



## Music Knowledge, Skills & Vocabulary

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Listen and Appraise</b>	<ul style="list-style-type: none"> <li>To listen and respond to different styles of music.</li> </ul>	<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>	<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>To learn how songs can tell a story or describe an idea.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To think about what the words of a song mean.</li> <li>To take it in turn to discuss how the song makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</li> <li>Talk about the music and how it makes them feel.</li> <li>Use musical words when describing music.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and move to the pulse with ease.</li> <li>To think about the message of songs.</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>Use musical vocabulary when appraising a piece of music.</li> <li>To discuss musical dimensions and how they work together in a piece of music</li> <li>Talk about the music and how it makes you feel.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and move to the pulse with ease.</li> <li>To think about the message of songs.</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>Use musical words when talking about the songs.</li> <li>To discuss musical dimensions working together in a piece of music.</li> <li>Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others.</li> <li>Move in time with the music when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Sing notes of different pitches (high and low).</li> <li>Make different types of sounds with their voices</li> <li>Rap or say words in rhythm.</li> <li>Start and stop singing when following a leader.</li> </ul>	<ul style="list-style-type: none"> <li>Sing notes of different pitches (high and low).</li> <li>Make different types of sounds with their voices</li> <li>Rap a song (spoken word with rhythm).</li> <li>Use a comfortable singing position (standing with arms by side).</li> <li>Start and stop singing when following a leader.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in unison and in simple two-parts.</li> <li>Demonstrate a good singing posture.</li> <li>Follow a leader when singing.</li> <li>Attempt to sing solo.</li> <li>Sing with awareness of being 'in tune'.</li> <li>Be aware of the pulse internally when singing.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in unison and in simple two-parts.</li> <li>Demonstrate a good singing posture.</li> <li>Follow a leader when singing.</li> <li>Enjoy exploring singing solo.</li> <li>Sing with awareness of being 'in tune'.</li> <li>Re-join the song if lost.</li> <li>Listen to the group when singing.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in unison and to sing backing vocals.</li> <li>Enjoy exploring singing solo.</li> <li>Listen to the group when singing.</li> <li>Demonstrate a good singing posture.</li> <li>Follow a leader when singing.</li> <li>Experience rapping and solo singing.</li> <li>Listen to each other singing and be aware of how you fit into the group.</li> <li>Sing with awareness of being 'in tune'</li> </ul>	<ul style="list-style-type: none"> <li>Sing in unison and to sing backing vocals.</li> <li>Demonstrate a good singing posture.</li> <li>Follow a leader when singing.</li> <li>Experience rapping and solo singing.</li> <li>Listen to each other and be aware of how you fit into the group.</li> <li>Sing with awareness of being 'in tune'.</li> </ul>



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<p style="text-align: center; color: red; font-weight: bold;">Playing</p>	<ul style="list-style-type: none"> <li>Play an untuned instrument with the song they are learning to sing and perform.</li> <li>Play different rhythms following a leader which match the song.</li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Play a tuned instrumental part with the song they perform.</li> <li>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>Listen to and follow musical instructions from a leader</li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>Play the part in time with the steady pulse.</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>Play a differentiated part on a tuned instrument from memory</li> <li>Play a differentiated part on a tuned instrument using notation</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>Play a differentiated part on a tuned instrument from memory</li> <li>Play a differentiated part on a tuned instrument using notation</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>	<ul style="list-style-type: none"> <li>Play a musical instrument (ukulele) using the correct technique.</li> <li>Select and learn an instrumental part for ukulele using, open strings from memory or using notation.</li> <li>Select and learn an instrumental part for ukulele Using chords from memory or using notation.</li> <li>Rehearse and perform their part within the context of the song.</li> <li>Listen to and follow musical instructions from a leader.</li> <li>Lead a rehearsal session.</li> </ul>	<ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>Select and learn an instrumental part from memory.</li> <li>Select and learn an instrumental part from using notation.</li> <li>Rehearse and perform their part within the context of the Unit song.</li> <li>Listen to and follow musical instructions from a leader.</li> <li>Lead a rehearsal session.</li> </ul>
<p style="text-align: center; color: red; font-weight: bold;">Improvisation</p>	<ul style="list-style-type: none"> <li>Play along with the music by responding to the pulse.</li> </ul>	<ul style="list-style-type: none"> <li>Clap and Improvise – Listen and clap back, then listen and clap own answer (rhythms of words).</li> <li>Improvise using voice - listen and sing back</li> <li>Improvise using an instrument – listen and play using one or two notes</li> </ul>	<ul style="list-style-type: none"> <li>Clap and Improvise – Listen and clap back, then listen and clap own answer (rhythms of words).</li> <li>Improvise using voice - listen and sing back</li> <li>Improvise using an instrument – listen and play using one or two notes</li> </ul>	<ul style="list-style-type: none"> <li>Improvise using instruments in the context of the song they are learning to perform.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise using instruments in the context of the song they are learning to perform.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise using instruments in the context of the song they are learning to perform using open strings, single notes or chords.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise using instruments in the context of the song they are learning to perform.</li> </ul>



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<b>Composition</b>	<ul style="list-style-type: none"> <li>Make up simple rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>Help to create a simple melody using one, two or three notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Help create three simple melodies with the Units using one, three or five different notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Help create at least one simple melody using one, three or all five different notes.</li> <li>Plan and create a section of music using a series of chords.</li> <li>Talk about how it was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>Help create at least one simple melody using one, three or all five different notes.</li> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>Create simple melodies using up to five different notes and simple</li> <li>rhythms that work musically with the style of the given music.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>Sing a few familiar songs to a backing track.</li> <li>Play an untuned instrument to accompany others who are singing.</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>Choose a song they have learnt from the Scheme and perform it.</li> <li>They can add their ideas to the performance.</li> <li>Express how they feel about a performance</li> </ul>	<ul style="list-style-type: none"> <li>Choose a song they have learnt from the Scheme and perform it.</li> <li>They can add their ideas to the performance.</li> <li>Express how they feel about a performance</li> </ul>	<ul style="list-style-type: none"> <li>Choose what to perform and create a programme.</li> <li>Communicate the meaning of the words and clearly articulate them.</li> <li>Talk about the best place to be when performing and how to stand or sit.</li> <li>Express how they feel about a performance, what they were pleased with what they would change and why.</li> </ul>	<ul style="list-style-type: none"> <li>Choose what to perform and create a programme.</li> <li>Present a musical performance designed to capture the audience.</li> <li>Communicate the meaning of the words and clearly articulate them.</li> <li>Talk about the best place to be when performing and how to stand or sit.</li> <li>Express how they feel about a performance, what they were pleased with what they would change and why.</li> </ul>	<ul style="list-style-type: none"> <li>Choose what to perform and create a programme.</li> <li>Communicate the meaning of the words and clearly articulate them.</li> <li>Talk about the venue and how to use it to best effect.</li> <li>Compare a performance to a previous performance.</li> <li>Discuss and talk musically about a performance: "What went well?" and "It would have been even better if...?"</li> </ul>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the venue and how to use it to best effect.</li> <li>Compare a performance to a previous performance.</li> <li>Discuss and talk musically about a performance: "What went well?" and "It would have been even better if...?"</li> </ul>



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<b>Vocabulary</b>	pulse rhythm, melody instruments perform audience	pulse rhythm pitch improvise compose melody audience  guitar drums keyboard percussion trumpets saxophone  Rap Funk Blues Classical	pulse rhythm pitch dynamics tempo improvise compose melody audience perform/performance glockenspiel.  piano strings  Reggae Pop Classical	pulse rhythm pitch dynamics tempo improvise compose melody audience perform/performance structure texture intro/introduction, verse chorus lyrics texture  synthesizer electric guitar organ backing vocals hook riff pentatonic scale  R&B Disco Folk Tunes Classical	pulse rhythm pitch dynamics tempo improvise compose melody audience perform/performance structure texture solo unison rhythm patterns notation  digital/electronic sounds, by ear, organ, acoustic guitar, birdsong  Gospel Grime Classical	pulse rhythm pitch dynamics tempo improvise compose melody audience perform/performance structure texture solo unison rhythm patterns notation bridge note values note names timbre harmony  ballad bass line brass section woodwind  Rock Bossa Nova Motown Classical	pulse rhythm pitch dynamics tempo improvise compose melody audience perform/performance structure texture solo unison rhythm patterns notation bridge note values note names timbre harmony style indicators ostinato phrases  Neo Soul Jazz Classical
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