

EYFS Key Knowledge – Music

Exploring sound	Music and movement	Transport	Big band	BBC Ten Pieces
To understand how to listen carefully and talk about what I hear.	To know that the beat is the steady pulse of a song.	To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).	To know that an orchestra is a big group of people playing a variety of instruments together.	To know that music can tell us about the place we live and the world around us.
To know that sounds can be copied by my voice, body percussion and instruments.	To recognise music that is 'fast' or 'slow.'	To know that the beat is the steady pulse of a song.	To know that music often has more than one instrument being played at a time.	To recognise and explore different sounds made by voices, instruments and the environment.
To understand that instruments can be played loudly or softly.	To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To recognise music that is 'fast' or 'slow.'	To understand that performing means playing a finished piece of music for an audience.	To understand that we can join in and create music together as a group.

Year 1 Key Knowledge – Music

Keeping the pulse	Sound patterns	Pitch	Musical symbols	BBC Ten Pieces
To know that pulse is the regular heartbeat within music.	To know that an instrument or rhythm pattern can represent a character in a story.	To know that sounds within music can be described as high or low sounds and the meaning of these terms.	To know that sounds within music can be described as high or low sounds and the meaning of these terms.	To know that music can make us feel different emotions, such as calm, excited, or proud.
To know that notation is read from left to right.	To know that the voice can whisper and shout to help tell a story.	To understand that music can be represented by pictures or symbols.	To recognise and name the following instruments: up to three instruments from Group A and B.	To understand that we can explore sounds using our voices and instruments to reflect changes in music (e.g., loud/soft, long/short).
To recognise and name the following instruments: up to three instruments from Group A and B.	To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.		To know that notation is read from left to right.	To understand that we can play or sing together in time with the steady beat and respond when music gets faster or slower.

Year 2 Key Knowledge – Music

Call and response	Instruments	Structure	Pitch	BBC Ten Pieces
To know that dynamics can change the effect a sound has on the audience.	To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.	To know pictorial representations of rhythm show sounds and rests.	To know notation is read from left to right.	To know that music can tell a story or represent things, like the movement of a bird.
To be able to recognise and name up to three instruments from Group A and B.	To know that sections of music can be described as fast or slow and the meaning of these terms.		To know sounds within music can be described as high or low sounds and the meaning of these terms.	To understand that we can imitate sounds we hear in music using instruments or voices.
	To know that sounds within music can be described as high or low sounds and the meaning of these terms.		To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.	To understand that we can create musical sequences as a group to perform a piece with high and low sounds or gentle and strong sections.

Year 3 Key Knowledge – Music

Instrumental scheme: South Africa	Pentatonic melodies and composition	Instrumental scheme: Caribbean	Developing singing technique	BBC Ten Pieces
To know the key features of South African Gumbboot music.	To know that the word 'crescendo' means a sound getting gradually louder.	To know the key features of Calypso music.	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	To understand how music can create feelings or moods, and to describe what we hear in a piece.
To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.	To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.	To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.	To know that different notes have different durations, and that crotchets are worth one whole beat.	To know that we can create short musical ideas, like motifs or patterns, using instruments or our voices.
To know the correct technique for playing tuned percussion instruments.	To understand that a pentatonic melody uses only the five notes C D E G A.	To be able to play tuned percussion with the correct technique.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To understand that performing our ideas in a group allows us to combine sounds and make the performance expressive.
			To know that written music tells you how long to play a note for.	

Year 4 Key Knowledge – Music

Body and tuned percussion	Samba and carnival sounds and instruments	Adapting and transposing motifs	Changes in pitch, tempo and dynamics	BBC Ten Pieces
To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.	To know that samba music originated in Brazil, South America and its main musical feature in syncopated rhythms.	To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).	To know that when you sing without accompaniment it is called 'A Capella'.	To understand that music can have different rhythms, dynamics, and moods, and that we can describe them.
To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.	To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.	To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	To understand that harmony means playing two notes at the same time, which usually sound good together.	To know that we can create our own musical pattern or motif and repeat it using instruments or voices.
To know that a 'loop' in music is a repeated melody or rhythm.	To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.	To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.	An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.	To understand that performing our music in a group requires listening and adjusting sounds to make the piece more dramatic and expressive.
To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.			To know that 'performance directions' are words added to music notation to tell the performers how to play	

Year 5 Key Knowledge – Music

Composition and notation	Blues	South and West Africa	Composition to represent the festival of colour	BBC Ten Pieces
To know that simple pictures can be used to represent the structure (organisation) of music.	To understand that a chord is the layering of several pitches played at the same time.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language	To know that a vocal composition is a piece of music created only using voices.	To understand that rhythm, repetition, dynamics, and instruments can create tension or a powerful effect in music.
To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.	To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that we can compose short rhythmic motifs (ostinatos) and use growing or shrinking sound (crescendos and diminuendos) to make them more dramatic.
To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry	To understand that major chords create a bright, happy sound.	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 we can structure and perform our group composition with a clear ending, combining ideas for a dramatic effect.
	To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.	To know that poly-rhythms means many rhythms played at once.	To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	

Year 6 Key Knowledge – Music

Dynamics, pitch and texture	Theme and variations	Baroque	Composing and performing a leavers' song	BBC Ten Pieces
To know that the conductor beats time to help the performers work well together.	To know that a 'theme' is a main melody in a piece of music.	To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.	To know that a chord progression is a sequence of chords that repeats throughout a song.	To understand that body rhythms, repetition, and musical form can build energy and excitement.
To understand that improvisation means making up music 'on the spot'.	To know that 'variations' in music are when a main melody is changed in some way throughout the piece.	To know that music in which very similar parts are introduced one by one to overlap is called a canon.	To know that a melody can be adapted by changing its dynamics, pitch or tempo.	To know that we can create short rhythmic sequences (ostinatos) using body percussion or instruments, inspired by different musical styles.
To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.	To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.	To know that ground bass is a repeating melody played on a bass instrument in Baroque music.	To know that chord progressions are represented in music by Roman numerals.	To understand that we can perform a group composition using a recurring theme (rondo) and a strong ending (coda), with energy and ensemble precision.
To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.	To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.	To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.	To understand that all types of music notation show note duration.	
		To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.		
		To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one.		