<u>Year 5 - Procedural & Substantive Knowledge (Key Skills & Established facts)</u>		<u>Disciplinary Knowledge (Becoming a Musician)</u>
<u>General Knowledge and understanding.</u> Use and understand staff and other musical notations. To know what ostinato means and to recognise it in music. <i>Recognise how music is influenced by the era, culture or theme of the composition.</i> Develop an understanding of the history of music.	<u>Musical elements.</u> <u>Dynamics</u> • Differentiate between loud sounds, quiet sounds and silence. • To recognise and identify when forte and piano dynamics are used in music. • To recognise crescendo is getting louder and diminuendo is music getting quieter. To use hand actions to represent the music getting louder and quieter. • <i>To use a range of dynamics when playing tune and untuned instruments.</i> <u>Pitch</u> • Show the overall contour of melodies as moving upwards, downwards or staying the same. • To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. • <i>To recognise notes on a score, represent pitch and the higher the pitch the higher the notes is on the score.</i> • <i>To create a simple score with a change in pitch.</i> <u>Tempo</u> • Identify the differences between fast and slow tempos. • Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. • To recognise legato is slow and allegro is fast. • <i>To recognise different tempos can be used to within a piece of music. To sing/perform to songs that change in tempo.</i> <u>Timbre</u> • <i>Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band.</i> • Recognise the instruments heard in a piece of music. <u>Structure</u> • Differentiate between the contrasting sections of a song. • <i>Identify binary and ternary form when listening.</i> <u>Texture.</u> • Recognise the difference between unison and harmony. • <i>Understand the process by which a round works.</i>	<u>Listening</u> Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. <i>Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).</i> <u>Performing and creating.</u> Play tuned and untuned instruments with control and rhythmic accuracy. Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). <i>Sing and play instruments in round keeping in time.</i> Compose simple tunes and write a short score using the notes learnt. <i>To use ICT to create musical compositions with accompaniments.</i> Improvise and compose music for a range of purposes using inter-related dimensions of music.

<u>Year 6 - Procedural & Substantive Knowledge (Key Skills & Established facts)</u>		<u>Disciplinary Knowledge (Becoming a Musician)</u>
<u>General Knowledge and understanding.</u> Use and understand staff and other musical notations. Recognise how music is influenced by the era, culture or theme of the composition. Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. Develop an understanding of the history of music.	<u>Musical elements.</u> <u>Dynamics</u> - Recognise crescendo and diminuendo - Assess the appropriateness of dynamic choices such as accents (sudden loud notes, or sudden quiet notes). - Improvise with dynamics and use performance directions on their compositions. <u>Pitch</u> - Identify the prominent melody patterns in a piece of music. - Show the overall contour of melodies as moving upwards, downwards or staying the same. - To recognise notes on a score, represent pitch and the higher the pitch the higher the notes is on the score. - To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. <u>Tempo</u> - Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. - To recognise legato is slow and allegro is fast. - To recognise different tempos can be used to within a piece of music. - To know that a melody can be adapted by changing its dynamics, pitch or tempo. <u>Timbre</u> - Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. - Recognise the instruments heard in a piece of music. - To know that grouping instruments according to their timbre can create contrasting 'textures' in music. <u>Structure</u> - Identify binary and ternary form when listening. - Identify rondo (a form which always returns back to the first 'A' melody line e.g. ABACADAE etc.) form. <u>Texture.</u> - Identify the various and varying textures in a round. - Understand how the texture might vary in a song.	<u>Listening</u> Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). <u>Performing and creating.</u> Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). Sing and play instruments in round keeping in time. Play or sing 2-3 part harmony's with a group, keeping in time and with different dynamics. To use ICT to create musical compositions with accompaniments. Improvise and compose music for a range of purposes using inter-related dimensions of music. Improve their own and others' work in relation to its intended effect.

