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| **Area** | **Year** | **Skills** | **Knowledge** |
| Communication and Language | 3-4 yr olds | * Sing a large repertoire of songs.
 | * Know a wide variety of songs.
 |
| Reception | * Listen carefully to rhymes and songs, paying attention to how they sound.
* Learn rhymes, poems and songs.
 | * Know a selection of rhymes, poems and songs.
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| **Area** | **Year** | **Skills** | **Knowledge** |
| Physical Development | 3-4 yr olds | * Use large-muscle movements to wave flags and streamers, paint and make marks.
 | * Know how to make large-muscle movements.
 |
| Reception | * Combine different movements with ease and fluency.
 | * Know how to combine different movements.
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| **Area** | **Year** | **Skills** | **Knowledge** |
| Expressive Arts and Design | 3-4 yr olds | * Listen with increased attention to sounds.
* Respond to what they have heard, expressing their thoughts and feelings.
* Remember and sing entire songs.
* Sing the pitch of a tone sung by another person (‘pitch match’).
* Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
* Create their own songs, or improvise a song around one they know.
* Play instruments with increasing control to express their feelings and ideas.
 | * Know songs from memory.
* Know the melodic shape of songs.
 |
| Reception | * Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Return to and build on their previous learning, refining ideas and developing their ability to represent them.
* Create collaboratively, sharing ideas, resources and skills.
* Listen attentively, move to and talk about music, expressing their feelings and responses.
* Sing in a group or on their own, increasingly matching the pitch and following the melody.
* Explore and engage in music making and dance, performing solo or in groups.
 | * Know how to talk about music.
* Know how to make music.
 |
|  | ELG | **Being imaginative and expressive*** 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.
 | * Know nursery rhymes, songs, poems and stories.
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| **Vocabulary** |
| **3-4 year olds**Loud, quiet, song, sing, rhyme, fast, slow. |
| **Reception**Loud, quiet, fast, slow, getting louder, stop, song, rhymes, beat, high, low. |
| **Year 1**Pitch (high/low, higher/lower, falling/rising, ascending: low to high, descending: high to low), dynamics (loud/quiet, louder/quieter), tempo (fast/slow, faster/slower), tempi, beat, duration (long/short), timbre (e.g. rustle, scrunch, tear, tap, rub, spooky, scary, bright, cheery, splash, ripple, crash, slide, bubbling, wooden), rhythm, step, leap, slide, duration (long/short), texture, metre, steady beat, glissando (slide), jump |
| **Year 2**Pitch, solo, duet, duration, texture, score, call and response, rhythm, beat, tempo, metre, dynamics, drone, melody, timbre, ostinato, internalising, rhythm pattern, notation, accompaniment, structure, arrangement, rhythm pattern, glissando, conductor, improvisation |
| **Year 3**Timbre, ostinato/ostinati, pitch, drone, tempo, dynamics, expression, ternary, rondo, chorus, verse, rhythm, phrase, soundscape, beat, sequence, layer, score, aerophone, idiophone, call and response, off-beat, chordophone, texture, interlude, coda, duration, pentatonic, glissando, metre, carillon, drone, notation, stave, crotchet, quaver, melody, binary form, mood, hocket, echo, round |
| **Year 4**Beat, rhythm, dynamics, ostinato/ostinati, canon, tempo, timbre, texture, pitch, duration, structure, aerophone, chordophone, membranophone, idiophone, beatbox, break, spiritual, unison, round, vibration, binary, groove, verse, chorus, ternary/ternary form, improvisation, rondo structure (ABACA), riff, drone, fanfare, crescendo, circular score, pentatonic/pentatonic scale, gospel music, harmony, graphic notation, off-beat, coda, phrase, diminuendo, outro, minimalism, graphic score, accompaniment, minor key, hocket, rhythmic ostinato/ostinati, melodic ostinato/ostinati, chord/chordal, metre, syncopation, waltz, instrumental link, chant, call and response |
| **Year 5**Metre, melodic ostinato, lyrics, ostinato, improvisation, dynamics, structure, verse, chorus, bridge, timbre, diminuendo, crescendo, texture, tempo/tempi, duration, rhythm, pitch, round, melody, lead vocal, backing vocal, cumulative, beat/pulse, clusters, symmetrical, chord, trill, minor, scale, chromatic, syncopation, drone, unison, score, phrase, harmony, coda, fanfare |
| **Year 6**Structure, beat, syncopation, melody, rhythm, pitch, scat singing, harmony, verse, chorus, song cycle, phrase/phrasing, dynamics, key, middle eight, minor key, major key, texture, ostinato, metre, chord, unison, flash mob, improvise, tempo, timbre, tremolo, rap, fanfare, coda, accompaniment, modulation, bridge |

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| **Area** | **Year** | **Skills** | **Knowledge** |
| Singing | 1 | * Sing a song with contrasting high and low melodies.
* Control vocal dynamics, duration and timbre.
* Sing a song together as a group.
* Combine voices and movement to perform a chant and a song.
* Use voices to create descriptive sounds.
 | * Know a variety of songs and chants.
 |
| 2 | * Chant and sing in two parts while playing a steady beat.
* Sing with expression, paying attention to the pitch shape of the melody.
* Understand pitch through singing, movement, and note names.
* Prepare and improve a performance using movement, voice and percussion.
 | * Know songs sung in two parts.
* Know that pitch means high and low sounds.
 |
| 3 | * Sing in two-part harmony.
* Copy and create a wide range of vocal sounds to incorporate into a song.
* Sing in two parts (two different melodies) with movements and percussion.
* Perform a round in three parts.
 | * Know songs sung in two-part harmony.
* Know songs sung in two parts, with two different melodies.
* Know songs sung in a round.
 |
| 4 | * Perform a poem as an ensemble with rhythmic accuracy to a steady beat.
* Use beatbox techniques to imitate the sound of a drum kit.
* Learn to sing partner songs.
* Sing a call and response song in a minor key in two groups.
* Sing a song with three simple independent parts.
* Combine singing, playing and dancing in a performance.
 | * Know how to perform a poem.
* Know how to beatbox.
* Know songs sung in three parts.
* Know call and response and partner songs.
 |
| 5 | * Prepare for a performance by considering narration, performance space, setting up and other logistics.
* Develop techniques of performing rap using texture and rhythm.
* Sing and play scales and chromatic melodies accurately.
* Sing and play percussion in a group piece with changes in tempo and dynamics.
* Sing a song in unison and three-part harmony.
* Sing with attention to accuracy in rhythm, pitch and dynamics.
 | * Know how to prepare for a performance.
* Know songs sung in unison and three-part harmony.
* Know how to sing and play in a group.
 |
| 6 | * Demonstrate understanding of pitch through singing from simple staff notation.
* Demonstrate understanding of beat and syncopation through singing and body percussion.
* Convey lyrical meaning through expressive singing in a part-song with echoes.
* Learn to sing major and minor note patterns accurately.
* Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers.
* Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement.
* Refine vocal performance with consideration of posture, breathing and enunciation.
* Perform complex song rhythms confidently.
* Change vocal tone to reflect mood and style.
 | * Know that staff notation is a way of representing pitch and duration in music.
* Know that syncopation means a variety of rhythms played together to make a piece of music.
* Know how to put on a performance.
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| **Area** | **Year** | **Skills** | **Knowledge** |
| Playing instruments | 1 | * Identify and keep a steady beat using instruments.
* Explore and control dynamics, duration, and timbre with instruments.
* Play percussion instruments at different speeds (tempii).
* Play and control changes in tempo.
* Explore sounds on instruments and find different ways to vary their sound.
* Use instruments to create descriptive sounds.
* Play fast, slow, loud, and quiet sounds on percussion instruments.
 | * Know that a steady beat is a repetitive pulse that occurs in music.
* Know that dynamics means loud and quiet sounds.
* Know that timbre means the quality of a sound.
* Know that duration means long and short sounds.
* Know that tempo means fast and slow sounds.
 |
| 2 | * Listen to and repeat rhythmic patterns on body percussion and instruments.
* Play pitch lines on tuned percussion.
* Accompany a song with vocal, body percussion and instruments ostinati.
* Use instruments expressively in response to visual stimuli.
 | * Know different rhythm patterns.
* Know that ostinato is a repeated melody or rhythm in music.
 |
| 3 | * Accompany a song with a melodic ostinato on tuned percussion.
* Perform a pentatonic song with tuned and untuned accompaniment.
* Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion.
* Perform rhythmic ostinati individually and in combination.
* Understand and use pitch notations.
* Read simple rhythm notation.
* Create and perform from a symbol score.
* Read graphic notation to play a melody on tuned instruments.
 | * Know that a melodic ostinato is a repeated melody.
* Know that a pentatonic song consists of five notes.
* Know that a rhythmic ostinato is a repeated rhythm.
* Know and begin to read a variety of notations: pitch, rhythm and graphic.
 |
| 4 | * Combine four body percussion ostinati as a song accompaniment.
* Play a pentatonic song with leaps in pitch on tuned percussion.
* Play and sing repeated patterns (ostinati) from staff notation.
* Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations.
 | * Know and be able to read graphic, rhythm and staff notations.
* Know that melody is a tune.
* Know that a chord is two or more pitched notes played together at the same time.
* Know that bass means very low sounds.
 |
| 5 | * Read a melody in staff notation.
* Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities.
* Perform music together in synchronisation with a short movie.
* Develop ensemble playing, focusing on steady beat and placing notes accurately together.
* Control short, loud sounds on a variety of instruments.
 | * Know and be able to read graphic and staff notation.
* Know how to play instruments as part of an ensemble.
 |
| 6 | * Demonstrate coordination and rhythm skills by participating in a complex circle game.
* Play a chordal accompaniment to a piece.
* Follow and interpret a complex graphic score for four instruments.
* Play tuned instrumental parts confidently from graphic scores with note names.
 | * Know and be able to read complex graphic scores.
* Know how to play tuned instruments using note names.
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| **Area** | **Year** | **Skills** | **Knowledge** |
| Improvising/ exploring | 1 | * Improvise descriptive music.
* Respond to music through movement.
* Create a soundscape using instruments.
* Explore different sound sources and materials.
* Explore sounds on instruments and find different ways to vary their sound.
 | * Know how to make sounds using different instruments.
 |
| 2 | * Explore timbre and texture to understand how sounds can be descriptive.
* Combine sounds to create a musical effect in response to visual stimuli.
* Explore voices to create descriptive musical effects.
* Explore different ways to organise music.
 | * Know that texture means layers of sound.
* Know how to create descriptive sounds.
 |
| 3 | * Improvise descriptive music.
* Improvise to an ostinato accompaniment.
* Explore simple accompaniments using beat and rhythm patterns.
 | * Know that improvising means creating music on the spot.
* Know how to accompany music using beats and rhythms.
 |
| 4 | * Improvise in response to visual stimuli, with a focus on timbre.
* Explore household items as instruments and match rhythms with appropriate soundmakers.
* Improvise melodies with a given set of five notes (a pentatonic scale).
* Explore layers and layering using a graphic score.
* Understand syncopation and clap improvised off-beat rhythms.
 | * Know how to use everyday items as instruments.
* Know that syncopation is when you play the rhythm on the weaker beats.
 |
| 5 | * Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion.
* Learn about jazz scat singing and devise scat sounds.
* Play and improvise using the whole tone scale.
* Create musical effects using contrasting pitch.
* Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities.
* Learn about and explore techniques used in movie soundtracks.
 | * Know that jazz scat singing means using nonsense words or sounds to create music.
* Know that a whole tone scale is made up of six notes that move up in whole steps.
* Know about movie soundtrack techniques.
 |
| 6 | * Devise, combine and structure rhythms through dance.
* Improvise descriptive music on instruments and other soundmakers.
 | * Know how to create rhythms and descriptive music using instruments and soundmakers.
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| **Area** | **Year** | **Skills** | **Knowledge** |
| Composing | 1 | * Invent and perform new rhythms to a steady beat.
* Create, play and combine simple word rhythms.
* Create a picture in sound.
 | * Know how to create rhythms and sound pictures.
 |
| 2 | * Compose music to illustrate a story.
* Perform and create simple three- and four-beat rhythms using a simple score.
 | * Know how to read a simple score.
 |
| 3 | * Select descriptive sounds to accompany a poem.
* Choose different timbres to make an accompaniment.
* Make choices about musical structure.
* Create and perform from a symbol score.
* Arrange an accompaniment with attention to balance and musical effect.
* Use a score and combine sounds to create different musical textures.
 | * Know how to choose appropriate sounds.
* Know how to read a symbol score.
* Know how to arrange accompaniments.
 |
| 4 | * Compose an introduction for a song.
* Compose and notate pentatonic melodies on a graphic score.
* Compose a rap.
* Compose a fanfare.
* Compose and play sequences of word rhythms.
 | * Know how to compose a variety of music – songs, raps, fanfares, word rhythms, pentatonic melodies.
 |
| 5 | * Develop a structure for a vocal piece and create graphic scores.
* Explore extended vocal techniques through listening to and composing ‘a capella’ (unaccompanied) vocal music based on graphic scores.
* Use the musical dimensions to create and perform music for a movie.
* Evaluate and refine compositions with reference to the inter-related dimensions of music.
* Create sounds for a movie, following a timesheet.
 | * Know how to create graphic scores.
* Know how to compose ‘a capella’ vocal music.
* Know how to create music for a movie.
* Know how to use the inter-related dimensions of music in compositions.
 |
| 6 | * Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music.
* Compose programme music from a visual stimulus.
 | * Know how to use the inter-related dimensions of music in performances.
* Know how to compose programme music.
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| **Area** | **Year** | **Skills** | **Knowledge** |
| Listening | 1 | * Recognise and respond to changes in tempo in music.
* Identify changes in pitch and respond to them with movement.
* Understand how music can tell a story.
* Understand musical structure by listening and responding through movement.
 | * Know and identify changes in tempo and pitch.
* Know some simple musical structures.
 |
| 2 | * Match descriptive sounds to images.
* Listen to and repeat back rhythmic patterns on instruments and body percussion.
 | * Know some rhythmic patterns.
 |
| 3 | * Listen to and learn about Hindustani classical music.
* Learn how sounds are produced and how instruments are classified.
* Listen to and learn about traditional Chinese music.
* Listen to and learn about a Romantic piece of music.
* Listen to and learn about a medieval antiphon.
* Listen to, learn about, play and dance to Tudor dance music.
 | * Know about Hindustani classical music.
* Know how to produce sounds on instruments.
* Know how to classify instruments.
* Know about traditional Chinese music.
* Know about Romantic music.
* Know about medieval antiphons.
* Know about Tudor dance music.
 |
| 4 | * Understand how rhythmic articulation affects musical phrasing.
* Explore the descriptive music of two famous composers of the 20th and 21st century.
* Listen to and learn about 1940s dance band music.
* Listen to and play along with Bhangra music.
* Copy rhythms and a short melody.
* Match short rhythmic phrases with rhythm notation.
* Listen to and learn about Renaissance instruments.
 | * Know about musical phrasing.
* Know about 20th and 21st century composers.
* Know about 1940s dance band music.
* Know about Bhangra music.
* Know about Renaissance instruments.
 |
| 5 | * Hear and understand the features of the whole tone scale.
* Listen to and learn about modern classical/avant garde music (20th century).
* Learn about the music of an early Baroque opera.
* Demonstrate understanding of the effect of music in movies.
 | * Know about 20th century modern classical music.
* Know about Baroque opera music.
* Know about music in movies.
 |
| 6 | * Follow and interpret a complex graphic score for four instruments.
* Experience and understand the effect of changing harmony.
* Listen to and understand modulation in a musical bridge.
 | * Know how to read complex graphic scores.
* Know that modulation means a change in tone or pitch.
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| **Area** | **Year** | **Skills** | **Knowledge** |
| Appraising | 1 | * Identify a sequence of sounds (structure) in a piece of music.
* Listen in detail to a piece of orchestral music (e.g. identify instruments).
* Identify metre by recognising its pattern.
* Identify a repeated rhythmic pattern.
 | * Know how to identify structure, instruments, metre and repeated rhythm patterns.
 |
| 2 | * Identify ways of producing sounds (e.g. shake, strike, pluck).
* Identify rising and falling pitch.
* Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season).
* Use simple musical vocabulary to describe music.
* Listen, describe and respond to contemporary orchestral music.
 | * Know how to produce sounds using untuned percussion instruments.
* Know how to identify changes in pitch.
* Know some simple musical vocabulary.
* Know how to describe contemporary orchestral music.
 |
| 3 | * Identify the metre in a piece of music.
* Recognise rhythm patterns in staff notation.
* Recognise pitch shapes.
 | * Know how to recognise metre and pitch shapes.
* Know what rhythm patterns look like on staff notation.
 |
| 4 | * Identify different instrument groups from a recording.
* Describe the structure of a piece of orchestral music.
* Develop listening skills by analysing and comparing music from different traditions.
* Identify key features of minimalist music.
* Compare and contrast the structure of two pieces of music.
* Identify the metre of a new song or piece.
* Listen to and analyse 20th century ballet music.
 | * Know what different instruments sound like.
* Know some structures of orchestral music.
* Know how to analyse and compare different music genres.
* Know key features of minimalist music.
 |
| 5 | * Listen to a 19th century tone poem and describe its effects and use of the musical dimensions.
* Listen to and analyse 19th century impressionist music using musical vocabulary.
* Compare and contrast two pieces of 19th century Romantic music.
* Identify changes in tempo and their effects.
* Evaluate and refine compositions with reference to the inter-related dimensions of music.
* Explore and analyse a song arrangement and its structure.
* Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time.
 | * Know how to analyse music using musical vocabulary.
* Know how to compare and contrast music from within a musical period.
* Know how to analyse songs.
* Know how to analyse ensemble performances.
 |
| 6 | * Revise, rehearse and develop music for performance, with reference to the inter-related dimensions of music.
* Discuss the music of a Russian Romantic composer with reference to a painting from the same period.
 | * Know how to develop music for performance.
* Know about a Russian Romantic composer.
 |