Music Skills and Knowledge Overview

KS1 and KS2 National Curriculum (and EYFS Framework)

Teaching sequence in Music

Listening and appraising
Listen to various pieces of music in a similar style or genre.
Identify style indicators. Identify instruments and voices.
Discuss the structure and how the musical dimensions work together to create the music or song.
Locate the music in its historical context.
Express likes, dislikes and feelings evoked.

Musical Activities
Warm-up games
Flexible games
Play and copy back games to prepare for singing and playing.

Singing
Learn to sing the song, including singing different parts, singing in unison, in canon and solo.

Play Your Instruments
Learn to play an instrumental part to accompany the song. Practice speed and parts differentiated by ability. Tuned and untuned instruments.

Improvisation
Differentiated challenges using voice and instruments progressing from copy back, question and answer and complete improvisation.

Composing
Composing as a class using the online Compose Tool, progressing to composing as a group or pairs.
Record compositions pictorially, graphically or formally using stave notation.

Performance
Performing in various formats, singing, with or without instruments, incorporating improvisations and own compositions.
Record the performance and reflect upon what went well and how to improve.

Key Concepts: Learning, working and talking like a composer/ musician

Being introduced to the key terms or vocabulary that a composer/musician would use; defining the key vocabulary that a composer/musician would use; high expectations of pupils 'talking' like a composer/musician.

Concept	Explanation
Melody	Melody is formed from a succession of single notes; it is combined with rhythm to make a tune. Melody can be created using steps and leaps. The collection of notes from which a melody is formed is called a scale.
Harmony	Harmony is the sound made by two or more notes simultaneously. These combinations are sometimes called chords. Harmony can sound pleasing to the ear or clashing, depending on the notes used. We use harmony when we play chords on the ukulele.
Pitch	Pitch is the sound of a single note in relation to other notes. Words which can describe the pitch include: high, low, treble, bass, sharp or flat.
Tempo	Tempo is the speed of a piece of music. The tempo can change during a piece. The tempo describes the pulse or beat of the music. Sometimes we use Italian words to describe the tempo such as lento, which means slow, or allegro, which means lively.
Dynamics	Dynamics are used to describe the volume of one or more notes in a piece of music. The dynamics can change gradually or suddenly. Symbols known as dynamic markings, based on Italian descriptions, are often used such as f for forte which means 'strong' or 'loud'.
Structure	Structure is the overall framework of a piece of music. The structure of a song will usually have an introduction, some verses and a chorus.
Texture	The texture of a piece of music describes how the different sounds are being woven together. A thick texture uses several ideas at once. A thinner texture will have fewer parts. For example, a whole class singing 'Frere Jacques' is a thin texture. A few children singing the same song as a four-part round, starting at different times, will create a thicker structure
Timbre	Timbre is the unique sound quality which helps us to distinguish between different instruments and voices. The different ways an instrument is played can change its timbre.
Rhythm	Rhythm is the organisation of long and short sounds around a pulse or beat. Some rhythms coincide with the beat; others use syncopation, in which most of the sounds fit between the main beats.
Composing	Composing occurs when you select and organise sounds to make music. Good compositions have an intention which is successfully communicated to the audience.
Performing	Performing is the act of making music for an audience at a particular time and place. Most performances need to be practised.
Notation	Notation is the method used to record, on paper or on screen, music that is heard or performed. A musician needs to read and write notation to share ideas. There are several different types of standard notation.

EYFS

Over the course of the year children will develop the following....

Skills	Knowledge	End Points

• Learn that music can touch your feelings. • Enjoy moving to music by dancing, marching, pretending to be animals, pop stars, etc. • Find and move to the pulse. • Listen to and copy basic rhythm patterns. • Create pitch patterns. • Sing along with a song and add actions. • Perform by singing, adding actions or movement or a simple instrumental part.	• Know twenty nursery rhymes off by heart. • Know the stories of some of the nursery rhymes. • Know that we can move with the pulse of the music. • Know that the words of songs can tell stories and paint pictures. • Sing nursery rhymes and simple songs from memory. • Know that songs have sections. • Know that a performance is sharing music.	Pupils will know about and be able to do the following: • Respond to music, searching out a steady pulse to move to. Some children will be able to move to the pulse in different ways and clap the rhythm of their name. • Respond to music in character, searching out a steady pulse to move to. Some children will be able to copy the rhythm of small phrases from the songs. • Respond to music, inventing their own ways to find the pulse. Some children will be able to play the pulse on an instrument. • Respond to music, searching out a steady pulse to move to. Some children will be able to create their own actions and patterns. • Know and use the following vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase, tempo, rap, congo, rondo, concerto, Funk,

Year 1

Over the course of the year children will develop the following....

Skills	Knowledge	End Points
• Learn how they enjoy moving to music by dancing, marching, being animals or pop stars. • Find and move to the pulse. • Listen to and copy back short rhythmic phrases. • Create own rhythms. • Sing in different pitches. • Make different types of sounds with voices. • Start and stop singing or playing when following a leader. • Treat instruments carefully with respect. • Play a tuned instrumental part to accompany a song. • Use voices and instruments to improvise an answer to a tune heard. • Help create a melody. • Learn how notes can be written down and changed. • Add own ideas to a performance. • Record the performance and say how they feel about it.	• Know five songs off by heart. • Know what the songs are about. • Know and recognize the sound and names of some of the instruments they use. • Know that music has a steady pulse. • Know that we can create rhythms from words. • Sing or rap five songs confidently from memory in unison. • Know the names of instruments they are playing. • Know the names of some notes from memory or when written down. • Know that improvisation is about making up your own tune on the spot. • Know that composing is writing a story with music. • Know that a performance is sharing music with other people, called an audience.	Pupils will know about and be able to do the following: • Know that music has a steady pulse. • Find the pulse and understand that it is the heartbeat of the song. • Recognise and name some instruments they hear. • Some will know how to create rhythms from words. • Talk about different styles of music. • Know and use the following vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, perform, melody, keyboard, percussion, trumpet, saxophone, bass guitar, drums, decks, Blues baroque, Latin, Irish Folk, Funk, groove, audience. • Say how they feel about their performance.

Year 2

Over the course of the year children will develop the following....

Skills	Knowledge	End Points
• Learn how songs can tell a story or describe an idea. • Copy back short rhythmic phrases based on words with one and two syllables whilst marching the steady beat. • Sing notes of different pitches. • Learn to make different sounds wit the voice, e.g. rap. • Find a comfortable singing position. • Play a tuned instrumental part which matches their musical challenge (differentiated). • Play a part in time with the steady pulse. • Listen to and follow instructions from a musical leader.	• Know that some songs have a chorus or a response/answer part. • Know that songs have a musical style. • Know that music has a steady pulse. • Know that rhythms are different from the steady pulse. • Know that we add high and low sounds and use different pitch when we sing or play instruments • Confidently know and sing five songs from memory. • Know that unison is everyone singing at the same time. • Know why we need to warm up our voices. • Understand that songs can include other ways of using the voice, e.g. rapping, etc. • Know the names of untuned percussion instruments used in class. • Know the names of notes in instrumental parts.	Pupils will know about and be able to do the following: • Understand that songs have a musical style. • Recognise and name some of the instruments that they hear. • Know that music has a steady pulse. • Create rhythms from words. • Understand that rhythms are different from pulse. • Know that we add high or low sounds (pitch) when we sing or play instruments. Know and use the following vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, perform, melody, keyboard, percussion, trumpet, saxophone, bass guitar, electric guitar, glockenspiel, Rock, Reggae, audience. • Express their feelings about their performance.

Year 3

Over the course of the year children will develop the following....

Skills	Knowledge	End Points
• Confidently identify and move to the pulse. • Discuss the meaning of lyrics and how a song makes them feel. • Listen and respect others' thoughts about music. • Copy back and create own rhythm patterns. • Copy back with instruments with and without notation. • Sing in unison and in simple two parts. • Explore singing solo. • Follow a leader when singing. • Have an awareness of being 'in tune'. • Play a part on a tuned instrument. • Rehearse and perform their parts within the context of the song. • Listen to and follow musical instructions form a leader. • Help create a simple melody. • Plan and create a section of music for performance., making musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Choose what to perform. • Communicate the meaning of words and articulate them clearly.	• Know five songs from memory and who sang or wrote them. • Recognise and know the style of the songs. • Choose one song and discuss: the lyrics musical dimensions (texture, dynamics, tempo, rhythm, pitch) main sections (intro, verse, chorus) the instruments used in the song. • Know how to find and demonstrate pulse. • Know the difference between pulse and rhythm. • Understand how pulse, rhythm and pitch work together to create a song. • Know the difference between a musical question and an answer. • Know that singing in a group is called a choir. • Understand the importance of listening when working in a group. • Know that a choir or group has a conductor. • Know and talk about the instruments they play. • Understand that using one or two notes confidently is better than using five. • Know different ways of recording compositions (letter names, symbols, audio, etc.) • Know some of the elements to make a good performance (knowing, planning, confidence and communicating ideas, feelings and thoughts).	Pupils will know about and be able to do the following: • Identify the structure of a piece of music. • Understand and explain the meaning of lyrics. • Be able to explain the difference between pulse and rhythm. • Contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings. • Play instrumental parts accurately and in time, as part of the performance. Improvise in the lessons and as part of the performance. • Compose a simple melody using simple rhythms. and use as part of the performance.

Year 4

Over the course of the year children will develop the following....

Skills	Knowledge	End Points
• Confidently identify and move to the pulse. • Discuss how the musical dimensions work together in a piece of music. • Identify the structure of the song • Talk about music and how it makes them feel. • Use musical vocabulary when discussing music. • Listen and respect others' thoughts about music. • Copy back and create own rhythm patterns. • Copy back with instruments with and without notation. • Sing in unison and in simple two parts. • Demonstrate a good singing posture. • Explore singing solo. • Follow a leader when singing. • Have an awareness of being 'in tune'. • Play a part on a tuned instrument. • Rehearse and perform their parts within the context of the song. • Listen to and follow musical instructions from a leader.	• Know 5 songs from memory and the composers/artists. • Know the style of these songs. • Be able to discuss the style indicators., lyrics, musical dimensions. • Know how pulse, rhythm and pitch work together. • Know that singing in a group is called a choir, with a leader or conductor. • Know the effects of texture – e.g. A solo singer makes a thinner texture than a large group. • Understand the importance of warming up the voice. • To know and talk about instruments played in a band or orchestra. • Understand that improvisation is about making something up on the spot. • Understand that using one or two notes confidently is better than using five. • Know different ways of recording compositions (letter names, symbols, audio, etc.)	Pupils will know about and be able to do the following: • Identify the piece's structure: Intro, verse, bridge, chorus • Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. • Know the difference between pulse and rhythm and be able to keep the internal pulse. • Copy back, play, invent rhythmic and melodic patterns. • Sing in unison. • Play instrumental parts accurately and in time, as part of the performance. • Improvise in the lessons and as part of the performance. • Compose a melody using simple rhythms and use as part of the performance. • Contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards.

• Experience leading the playing. • Help create a simple melody. • Plan and create a section of music for performance., making musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Present a musical performance to capture an audience.	• Know some of the elements to make a good performance (knowing, planning, confidence and communicating ideas, feelings and thoughts).	
Year 5		
Over the course of the year children will develop the following....		
Skills	**Knowledge**	**End Points**
• Identify and move to the pulse with ease. • Think about the message of songs. • Compare 2 songs in the same style, talking about what stands out musically fin each of them. • Use musical vocabulary to describe music. • Discuss the ways in which the musical dimensions work together in the music heard. • Copy rhythms that include syncopation. • Sing in unison and sing backing vocals. • Experience rapping and solo singing. • Listen and be aware of how you fit into the group when singing. • Play a musical instrument with the correct technique. • Select and learn an instrumental part that matches their musical challenge using one of the all four differentiated parts – either from memory or using notation. • Lead a rehearsal session. • Improvise with a feeling for the Bossa Nova and Swing style (in pentatonic scale) in Classroom Jazz 1. • Create simple melodies using up to 5 notes. • Explain the keynote or home note. • Record the composition in any appropriate way which shows connection between sound and symbol. • Choose what to perform and create a programme. • Record the performance, review and discuss it musically.	• Know 5 songs from memory, who sang and write them and why. • Know the style of these songs and name other songs in the same style. • Be able to discuss the style indicators., lyrics, musical dimensions and historical context of the songs. • Know how pulse, rhythm and pitch work together. • Understand Musical Leadership and create musical ideas for the group to copy or respond to. • Know and confidently sing 5 songs and their parts from memory. • Choose a song and explain its meaning, its main features and discuss singing in unison, solo, lead vocal and backing vocals. • Know different ways of writing music down. • Know the notes C, D, E, F, G, A, B and C on the treble stave. • Know 3 well-known improvising musicians. • Know that a composition has pulse, rhythm, and pitch that work together and are shaped by tempo, dynamics, texture and structure. • Notation: recognise the connection between sound and symbol. • Know some of the elements to make a good performance (knowing, planning, confidence and communicating ideas, feelings and thoughts).	Pupils will know about and be able to do the following: • Identify the piece's structure: Intro, verse 1, bridge, chorus, solo, lead, lead repeated, interlude. • Identify the instruments and voices. • Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting. • Be able to keep the internal pulse. • Copy back, play, invent rhythmic and melodic patterns. • Sing in unison. • Play instrumental parts accurately and in time, as part of the performance. • Improvise in the lessons and as part of the performance. • Compose a melody using simple rhythms and use as part of the performance. • Contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards.
Year 6		
Over the course of the year children will develop the following....		
Skills	**Knowledge**	**End Points**

• Identify and move to the pulse with ease. • Think about the message of songs. • Compare 2 songs in the same style, talking about what stands out musically fin each of them. • Use musical vocabulary to describe music. • Discuss the ways in which the musical dimensions work together in the music heard. • Talk about the music and how it makes you feel, using musical language. • Copy back riffs using simple and syncopated rhythm patterns. • Sing in unison and sing backing vocals. • Experience rapping and solo singing. • Listen and be aware of how you fit into the group when singing. • Play a musical instrument with the correct technique. • Select and learn an instrumental part that matches their musical challenge using one of the all four differentiated parts – either from memory or using notation. • Lead a rehearsal session. • Improvise with a feeling for the Blues style in Classroom Jazz 2. • Create simple melodies using up to 5 notes and simple rhythms that work musically with the style. • Explain the keynote or home note. And the structure of the melody. • Record the composition in any appropriate way which shows connection between sound and symbol. • Choose what to perform and create a programme. • Record the performance, review and discuss it musically.	• Know 5 songs from memory, who sang and write them and why. • Know the style of these songs and name other songs in the same style. • Be able to discuss the style indicators., lyrics, musical dimensions and historical context of the songs. • Understand that we each have a musical identity. • Know how pulse, rhythm and pitch work together. • Understand Musical Leadership. • Know about the style of the songs so you can represent the feeling and context to the audience. • Know different ways of writing music down – staff notation, symbols. • Know the notes C, D, E, F, G, A, B and C on the treble stave. • Know 3 well-known improvising musicians. • Know that a composition has pulse, rhythm, and pitch that work together and are shaped by tempo, dynamics, texture and structure. • Notation: recognise the connection between sound and symbol. • Know that performing is sharing music with an audience with belief.	Pupils will know about and be able to do the following: • Describe the style indicators of the song/music. • Describe the structure of the song. • Identify the instruments/voices they can hear. • Talk about the musical dimensions used in the song. • Describe the mood and story told. • Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting. • Be able to keep the internal pulse. • Copy back, play, invent rhythmic and melodic patterns. • Sing in unison. • Play instrumental parts accurately and in time, as part of the performance. • Improvise in the lessons and as part of the performance. • Compose a melody using simple rhythms and use as part of the performance. • Contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. • Talk about their own musical and cultural identity.