

Knowledge & Skills – Year R

Unit	1	2	3	4	5	6
Title	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
Main Songs	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Cross-curricular / topic-based focus	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.
Explore and Create	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.					
Games Track	Find the pulse.	Find the pulse as one of the characters from the song.	Invent ways to find the pulse.	Find the pulse and show others your ideas.	Find a funky pulse.	Revise existing.

Copy Cat Rhythm Games	Copy-clap the rhythm of names.	Copy-clap the rhythm of small phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap 3 or 4 word phrases from the song.	Revise existing.
High and Low Games	Explore high sounds and low sounds using voices and glockenspiels.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch using the images from the songs.		Revise existing.
High and Low Games A. Play Together					Keep the beat of the song with a pitched note.	Revise existing.
High and Low Games B. Pitch Activities					Add pitched notes to the rhythm of the words or phrases in the song.	Revise existing.
High and Low Games C. Extended Options					Enjoy playing patterns using a combination of any of the three notes C, D and E.	Revise existing.
Create your own Sounds using instruments		Invent a pattern to go with a song using one note.	Use the starting note to explore melodic patterns using one or two notes.	Use the starting note to explore melodic patterns using one or two notes.		Revise existing.

Instrument Notes	1	2	3	4	5	6
		I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E	Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A	Old Macdonald Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G	Big Bear Funk D, D + E, D + C	Revise existing.

Supporting Songs and Styles

1	2	3	4	5	6
Me! by Joanna Mangona	My Stories by Joanna Mangona	Everyone! by Joanna Mangona	Our World by Joanna Mangona	Big Bear Funk by Joanna Mangona	Reflect, Rewind and Replay
Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Funk.	Classical.
Celebration by Kool And The Gang Happy by Pharell Williams Sing by The Carpenters Sing A Rainbow by Peggy Lee Happy Birthday by Stevie Wonder Our House by Madness	Roll Alabama by Bellowhead Boogie Wonderland by Earth Wind And Fire Don't Go Breaking My Heart by Elton John and Kiki Dee Ganesh Is Fresh by MC Yogi Frosty The Snowman sung by Ella Fitzgerald Spiderman sung by Michael Bublé	We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart	Lovely Day by Bill Withers Beyond The Sea sung by Robbie Williams Mars from The Planets Suite by Gustav Holst Frog's Legs And Dragon's Teeth by Bellowhead Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell Singing In The Rain performed by Gene Kelly	Big Bear Funk by Joanna Mangona I Feel Good by James Brown Don't You Worry 'Bout a Thing sung by Incognito My Promise by Earth Wind And Fire Superstition by Stevie Wonder Pick Up The Pieces by Average White Band	William Tell Overture by Rossini Dance Of The Sugar Plum Fairy by Tchaikovsky Flight Of The Bumblebee by Rimsky-Korsakov Jupiter, The Bringer Of Jollity by Gustav Holst Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams E.T. Flying Theme by John Williams

Listen and Respond

Knowledge	Skills
<ul style="list-style-type: none"> ● To know twenty nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes. 	<ul style="list-style-type: none"> ● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars.

Explore and Create (Musical Activities)

Knowledge	Skills
<ul style="list-style-type: none"> • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. 	<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:</p> <ul style="list-style-type: none"> • Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. • Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. • Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. • Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. • Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.

Singing

Knowledge	Skills
<ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs from memory. • Songs have sections. 	<ul style="list-style-type: none"> • To sing along with a pre-recorded song and add actions. • To sing along with the backing track.

Share and Perform

Knowledge	Skills
<ul style="list-style-type: none"> • A performance is sharing music. 	<ul style="list-style-type: none"> • Perform any of the nursery rhymes by singing and adding actions or dance. • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about.

Section One: Knowledge, Skills and Learning Progression by Year Group

Broad Knowledge, Skills and Learning Outcomes by Area and Year Group

The learning outcomes are naturally linked to the assessment criteria for each year.

Area 1: Listening and Responding to Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Using Musical language	1a: I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
Understanding and identifying connections between music and our feelings	1b: I can demonstrate a basic understanding of how feelings can connect with/relate to music.	1b: I can demonstrate a basic understanding of how feelings can connect with/relate to music.	1b: I can identify and describe feelings as they relate to music.	1b: I can identify and describe a variety of contrasting feelings as they relate to music.	1b: I can identify and describe a variety of contrasting feelings as they relate to music.	2b: I can identify and describe a variety of contrasting feelings as they relate to music.
Understanding and identifying musical styles and the socio-historical connections and context of music	1c: I can demonstrate some basic understanding of musical style.	1c: I can demonstrate some basic understanding of musical style.	1c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	1c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	1c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.	3c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.

Area 2: Understanding and Using the Language of Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and using differences in pitch and note duration	2b: I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).	2b: I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).				
Composing and improvising:						
● Understanding and applying the concepts	2d: I can demonstrate an understanding of the basic concepts of improvisation and composition.	2d: I can demonstrate an understanding of the basic concepts of improvisation and composition.	2c: I can make an informed decision as to which notes to use when composing and improvising with the song.	2c: I can make an informed decision as to which notes to use when composing and improvising with the song.	2c: I can make an informed decision as to which notes and expression to use when composing and improvising with the song.	2c: I can make an informed decision as to which notes and expression to use when composing and improvising with the song.
● Creating melody according to guidelines			2a: I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	2a: I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	2a: I can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.	2a: I can create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task.
Following instrumental parts in a group performance			2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (I	2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (I

					should aim to be able to read at least the simplest part of the piece).	should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance.
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Area 3: Developing Performance Awareness and Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feeling the pulse/beat	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	3a: I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.	3a: I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.
Understanding the importance of posture and technique when performing.	2c: I can demonstrate a basic understanding of the importance of posture and technique when performing.	2c: I can demonstrate a basic understanding of the importance of posture and technique when performing.	3b: I can demonstrate an understanding of the importance of posture, diction and technique when performing.	3b: I can demonstrate an understanding of the importance of posture, diction and technique when performing.	3b: I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.	3b: I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.
Rehearsing and Performing:	From 2e: (When introducing the performance):	From 2e: (When introducing the performance):	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:

<ul style="list-style-type: none"> ● Reflecting upon preparation and the context of the piece itself 	<p>2e: I can introduce my performance(s).</p>	<p>2e: I can introduce my performance(s).</p>	<ul style="list-style-type: none"> ● I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections. 	<ul style="list-style-type: none"> ● I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections. 	<ul style="list-style-type: none"> ● I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections. 	<ul style="list-style-type: none"> ● I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.
<ul style="list-style-type: none"> ● Connecting to the Social Theme 	<p>Any connection I make to the Social Theme is an added bonus.</p>	<ul style="list-style-type: none"> ● Any connection I make to the Social Theme is an added bonus. 	<ul style="list-style-type: none"> ● I can understand and make connections between the music encountered and the Social Theme. 	<ul style="list-style-type: none"> ● I can understand and make connections between the music encountered and the Social Theme. 	<ul style="list-style-type: none"> ● I can understand and make connections between the music encountered and the Social Theme. 	<ul style="list-style-type: none"> ● I can understand and make connections between the music encountered and the Social Theme.
<ul style="list-style-type: none"> ● Understanding and applying learning from the Musical Spotlight 			<ul style="list-style-type: none"> ● I can understand and apply learning from the Musical Spotlight. 	<ul style="list-style-type: none"> ● I can understand and apply learning from the Musical Spotlight. 	<ul style="list-style-type: none"> ● I can understand and apply learning from the Musical Spotlight. 	<ul style="list-style-type: none"> ● I can understand and apply learning from the Musical Spotlight.

Activity-Based Knowledge, Skills and Learning Aims by Musical Element, by Year Group

Pulse / Beat / Metre

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Watch, follow, feel and move to a steady beat with others.</p> <p>Find and enjoy moving to music in different ways.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p>	<p>Watch and follow a steady beat.</p> <p>Find a steady beat.</p> <p>Recognise the time signature 4/4 by ear and notation.</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p>	<p>Recognise and move in time with the beat.</p> <p>Play the steady beat on percussion instruments.</p> <p>Recognise the 'strong' beat.</p> <p>Play in time with a steady beat in 2/4, 4/4 and 3/4.</p>	<p>Recognise and move in time with a steady beat.</p> <p>Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.</p> <p>Respond to the 'offbeat' or 'backbeat'.</p>	<p>Recognise and move in time with the changing speed of a steady beat.</p> <p>Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>Respond to the 'offbeat' or 'backbeat'.</p>	<p>Recognise and move in time with the changing speed of a steady beat.</p> <p>Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>Identify syncopation and swing.</p>

Rhythm

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and clap long sounds, short sounds and simple combinations.</p> <p>Perform short, copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants; create, retain and perform your own rhythm patterns.</p>	<p>Recognise long and short sounds, and match them to syllables and movement.</p> <p>Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p>	<p>Recognise by ear and notation: minims, crotchets, quavers and their rests.</p> <p>Copy simple rhythm patterns created from minims, crotchets, quavers and their rests.</p> <p>Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests.</p> <p>Alternate between a steady beat and rhythm.</p>	<p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • Semibreves, minims, crotchets, quavers and semiquavers • Dotted minims and dotted crotchets <p>Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.</p> <p>Create rhythm patterns by ear and using simple notation, which use semibreves, minims, crotchets and quavers.</p> <p>Understand and explain the difference between beat and rhythm.</p> <p>Recall the most memorable rhythms in a song or piece of music.</p>	<p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • Minims, dotted crotchets, crotchets, quavers and their rests <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests <p>Recognise dotted rhythm in melodies.</p> <p>Copy simple rhythm patterns using the above rhythms.</p> <p>Create rhythm patterns by ear and using simple notation, which use the above rhythm patterns.</p> <p>Recall the most memorable rhythms in a song or piece of music.</p>	<p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • Minims, crotchets, quavers, semiquavers and their rests <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • 9/8 rhythm patterns • Dotted crotchets, triplet quavers and quaver notes and their rests <p>Recognise dotted rhythm in melodies.</p> <p>Copy simple rhythm patterns using the above rhythms.</p> <p>Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns.</p> <p>Recall the most memorable rhythms in a song or piece of music.</p>

Pitch (Melody)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise, sing and play high and low-pitched notes.</p> <p>Explore singing and playing C, D, and E from the C major scale.</p> <p>Explore singing and playing F, G, and A from the F major scale.</p>	<p>Identify the high notes and low notes in a melody.</p> <p>Join in with part of a melody.</p> <p>Rehearse and play a simple instrumental melody as a part to go with a song.</p> <p>Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C.</p> <p>Use body percussion, untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.</p> <p>Identify and play by ear or notation notes in the tonality of C major.</p>	<p>Show the shape of a melody as rising and falling in pitch.</p> <p>Learn to sing a melody by ear or from notation.</p> <p>Learn to rehearse and play a melodic instrumental part by ear or from notation.</p> <p>Identify the names of the pitched notes on a stave: C, D, E, F, F#, G, A, B, Bb, C.</p> <p>Identify the scales of: C major G major F major</p> <p>Identify if a scale is major or minor.</p> <p>Copy simple melodies by ear or from reading notation.</p> <p>Create melodies by ear and notate them.</p> <p>Explore and play by ear or from notation: • Five-note scale • Pentatonic scale</p>	<p>Identify and explain what a melody is.</p> <p>Learn to sing and follow a melody by ear and from notation.</p> <p>Understand melodic movement up and down as pitch.</p> <p>Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.</p> <p>Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D.</p> <p>Identify the following scales by ear or from notation: C major, F major, G major, A minor.</p> <p>Copy simple melodies by ear or from reading notation.</p> <p>Create melodies by ear and notate them.</p>	<p>Identify and explain steps, jumps and leaps in the pitch of a melody.</p> <p>Learn to sing and follow a melody by ear and from notation.</p> <p>Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation.</p> <p>Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D.</p> <p>Identify the following scales by ear or from notation: C major, F major, D minor, G major, Eb major, C minor.</p> <p>Copy simple melodies by ear or from reading notation.</p>	<p>Identify major and minor tonality by ear and from notation.</p> <p>Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.</p> <p>Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D.</p> <p>Identify the following scales by ear or from notation: A minor, G major, D major, D minor, F major.</p> <p>Identify an interval of a major triad: 3rd, 5th.</p> <p>Identify an octave by ear or notation.</p> <p>Copy simple melodies by ear or from reading notation.</p> <p>Create melodies by ear and notate them.</p> <p>Use chords C, F, G and A minor by ear or from notation.</p> <p>Identify the tonal centres of: A minor, G major, D major, D minor, F major.</p> <p>Identify and demonstrate the following scales by ear and from notation: Major scale, minor scale, pentatonic scale, blues scale.</p>

			<p>Identify and talk about the way vocals are used in a song.</p> <p>Identify and explain:</p> <ul style="list-style-type: none"> • Harmony: two or more notes heard at the same time • Second part: a second musical part, usually a melodic line, that creates harmony. <p>Explore chords I, IV and V in instrumental accompaniments.</p> <p>Explore intervals of 3rd, 5th and octaves.</p> <p>Identify the following tonal centres by ear or from notation: C major, F major, G major, A minor. Identify and demonstrate a major and minor scale.</p>	<p>Create melodies by ear and notate them.</p> <p>Add new chords II and VI from a given tonality.</p> <p>Identify tone by ear or from notation.</p> <p>Identify intervals 3rd, 5th and 7th.</p> <p>Identify the tonal centres of: C major and C minor, F major, D minor and D major, E^b major.</p> <p>Identify and demonstrate the following scales by ear and from notation: major scale, minor scale, pentatonic scale.</p>	
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Tempo

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace.</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p> <p>Direct the class in controlling the speed of a steady beat in a class performance.</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p> <p>Direct the class in controlling the speed of a steady beat in a class performance.</p> <p>Recognise the connection between tempi and musical styles.</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p> <p>Direct the class in controlling the speed of a steady beat in a class performance.</p> <p>Recognise the connection between tempi and musical styles.</p> <p>Recognise an effective use of tempo at the end of a song.</p>

Dynamics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about loud sounds and quiet sounds, and give some examples.</p>	<p>Identify loud and quiet sections of music, and discuss what makes the music loud or quiet.</p> <p>Understand the meaning of loud and quiet (forte and piano).</p>	<p>Listen out and respond to forte (loud) sections of music.</p> <p>Identify instruments playing loud dynamics when listening to the music.</p> <p>Use dynamics to help communicate the meaning of a song.</p>	<p>Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.</p>	<p>Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.</p>	<p>Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.</p> <p>Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood.</p> <p>Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.</p>

Timbre

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify different sounds in the environment, indoors and outside.</p> <p>Identify the sounds of the instruments played in school.</p> <p>Identify some of the sounds of the instruments heard when listening to music.</p>	<p>Know the difference between a speaking voice and a singing voice.</p> <p>Identify friends from the sound of their voices.</p>	<p>Choose particular instruments for rehearsal and performing.</p> <p>Identify the sound of different tuned and untuned percussion instruments.</p>	<p>Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.</p> <p>Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.</p> <p>Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesiser and electric guitar.</p> <p>Recognise the difference between the sound of high and low voices.</p> <p>Understand the importance of the vocal warm-up and its impact on the tone of the voice.</p>	<p>Recognise the following ensembles:</p> <ul style="list-style-type: none"> • Gospel choir and soloist • Rock band • Symphony orchestra • A Cappella group <p>Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesiser, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute.</p> <p>Recognise the difference between the sound of high and low voices.</p> <p>Recognise tone colour and rapping.</p>	<p>Recognise the following ensembles:</p> <ul style="list-style-type: none"> • Pop group • A Cappella group • Gospel choir <p>Identify instruments that add particular colour to a song or piece of music.</p> <p>Identify the following instruments by ear and through a range of media:</p> <ul style="list-style-type: none"> • Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesiser. • Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano. • Other instruments such as steel pans, harmonica, banjo and accordion.

Texture

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sing together.</p> <p>Listen out for combinations of instruments together.</p>	<p>Understand that singing and playing together creates a musical texture.</p> <p>Add body percussion accompaniments.</p>	<p>Understand that singing and playing together creates a musical texture.</p> <p>Add body percussion accompaniments.</p> <p>Listen to the accompaniment to a song.</p> <p>Identify large numbers of people playing and singing.</p> <p>Listen out for solo players.</p>	<p>Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.</p> <p>Identify high and low solo voices and backing vocals, and talk about the different textures they create in the music.</p> <p>Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.</p> <p>Explain the term 'unison' and the difference between unison and solo.</p>	<p>Identify solos and instrumental breaks in songs and music.</p> <p>Talk about solo voices, backing vocals and different vocal textures.</p> <p>Identify changes in texture.</p> <p>Talk about the different textures created by intervals and chords.</p>	<p>Sing and play instruments in different-sized groups.</p> <p>Identify solos and instrumental breaks in songs and music.</p> <p>Talk about solo voices, backing vocals and different vocal textures.</p> <p>Refer to repeated rhythmic or melodic patterns as riffs/ostinati.</p> <p>Talk about the different textures created by intervals and chords.</p> <p>Understand how texture builds throughout a piece as voices are layered.</p>

Structure (Form)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Add movement to key sections of a song.</p> <p>Understand when to sing in a verse and a chorus.</p>	<p>Join in with a repeated section of a song: the chorus, the response.</p> <p>Join in with the main tune when it is repeated.</p>	<p>Show the different sections of a song structure or piece of music through actions.</p>	<p>Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</p> <p>Identify the instrumental break and its purpose in a song.</p> <p>Recognise phrases and repeated sections.</p> <p>Discuss the purpose of a bridge section.</p>	<p>Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</p> <p>Identify the instrumental break and its purpose in a song.</p> <p>Recognise phrases and repeated sections.</p> <p>Discuss the purpose of a bridge section.</p>	<p>Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.</p> <p>Talk about the purpose of musical structures.</p> <p>Identify where changes in texture and tonality help emphasise the contrasting sections in a song.</p> <p>Recognise that changing the tonality at different points within the song creates different sections to the structure.</p>

Evolving Musical Repertoire – Scaffolded Expansion of Context for Application of Knowledge, Skills and Learning, by Year Group

This table is cumulative, carrying forward prior learning to the next year. The only exception to this is the song titles: only new songs have been added in each subsequent year column. **Blue text indicates new learning when compared to previous years.**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance, Listening, Responding and Understanding						
Notes Repertoire						
●Pitch	C, D, E, F, F#, G, A, B	C, D, E, F, F#, G, A, B ^b , B	C, D, E, F, F#, G#, G, A, B, B ^b	F, G, A, B ^b , C, D, E, F#, B	C, G, A ^b , B ^b , F, A, D, E, F#, G, E ^b	C, D, E, F, G, A, B, B ^b , F#, C#, G#, A ^b
●Duration	Minims, crotchets and quavers	Semibreves, minims, crotchets and quavers	Semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted minims, dotted crotchets, crotchets, quavers dotted quavers semiquavers, triplet quavers	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers, dotted minims, triplet quavers
●Rests	Minims, crotchets and quavers	Semibreves, minims, crotchets and quavers	Semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted minims, dotted crotchets, crotchets, quavers dotted quavers semiquavers, triplet quavers	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers, dotted minims, triplet quavers
Key Repertoire	C major, F major, D major, G major, D minor, A minor	C major, G major, F major, A minor	C major, G major, F major, E major, A minor	C major, F major, G major, D major, A minor, D minor	A minor, C minor, G major, F major, E ^b major, C major, D minor, D major	C major, G major, D major, A minor, D minor, E ^b major, F major, A major, F minor
Time Signature	4/4, 3/4, 2/4, 6/8	4/4, 2/4, 3/4	4/4, 2/4, 12/8, 3/4	4/4, 2/4, 3/4	2/4, 4/4, 6/8, 3/4, 5/4	2/4, 4/4, 3/4, 5/4

Song Repertoire	Find The Beat 1-2-3-4-5 Head, Shoulders, Knees And Toes Shapes We Talk To Animals We Are Together Twinkle, Twinkle, Little Star In The Orchestra Daisy Bell (Bicycle Built For Two) Dancing Dinosaurs Rock-A-Bye Baby I'm A Little Teapot If You're Happy And You Know It Sing Me A Song Sparkle Rhythm In The Way We Walk Big Bear Funk Baby Elephant Days Of The Week Name Song Cuckoo Upside Down Hush Little Baby Who Took The Cookie? Getting Dressed Dress Up Brush Our Teeth Get Ready Up And Down	Music Is In My Soul Boléro Hey Friends! Eye Of The Tiger Hello! Sparkle In The Sun For The Beauty Of The Earth Listen Fascinating Rhythm The Orchestra Song Rainbows Maple Leaf Rag Hands, Feet, Heart Let's Twist Again All Around The World Helping Each Other Piano Trio In A Minor Op. 150 I. Allegro The Music Man Swing Time: The Way You Look Tonight Let's Sing Together I Wanna Play In A Band Flying Theme From E.T. The Extra-Terrestrial Music Is All Around Moon River Saying Sorry The Sunshine Song No More Dinosaur Four White Horses Que Llaveva, Que Llaveva Down By The Bay	Home Is Where The Heart Is Hallelujah Chorus From Messiah Let's Work It Out Together The Loco-Motion Please Be Kind Love What We Do Let's Groove When The Saints Go Marchin' In Jaws: Main Theme My Bonnie Lies Over The Ocean Your Imagination Disco Fever You're A Shining Star Amazing Grace Music Makes The World Go Round Friendship Song A Night On The Bare Mountain Family Double Beat Song Come On Over He's Got The Whole World In His Hands Porgy and Bess: Act 1, Summertime Why Does Music Make A Difference? The Young Person's Guide To The Orchestra	Hoedown Go Tell It On The Mountain I'm Always There Trick Or Treat Martin Luther King Looking In The Mirror Take Time In Life It's All About Love Perdido Scarborough Fair Bring Us Together Mambo From West Side Story Old Joe Clark Bachianas Brasileiras No. 2 - The Little Train Of The Caipira Dance With Me Let Your Spirit Fly Symphony No. 5 4th Movement Frère Jacques On The Beautiful Blue Danube The Other Side Of The Moon Train Is A-Comin' O Euchar Oh Happy Day Romeo and Juliet, Overture-Fantasy A World Full of Sound	Ghost Parade Lively Words Can Hurt His Eye Is On the Sparrow Joyful, Joyful The Sparkle In My Life Glassworks I. Opening Dreaming Of Mars Macaroni Sundae Get On Board Freedom Is coming Forever Always All Over Again Free Do You Ever Wonder? Erie Canal Dances In The Canebrakes No. 2, Tropical Moon Heroes Star Wars Episode IV: A New Hope Happy To Be Me Look Into The Night The Lark Ascending Breathe Stay Connected Keeping Time You And Me The Song Of Hiawatha: Overture Op. 30 A Bright Sunny Day Central Park In The Dark You Belong With Me	Do What You Want To Fanfare For The Common Man It's All About Love Main Title Theme (From Schindler's List) Sunshine On A Rainy Day My Best Friend Why The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction Singing Swinging Star Roll Alabama Disco Fever 1812 Overture La Bamba Vakuru (Elders) Change Let's Rock Mazurka In G Minor, Op. 24 No. 1 Simple Gifts Danny Boy Friendship Should Never End Wake Up! We Shall Overcome Down By The Riverside You Belong With Me Dance The Night Away Heal The Earth My Funny Valentine Let's Go Surfin' So Amazing
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	Star Light, Star Bright The Bear Went Over The Mountain In The Sea Alice The Camel Ten Green Bottles Zootime She'll Be Coming 'Round The Mountain		Panda Extravaganza Michael Row The Boat Ashore The Nutcracker Suite, Op. 71A - Dance Of The Reed Flutes The Dragon Song The Firebird Suite: Finale Follow Me	You Can See It Through A Ceremony Of Carols The Octopus Slide Connect		
Style Repertoire	Hip Hop Jazz Pop Gospel Reggae 20th and 21st Century Orchestral Lullaby Waltz Funk Jazz: Swing Marching Band Country Folk	Gospel 20th Century Orchestral Jazz Rock Pop 20th and 21st Century Orchestral / Choral Jazz: Swing Jazz: Ragtime Kwela Rock 'n' Roll Romantic/20th Century Orchestral Marching Band Film Music Calypso Funk Reggae	Country Baroque Pop Disco Funk Jazz: New Orleans Film Music Folk: Sea Shanty Pop: Ballad Soul Musicals Romantic Rock Native American Gospel Jazz 20th Century Orchestral Hip Hop	Reggae Soul: Ballad R&B Pop Folk Jazz Disco Musicals Contemporary R&B Classical Rock Gospel Choral Electronic Dance Music Funk 20th and 21st Century Orchestral	20th and 21st Century Orchestral Gospel Pop Minimalism Rock 'n' Roll Jazz: Contemporary South African Pop Reggae Film Music Hip Hop Funk Romantic Rhythm & Blues	Soul Pop 20th and 21st Century Orchestral Hip Hop Jazz: Swing Rock Disco Romantic Rock 'n' Roll Zimbabwean Pop Folk Gospel Salsa Reggae Musicals Film Music
Improvisation						
Notes Repertoire	C, D, E, F, G, A	C, D, E, F, G, A, B	C, D, E, F, G, A, B	C, D, E, G, A, F#, B, F	C, D, E ^b , F, E, F#, G, A, B ^b , B	C, D, E, F, G, A, B, B ^b , F#
Key Repertoire	C major, D major, F major, D minor	C major, G major, A minor, F major	C major, G major, F major	C major, D major	A minor, C minor, C major, F major, D minor	C major, G major, F major

Time Signature Repertoire	4/4, 3/4, 6/8	4/4, 2/4	2/4, 4/4	4/4	4/4, 6/8, 2/4, 3/4	2/4, 4/4, 5/4
Composition						
Notes Repertoire	C, D, E, F, G, A	C, D, E, F, G, A, B	C, D, E, F, G, A, B, B \flat	G, A, B, C, D, E, F \sharp , F, C \sharp , B \flat	G, A, B, C, D, E, F \sharp , E \flat , F, A \flat , B \flat , D \flat	G, A, B, C, D, E, F \sharp , F, B \flat , A \flat , D \flat , E \flat
	C major, F major, D minor	C major, G major, F major	C major, F major, G major	G major, D major, C major, D minor	G major, E \flat major, F major, D minor	G major, C major, D minor, F major, F minor
Key Repertoire	4/4, 3/4	4/4	4/4	4/4	4/4	4/4
Time Signature Repertoire						

Criteria to Assess Progress in Knowledge, Skills and Learning by Year Group

Area 1: Listening and Responding to Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Using Musical language	1a: Demonstrates an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	1a: Demonstrates an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
Understanding and identifying connections between music and our feelings	1b: Demonstrates a basic understanding of how feelings can connect with/relate to music.	1b: Demonstrates a basic understanding of how feelings can connect with/relate to music.	1b: Can identify and describe feelings as they relate to music.	1b: Can identify and describe a variety of contrasting feelings as they relate to music.	1b: Can identify and describe a variety of contrasting feelings as they relate to music.	2b: Can identify and describe a variety of contrasting feelings as they relate to music.
Understanding and identifying musical styles and the socio-historical connections and context of music	1c: Demonstrates some basic understanding of musical style.	1c: Demonstrates some basic understanding of musical style.	1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.	1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.	3c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.

Area 2: Understanding and Using the Language of Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and using differences in pitch and note duration	2b: Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short).	2b: Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short).				
Composing and improvising:						
● Understanding and applying the concepts	2d: Demonstrates an understanding of the basic concepts of improvisation and composition.	2d: Demonstrates an understanding of the basic concepts of improvisation and composition.	2c: Can make an informed decision as to which notes to use when composing and improvising with the song.	2c: Can make an informed decision as to which notes to use when composing and improvising with the song.	2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song.	2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song.
● Creating melody, according to guidelines			2a: Can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	2a: Can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	2a: Can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.	2a: Can create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task.
Following instrumental parts in a group performance			2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen, playing by ear or with the notation provided.	2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen, playing by ear or with the notation provided.	2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece).	2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance.

Area 3: Developing Performance Awareness and Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feeling the pulse/beat	2a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.	2a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.	3a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.	3a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.	3a: Demonstrates with confidence an awareness of pulse/beat when listening, moving to and performing music.	3a: Demonstrates with confidence an awareness of pulse/beat when listening, moving to and performing music.
Understanding the importance of posture and technique when performing.	2c: Demonstrates a basic understanding of the importance of posture and technique when performing.	2c: Demonstrates a basic understanding of the importance of posture and technique when performing.	3b: Demonstrates an understanding of the importance of posture, diction and technique when performing.	3b: Demonstrates an understanding of the importance of posture, diction and technique when performing.	3b: Demonstrates – and can explain – an understanding of the importance of posture, diction and technique when performing.	3b: Demonstrates – and can explain – an understanding of the importance of posture, diction and technique when performing.
Rehearsing and Performing:	From 2e: (When introducing the performance):	<i>From 2e:</i> (When introducing the performance):	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:
●Connecting to the Social Theme	●Any connection to the Social Theme is an added bonus.	●Any connection to the Social Theme is an added bonus.	●Makes connections between the music encountered and the Social Theme.	●Makes connections between the music encountered and the Social Theme.	●Makes connections between the music encountered and the Social Theme.	●Makes connections between the music encountered and the Social Theme.
●Reflecting upon preparation and the context of the piece itself	2e: Introduces the performance	2e: Introduces the performance	●Introduces the performance with context, demonstrating understanding of the song, the learning process and any other relevant connections.	●Introduces the performance with context, demonstrating understanding of the song, the learning process and any other relevant connections.	●Introduces the performance with context, demonstrating understanding of the song, the learning process and any other relevant connections.	●Introduces the performance with context, demonstrating understanding of the song, the learning process and any other relevant connections.

• Understanding and applying learning from the Musical Spotlight			• Applies learning from the Musical Spotlight.	• Applies learning from the Musical Spotlight.	• Applies learning from the Musical Spotlight.	• Applies learning from the Musical Spotlight.
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