

Skill taught and Curriculum link		Application of skill and Knowledge					End of KS2 - exit point
		End of KS1 - Cultural Capital	Year 3	Year 4	Year 5	Year 6	
Singing	Skill	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>Sing confidently and fluently, maintaining an appropriate pulse.</p> <p>Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.</p>	<p>Sing confidently and fluently, maintaining an appropriate pulse.</p> <p>Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.</p>	<p>Lead an independent part in a group when singing (e.g. rhythm, ostinati, drone, simple part singing, etc.).</p> <p>As appropriate, follow basic shapes of music, and simple staff notation, through singing short passages of music when working as a musician.</p>	<p>Lead an independent part in a group when singing (e.g. rhythm, ostinati, drone, simple part singing, etc.).</p> <p>As appropriate, follow basic shapes of music, and simple staff notation, through singing short passages of music when working as a musician.</p>	<ul style="list-style-type: none"> Use and understand staff and other musical notations Listen with attention to detail and recall sounds with increasing aural memory Perform in solo and ensemble contexts, using voices with increasing accuracy, fluency, control and expression
	Knowledge		<p>To know:</p> <ul style="list-style-type: none"> - timbre - harmony - timbre - ternary form - rondo - ostinato - vocal patterns - pentatonic scale - pitch - glissando - metre 	<p>To know:</p> <ul style="list-style-type: none"> - musical phrases - melodic imitation - round (three-part) - beat - accent - canon - diminuendo - choral speaking - graphic notation - crescendo - dynamics <p>-</p> <p>To know what a rap is and use beatbox techniques</p> <p>To balance voices</p>	<p>To know:</p> <ul style="list-style-type: none"> - minor key - syncopation - call and response - rhythm <p>To sing from notation</p> <p>To combine voice with physical movement</p> <p>To respond to sound with visual signals</p>	<p>To sing three-part harmony</p> <p>To sing complex song in four parts</p> <p>To apply singing techniques to improve performance</p> <p>To know:</p> <ul style="list-style-type: none"> - tempo and its affect - movie soundtrack 	

Playing	Skill	<ul style="list-style-type: none"> Play tuned and untuned instruments musically 	<p>Demonstrate musical quality, e.g. clear starts, ends of pieces, technical accuracy, etc.</p> <p>Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing, etc.).</p> <p>Play confidently and fluently, maintaining an appropriate pulse.</p> <p>Follow and lead simple performance directions.</p> <p>Aurally identify, recognise, respond to and use musically basic symbols (standard and invented), including rhythms and pitch from standard Western notation (crotchets, quavers) and basic changes in pitch within a limited range.</p>	<p>Demonstrate musical quality, e.g. clear starts, ends of pieces, technical accuracy, etc.</p> <p>Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing, etc.).</p> <p>Play confidently and fluently, maintaining an appropriate pulse.</p> <p>Follow and lead simple performance directions.</p> <p>Aurally identify, recognise, respond to and use musically basic symbols (standard and invented), including rhythms and pitch from standard Western notation (crotchets, quavers) and basic changes in pitch within a limited range.</p>	<p>Lead an independent part in a group when playing (e.g. rhythm, ostinati, drone, simple part singing, etc.).</p> <p>Maintain a strong sense of pulse and recognise and self correct when going out of tune.</p> <p>Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>As appropriate, follow basic shapes of music, and simple staff notation, through playing short passages of music when working as a musician.</p>	<p>Lead an independent part in a group when playing (e.g. rhythm, ostinati, drone, simple part singing, etc.).</p> <p>Maintain a strong sense of pulse and recognise and self correct when going out of tune.</p> <p>Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>As appropriate, follow basic shapes of music, and simple staff notation, through playing short passages of music when working as a musician.</p>	<ul style="list-style-type: none"> Use and understand staff and other musical notations Play in solo and ensemble context, use musical instruments with increasing accuracy, fluency, control and expression
	Knowledge		<p>Know the following:</p> <ul style="list-style-type: none"> - timbre - harmony - timbre - ternary form - rondo - ostinato - pentatonic scale - pitch - glissando - metre - staff notation <p>Enhance and extend a performance</p> <p>To use body percussion/instruments</p> <p>To recognise rhythmic patterns</p>	<p>To arrange an accompaniment</p> <p>To know:</p> <ul style="list-style-type: none"> - musical phrases - melodic imitation - round (three-part) - beat - score - accent - canon - diminuendo - graphic notation - crescendo - dynamics <p>To play in groups by combining sections of music in a layered structure</p>	<p>To know:</p> <ul style="list-style-type: none"> - syncopation - drone - bassline <p>To perform sequences of sounds matched to visual sequences</p> <p>To combine independent parts in more than one metre</p> <p>To understand and perform a rondo structure</p> <p>To conduct a metre of four</p> <p>To develop a performance by adding other media</p> <p>To read grid/staff notation to play a bass line</p>	<p>To explore complex song and its structure in four parts</p> <p>To take part ensemble playing</p> <p>To control short, loud sounds on various instruments</p> <p>To learn the use of sound effects in movies</p> <p>To learn about different techniques in movie soundtracks</p> <p>To use cue score</p>	

Improvising	Skill	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the interrelated dimensions of music 	Use voice, sounds, technology and instruments in creative ways.	Use voice, sounds, technology and instruments in creative ways.	Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques.	Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques.	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music
	Knowledge		To know/choose descriptive sounds To explore contrasting moods and effects	To combine sounds to create different musical textures	To use off-beat rhythms To write lyrics	To interpret notation	
Composing	Skill	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the interrelated dimensions of music 	Create simple rhythmic patterns, melodies and accompaniments. Suggest simple performance directions.	Create simple rhythmic patterns, melodies and accompaniments. Suggest simple performance directions.	Use a variety of musical devices, timbres, textures, techniques, etc., when creating music. Create music when demonstrates understanding of structure and discuss choices made.	Use a variety of musical devices, timbres, textures, techniques, etc., when creating music. Create music when demonstrates understanding of structure and discuss choices made.	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music
	Knowledge		To know how music is organised in layers Combining rhythms in layers To know: - interlude	To compose and notate pentatonic melodies	To create descriptive music To create music that tells a story To compose sequences of word rhythms	To understand music narrative To structure sounds using storyboard To compose sound effects to perform with a movie To create a sequence of melodic phrases To create sounds following a timesheet To create descriptive music in groups	

Listening	Skill	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music 	<p>Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses.</p> <p>Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others.</p>	<p>Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses.</p> <p>Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others.</p>	<p>Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these</p> <p>Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses.</p> <p>Critique own and others' work, offering specific comments and justifying these.</p>	<p>Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these</p> <p>Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses.</p> <p>Critique own and others' work, offering specific comments and justifying these.</p>	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Listen with attention to detail and recall sounds with increasing aural memory
	Knowledge		<p>To combine rhythmic patterns</p> <p>To recognise/understand pentatonic scale</p> <p>To name instruments</p>	<p>To know tubed/untuned percussion</p> <p>To pay attention to balance and musical effect</p> <p>To identify different types of accompaniment</p> <p>Describe music using musical and non-musical terms</p> <p>To know certain music from different cultures/historical periods and recognise their sound</p> <p>To compare and contract structure</p>	<p>To identify how a story has been told in music</p> <p>To know how a West African song sounds like</p>	<p>To explore the effects of music on movies</p> <p>To evaluate and refine compositions</p>	<ul style="list-style-type: none"> Develop an understanding of the history of music