

Music Knowledge and Skills

Core Skills:

Active Learning	Basic Skills	Creative Thinking
<ul style="list-style-type: none"> • To seek out and enjoy challenges • To collaborate with others • To show commitment and perseverance • Assess themselves and others 	<ul style="list-style-type: none"> • To speak clearly and convey ideas confidently • To read and communicate ideas in writing efficiently & effectively • To calculate efficiently and apply skills to solve problems • To use new technologies confidently and purposefully 	<ul style="list-style-type: none"> • To ask questions to extend thinking • To generate ideas and explore possibilities • To overcome barriers by trying out alternatives • To connect ideas and experiences in inventive ways

Year 1			
Performing	Appraising	Composing	Skills
<ul style="list-style-type: none"> • Make a variety of sounds with voice • To follow direction of when to sing • Repeat simple phrases when playing and singing • Perform with an instrument 	<ul style="list-style-type: none"> • Choose instruments to represent different things • Perform simple rhythmic patterns • To express likes and dislike associated with pieces of music • Respond to different moods in music. What does the music make you feel? When might you hear a piece? eg wedding, lullaby etc 	<ul style="list-style-type: none"> • Clap and repeat short rhythmic and melodic patterns • Make a sequence of sounds • Sort sounds using simple criteria (loud , soft etc) • Know that sounds can be represented using marks eg shapes (graphic notation) 	<p><u>Multi-structural</u></p> <ul style="list-style-type: none"> • Sing songs, chants and rhymes and begin to explain how music is made for different purposes • Listen with concentration and begin to recall sounds with increasing aural memory • Play tuned and un-tuned instruments and begin to describe some of the different ways that sounds can be made. <p><u>Relational</u></p> <ul style="list-style-type: none"> • Begin to demonstrate an understanding of how sound can be changed within a performance • Begin to evaluate an exemplar as a starting point for the process of critique by talking about likes and dislikes. • Listen with concentration and begin to summarise their ideas and feelings • Begin to demonstrate some control and rhythmic awareness when playing un-tuned instruments <p><u>Extended Abstract</u></p> <ul style="list-style-type: none"> • Begin to appreciate the dynamics and tempo within a piece • Begin to create musical patterns that express their ideas and feelings using movement or dance • Rehearse and perform with others and begin to assess their work suggesting some improvements

Year 2

Performing	Appraising	Composing	Skills
<ul style="list-style-type: none"> To sing songs at a variety of tempi Perform simple songs and maintain a steady pulse Use voices creatively Play simple rhythmic patterns on an instrument 	<ul style="list-style-type: none"> Choose instruments for a desired effect Perform simple rhythmic patterns when playing an instrument, keeping a steady pulse To make connections between notations and musical sounds To respond to different moods in music and how the changes are created 	<ul style="list-style-type: none"> To listen and explain why a piece of music is suitable for an occasion. (It is quiet and slow - it might be used for a lullaby) To order sounds to make a short piece of music starting to use correct musical terminology To confidently represent sounds using a range of symbols 	<p><u>Multi-structural</u></p> <ul style="list-style-type: none"> Sing songs, chants and rhymes and explain how music is made for different purposes Listen with concentration and recall sounds with increasing aural memory Play tuned and un-tuned instruments and describe some of the different ways that sounds can be made. <p><u>Relational</u></p> <ul style="list-style-type: none"> Demonstrate an understanding of how sound can be changed within a performance Evaluate an exemplar as a starting point for the process of critique by talking about likes and dislikes. Listen with concentration and summarise their ideas and feelings Demonstrate some control and rhythmic awareness when playing tuned and un-tuned instruments <p><u>Extended Abstract</u></p> <ul style="list-style-type: none"> Appreciate the pitch, dynamics and tempo within a piece Create musical patterns that express their ideas and feelings using movement, dance or vocal performance Rehearse and perform with others and assess their work suggesting some improvements

Year 3

Performing	Appraise	Compose	Skills
<ul style="list-style-type: none"> To sing in unison following direction of pitch keeping pulse Create repeated patterns on a variety of instruments Begin to play and keep to a rhythmic part when others are playing a different one. Play a small selection of clear and precise notes on an instrument as directed 	<ul style="list-style-type: none"> Recognise high and low pitches Use musical vocabulary when describing a piece of music and when communicating likes and dislikes Recall sounds having listened to a piece of music 	<ul style="list-style-type: none"> To know some work of a famous composer Combine sounds to create moods and feelings Use different musical elements in composing and begin to layer sounds Improve compositions and to know the improvements that are made 	<p>Multi-structural</p> <ul style="list-style-type: none"> Begin to explain how characteristics are expressed within narrative musical structures Begin to explain pitch, and musical expression Begin to recall simple rhythms with increasing aural memory Begin to interpret invented notations to play tuned and un-tuned instruments <p>Relational</p> <ul style="list-style-type: none"> Begin to demonstrate some understanding of pitch, and musical expression in a performance Begin to evaluate an exemplar as a starting point for the process of critique Begin to analyse and compare simple sounds Begin to demonstrate some control and rhythmic awareness when using invented notations to play tuned and un-tuned instruments <p>Extended Abstract</p> <ul style="list-style-type: none"> Begin to appreciate the range of dimensions within a piece Begin to reflect on how dynamics and tempo can affect an audience Begin to analyse and compare sounds, reflecting on how music is produced through invented notations <p>Begin to practice, rehearse and present their work and assess the impact on an audience</p>

Year 4			
Performing	Appraise	Compose	Skills
<ul style="list-style-type: none"> • Sing songs accurately maintaining pitch and clear/accurate sense of rhythm • Perform on instruments with increasing accuracy, following direction • Use notation to record sequences of pitches • To perform with an instrument with an increasing number of notes and to change dynamics 	<ul style="list-style-type: none"> • Describe the effects of silences in music • Describe different purposes of music • Understand how different musical elements are used expressively • To describe features of some famous composers music or music from different traditions/cultures 	<ul style="list-style-type: none"> • Use notation to record compositions with an increasing number of notes – begin to use staff notation • Layer sounds with the inclusion of dynamics to create effect 	<p><u>Multi-structural</u></p> <ul style="list-style-type: none"> • Explain how characteristics are expressed within narrative musical structures • Explain pitch, and musical expression • Recall simple rhythms with increasing aural memory • Interpret invented notations to play tuned and un-tuned instruments <p><u>Relational</u></p> <ul style="list-style-type: none"> • Demonstrate some understanding of pitch, and musical expression in a performance • Evaluate an exemplar as a starting point for the process of critique • Analyse and compare simple sounds • Demonstrate increasing control and rhythmic awareness when using invented notations to play tuned and un-tuned instruments <p><u>Extended Abstract</u></p> <ul style="list-style-type: none"> • Appreciate the range of dimensions within a piece • Reflect on how dynamics and tempo can affect an audience • Analyse and compare sounds, reflecting on how music is produced through invented notations • Practice, rehearse and present their work and assess the impact on an audience

Year 5			
Performing	Listen and appraise	Compose	Skills
<ul style="list-style-type: none"> • To perform confidently whilst maintaining own part and others maintain theirs • To sing in unison with clear diction, rhythmic awareness and melodic shape • To begin to use staff notation when playing an instrument 	<ul style="list-style-type: none"> • To use musical terms when explaining ideas when listening to music • To listen and recall a range of patterns and sounds • Compare and contrast music by 2 famous composers 	<ul style="list-style-type: none"> • Compose music for specific criteria • Choose appropriate tempi and musical elements for music • To use conventional musical notation 	<p>Multi-structural</p> <ul style="list-style-type: none"> • Begin to explain how ideas have been organized within a range of musical structures • Begin to clarify understanding of pitch, phrasing and expression • Begin to recall a range of rhythms with increasing aural memory • Begin to interpret established and invented notations to play tuned and un-tuned instruments with control and rhythmic awareness <p>Relational</p> <ul style="list-style-type: none"> • Begin to combine a range of dimensions in a performance • Begin to choose and combine musical ideas • Begin to evaluate and appraise established works using a range of exemplars as a starting point for critique • Begin to analyse and compare sounds and musical ideas • Begin to use established and invented notations to play tuned and un-tuned instruments, demonstrating shifts in tempo <p>Extended Abstract</p> <ul style="list-style-type: none"> • Begin to create a performance by choosing, combining and organizing ideas and dimensions within musical structures • Begin to develop an understanding of how a range of dimensions affect the audience • Begin to use critique to develop their own work and that of others • Begin to analyse and compare sounds, reflecting on how music is produced through established and invented notations • Practice, rehearse and present their work and assess the impact on an audience, adapting for future performances