

Skill Taught and Curriculum Link		End of KS1 – Cultural Capital	Wallace Fields Music Curriculum - Application Of Skill & Knowledge				End of KS2 – Exit Point
			Year 3	Year 4	Year 5	Year 6	
Singing	Skill	Use their voice expressively and creatively by singing songs and speaking chants and rhymes	<p>Sing confidently and fluently maintaining an appropriate pulse.</p> <p>Sing with an appropriate vocal range with clear diction, mostly accurate tuning control of breathing and appropriate tone. Range of an octave</p> <p>Performing accurately from rhythmic solfa notation.</p>	<p>Sing confidently and fluently maintaining an appropriate pulse.</p> <p>Sing with an appropriate vocal range with clear diction, mostly accurate tuning, and control of breathing and appropriate tone. Range of an octave with leaps. Developing sense of expression including control of subtle dynamic changes.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Even tone across the dynamic range with clear open vowels.</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>Singing songs in two or more secure parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Even tone across the dynamic range with clear open vowels and greater breath control.</p> <p>Lead an independent part in a group when singing (rhythm, drone, simple part singing, etc.).</p> <p>Working in an ensemble with increasing awareness of others, following conductor's cues and directions.</p>	<p>Use and understand staff and other musical notations</p> <p>Listen with attention to detail and recall sounds with increasingly oral memory</p> <p>Performing solo and ensemble context using voices increasing accuracy, fluency, control and expression</p>
	Knowledge		<p>To Know: Timbre Harmony Ternary form Rondo Ostinato Vocal patterns Pentatonic scale Pitch Glissando Metre Articulation Phrasing – breathing points</p> <p>Importance of warm ups that focus on posture and breath for all vocalisation, especially singing.</p> <p>Rounds and tongue twisters to stretch vocal skills</p>	<p>To Know: Musical Phrases Melodic imitation Round (three part) Beat Accent Canon Diminuendo Choral Speaking Graphic notation Crescendo Dynamics</p> <p>Extend vocal skills – developing understanding of good posture with rapping/beatbox techniques</p> <p>To balance and blend voices.</p>	<p>To know: Minor key Syncopation Call and response Rhythm</p> <p>To sing from notation</p> <p>To combine voice with physical movement</p> <p>To respond to sound from visual signals with increasing sensitivity.</p> <p>Appreciate importance of mood in communication of song through lyrics and melody.</p>	<p>To sing 3 part harmonies and apply advanced singing techniques to improve performance.</p> <p>Breathing from the diaphragm, relaxing throat, tongue and upper body – 'Body Before Sound' principle.</p>	

Playing	Skill	<p>Play tuned and untuned instruments musically</p> <p>Demonstrate musical quality, clear starts, ends of pieces, technical accuracy, etc. Maintain an independent part in a small group when playing or singing (rhythm, ostinato, drone, simple part singing, etc.)</p> <p>Play confidently and fluently, maintaining an appropriate pulse. Follow and lead simple performance directions.</p> <p>Aurally identify, recognise and respond to and use musical 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>Know that beats can be grouped in metres Strong/weak beats</p>	<p>Demonstrate musical quality, clear starts, ends of pieces, technical accuracy, etc., Maintain an independent part in a small group when playing or singing (rhythm, ostinato, drone, simple part singing, etc.)</p> <p>Play confidently and fluently, maintaining an appropriate pulse. Follow and lead simple performance directions.</p> <p>Aurally identify, recognise and respond to and use musical symbols (standard and invented) including rhythms and pitch from standard Western notation (semibreves, minim, crotchets quavers and equivalent rests) and basic changes in pitch within an increased range.</p> <p>Respond to different time signatures – 2/4, 3/4, 4/4</p>	<p>Leading independent part in a group when playing (rhythm,, 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>Appreciate simple structure of intro, verse, chorus as starting point for pieces.</p> <p>Explore layering of rhythmic and melodic phrases.</p> <p>Understand tempo and dynamic variations and mood created when playing solo or in ensemble contexts.</p>	<p>Leading independent part in a group when playing (rhythm,, 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>Working as a group to perform, adjusting dynamics and pitch, keeping in time with others and communicating with the group.</p> <p>Play syncopated /swung rhythms with accuracy, control and fluency. Introduced to tied/dotted rhythms and compound time signatures.</p> <p>Understanding 12 bar blues genre and chord sequences – I, IV, V. Improvisation within blues structure and knowledge of the Blues scale.</p>	<p>Use and understand staff and other musical notations.</p> <p>Play in solo and ensemble context, used musical instruments with increasing accuracy, fluency, control and expression</p>
	Knowledge	<p>To Know: Timbre Harmony Ternary form Rondo Ostinato Vocal patterns Pentatonic scale Pitch Glissando Metre Staff notation Enhance and extend a performance To use body percussion/instruments To recognise rhythmic patterns</p>	<p>To arrange an accompaniment To Know: Musical Phrases Melodic imitation Round (three part) Beat Accent Canon Diminuendo Graphic notation Crescendo Dynamics Tremolo To play in groups combining sections of music in a layered structure.</p>	<p>To Know: Syncopation Drone Bassline</p> <p>To perform sequences of Sounds matched to visual sequences To combine independent parts in more than one way To understand and perform a Rondo structure To conduct a metre of 2,3 and 4 To develop their performance by adding other media To read simple staff notation to play a bassline</p>	<p>To explore complex songs and its structure in four parts To take part in ensemble playing To create and control different sounds on pitched and unpitched instruments with greater degrees of accuracy.</p> <p>Readily appreciate the need for visual signals and cues to aid performance process.</p>	

Improvising	Skill	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, developing expressive responses in playing different instruments.	Experiment with voice, sounds, technology and instruments in creative ways to explore new techniques and develop/consolidate art of expression.	Using musical expression when improvising with a greater awareness of intended audience/mood. Explore musical structures that create dynamic and tonal contrasts.	Improvise and compose music for a range of purposes using the interrelated dimensions of music
	Knowledge		To choose descriptive sounds To explore contrasting moves and effects	Develop ideas with two or more combined sounds to create different musical textures.	Develop ideas with two or more combined sounds to create different musical texture and use offbeat rhythms. To compose lyrics.	To interpret notation Improvise and refine rhythmic and melodic phrases to fit music and own compositions.	
Composing	Skill	Experiment with, create, select and combine sounds using the interrelated dimensions of music	Create simple rhythmic patterns and melodies for accompaniments Suggest simple performance directions.	Create simple rhythmic patterns and melodies with accompaniments. Music that incorporates effective silences. Combine and control sounds to achieve a desired effect. Suggest simple performance directions	Use a variety of musical devices, timbres, textures, techniques, etc, when creating music – create harmonies. Create music and demonstrate an understanding of structure and discuss choices made	Use a variety of musical devices, timbres, textures, techniques, etc, when creating music. Developing appreciation for mood created and intended. Create music and demonstrate an understanding of structure and discuss choices made Use a range of ICT to sequence, compose, record and share work.	Improvise and compose music for a range of purposes using the interrelated dimensions of music
	Knowledge		Know that music is organised sound. Know how music can be organised in layers - texture Combining rhythms in layers to achieve desired effect. Knowledge of rhythmic solfa to aid simple melody compositions.	To compose and notate pentatonic melodies pitched notes move by steps/leaps. Compose short phrases and melodies. Know that beats can be grouped.(metre of 2,3,4) Explore timbre, tempo and dynamics.	To create descriptive music To create music that tells a story To create descriptive music in groups To compose sequence of words to accompany melodies. Explore chords/ note clusters Refine and record compositions.	To understand music narrative To structure sounds using a story board To compose To create a sequence of melodic phrases, reflecting the meaning of lyrics Appraise, refine and record compositions.	
Listening	Skill	Listen with concentration and understanding to a range of high-quality	Communicate ideas thoughts and feelings for a simple musical demonstration language movement and other art forms giving simple	Communicate ideas thoughts and feelings for a simple musical demonstration language movement and other art forms giving simple	Listen and evaluate a range of live and recorded music from different traditions genres styles and times responding appropriately to the context.	Listen and evaluate a range of live and recorded music from different traditions genres styles and times responding appropriately to the context.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and

	live and recorded music	<p>justifications of reasons for responses</p> <p>Other comments about own and other's work and ways to improve; accept feedback and suggestions from others</p>	<p>justifications of reasons for responses</p> <p>Recognise the use and development of motifs in music.</p> <p>Recognising and discussing the stylistic features of different genres/styles and traditions of music using correct vocabulary.</p> <p>Appraise own and other's work and ways to improve; accept feedback and suggestions from others</p>	<p>Share opinions about own and others music and be willing to justify the reasons for responses.</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 other's work offering specific comments and justifying reasons.</p>	<p>Discuss musical eras in content, identifying influence and impact of different composers on development of musical styles.</p> <p>Identify the way that features of a song can complement one another to create coherent overall effect.</p> <p>Critique own and other's work offering specific comments and justifying opinions.</p>	<p>from great composers and musicians</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>
Knowledge		<p>Listen with concentration to extracts of music.</p> <p>To compose and combine rhythmic patterns</p> <p>Identify common characteristics – verse/chorus and recognise familiar instrumental sounds and begin to know their names</p> <p>Listen to own compositions and use musical language to describe what happens in pieces.</p> <p>To recognise / understand pentatonic and solfa scale systems</p>	<p>Know tuned / untuned percussion instruments.</p> <p>To pay attention to balance and music effect</p> <p>To identify different types of accompaniment</p> <p>Recognise and talk about some contrasting styles of music in broad terms using appropriate musical language.</p> <p>To know certain music from different cultures, historical periods and recognise their sound .</p> <p>To compare and contrast structure</p>	<p>Talk about music they hear using musical terms.</p> <p>Talk about the combined effect of layers in their own arrangements and how pieces can be refined to achieve desired effect.</p> <p>Recognise relationships between chords and melody.</p> <p>Talk about differences in musical styles/genres and reflect/articulate how and why these differences occur.</p>	<p>To evaluate and refine compositions.</p> <p>Distinguish differences in timbre texture between a wide variety of instruments.</p> <p>Identify and discuss what happens within simple musical structures.</p> <p>Recognise and identify features of expression (phrasing, melody, harmony, dynamics, metre and tempo in live or recorded music.</p>	<p>Develop an understanding of the history of music</p>