Music

Key skills and knowledge by unit

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Introduction

This document shows the **skills** covered in each year group from EYFS - Year 6 and which units focus on developing those skills.
It also gives three to five Key **knowledge** statements for each unit.

This document was last updated on 06.01.22. Please click here to find the most up-to-date version.

✦ **NB**. Unit appears in the condensed curriculum

Related resources:

If you would like to see an overview of progression through the whole school, then please see our **Music: Progression of skills and knowledge.**

If you are following our Condensed long-term plan, then please see the accompanying **Progression of skills and knowledge - condensed.**

If your school is following our **Long-term plan - mixed-age** for music, then please see the accompanying **Progression of skills and knowledge - mixed-age.**

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EYFS		Celebration music	✦ Exploring sound	✦ Music and movement	✦ Musical stories	✦ Big band
Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.	Listening	✔	✔	✔	✔	
Exploring lyrics by suggesting appropriate actions.		✔		✔	✔	
Exploring the story behind the lyrics or music.		✔		✔	✔	✔
Listening to and following a beat using body percussion and instruments.		✔	✔	✔		✔
Considering whether a piece of music has a fast, moderate or slow tempo.			✔	✔	✔	✔
Listening to sounds and matching to the object or instrument.		✔	✔		✔	✔
Listening to sounds and identifying high and low pitch.			✔	✔	✔	✔
Listening to and repeating a simple rhythm.		✔	✔			
Listening to and repeating simple lyrics.		✔		✔	✔	
Understanding that different instruments make different sounds and grouping them accordingly.		✔	✔		✔	✔

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EYFS		Celebration music	✦ Exploring sound	✦ Music and movement	✦ Musical stories	✦ Big band
Playing untuned percussion 'in time' with a piece of music.	Composing	✔				✔
Selecting classroom objects to use as instruments.		✔				✔
Experimenting with body percussion and vocal sounds to respond to music.		✔	✔	✔	✔	
Selecting appropriate instruments to represent action and mood.		✔			✔	✔
Experimenting with playing instruments in different ways			✔		✔	✔
Using their voices to join in with well-known songs from memory	Performing	✔		✔	✔	✔
Remembering and maintaining their role within a group performance		✔	✔		✔	✔
Moving to music with instruction to perform actions		✔		✔	✔	
Participating in performances to a small audience				✔	✔	✔
Stopping and starting playing at the right time		✔	✔	✔	✔	✔

✦ **NB**. Unit appears in the condensed curriculum

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EYFS	Celebration music	✦ Exploring sound	✦ Music and movement	✦ Musical stories	✦ Big band
Key knowledge from the unit	To know that there are special songs we can sing to celebrate events.	To understand how to listen carefully and talk about what I hear.	To know that the beat is the steady pulse of a song.	To understand that a piece of music can tell a story with sounds.	To know that an orchestra is a big group of people playing a variety of instruments together.
	To understand that my voice or an instrument can match an action in a song.	To know that sounds can be copied by my voice, body percussion and instruments.	To know that tempo is the speed of the music.	To know that different instruments can sound like a particular character.	To know that music often has more than one instrument being played at a time.
	To know that moving to music can be part of a celebration.	To understand that instruments can be played loudly or softly.	To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To understand what 'high' and 'low' notes are.	To understand that performing means playing a finished piece of music for an audience.
	To recognise that different sounds can be long or short.	To know that music often has more than one instrument being played at a time.	To know that signals can tell us when to start or stop playing.		
	To recognise music that is 'fast' or 'slow'.				

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Year 1		✦ Pulse and rhythm (All about me)	Classical music, dynamics and tempo (Animals)	✦ Musical vocabulary (Under the sea)	✦ Timbre and rhythmic patterns (Fairytales)	✦ Pitch and tempo (Superheroes)	Vocal and body sounds (By the sea)
Recognising and understanding the difference between pulse and rhythm.	Listening	✔		✔	✔		
Understanding that different types of sounds are called timbres.				✔	✔		✔
Recognising basic tempo, dynamic and pitch changes			✔	✔	✔	✔	✔
Describing the character, mood, or 'story' of music they listen to (verbally or through movement)		✔	✔	✔	✔	✔	✔
Describing the differences between two pieces of music.			✔	✔	✔	✔	✔
Expressing a basic opinion about music (like/dislike)			✔			✔	✔
Listening to and repeating short, simple rhythmic patterns.		✔	✔		✔		
Listening and responding to other performers by playing as part of a group.		✔	✔	✔	✔	✔	✔

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Year 1		✦ Pulse and rhythm (All about me)	Classical music, dynamics and tempo (Animals)	✦ Musical vocabulary (Under the sea)	✦ Timbre and rhythmic patterns (Fairytales)	✦ Pitch and tempo (Superheroes)	Vocal and body sounds (By the sea)
Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	Composing		✔	✔	✔	✔	✔
Combining instrumental and vocal sounds within a given structure.		✔	✔	✔	✔		✔
Creating simple melodies using a few notes.				✔		✔	
Choosing dynamics, tempo and timbre for a piece of music.			✔	✔	✔	✔	✔
Creating a simple graphic score to represent a composition. *(NB Skill not covered in our condensed curriculum.)*							✔
Beginning to make improvements to their work as suggested by the teacher. *(NB Skill not covered in our condensed curriculum.)*			✔				

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Year 1		✦ Pulse and rhythm (All about me)	Classical music, dynamics and tempo (Animals)	✦ Musical vocabulary (Under the sea)	✦ Timbre and rhythmic patterns (Fairytales)	✦ Pitch and tempo (Superheroes)	Vocal and body sounds (By the sea)
Using their voices expressively to speak and chant.	Performing	✔	✔		✔		✔
Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.		✔	✔				
Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.		✔					
Copying back short rhythmic and melodic phrases on percussion instruments.		✔		✔	✔		
Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.			✔	✔	✔	✔	✔
Performing from graphic notation. *(NB Skill not covered in our condensed curriculum.)*							✔

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Year 1	✦ Pulse and rhythm (All about me)	Classical music, dynamics and tempo (Animals)	✦ Musical vocabulary (Under the sea)	✦ Timbre and rhythmic patterns (Fairytales)	✦ Pitch and tempo (Superheroes)	Vocal and body sounds (By the sea)
Key knowledge from the unit	To know that rhythm means a pattern of long and short notes.	To understand that sounds can be adapted to change their mood, eg through dynamics or tempo.	To understand that pitch means how high or low a note sounds.	To know that an instrument or rhythm pattern can represent a character in a story.	To understand that tempo can be used to represent mood or help tell a story.	To know that dynamics can change how someone listening feels about music.
	To know that pulse is the regular beat that goes through music.	To know that sounds can help tell a story.	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.	To know that my voice can create different timbres to help tell a story.	To understand that 'tuned' instruments play more than one pitch of notes.	To know that your voice can be used as a musical instrument.
	To understand that the pulse of music can get faster or slower.	To know that tempo is the speed of the music.	To know that music has layers called 'texture'.	To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.	To know that following a leader when we perform helps everyone play together accurately.	To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.
	To know that a piece of music can have more than one section, eg a versed and a chorus.	To know that dynamics means how loud or soft a sound is.				To understand that music can be represented by pictures or symbols.

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Year 2		✦ West African call and response song (Animals)	✦ Orchestral instruments (Traditional Western stories)	✦ Musical me	Dynamics, timbre, tempo and motifs (Space)	On this island: British songs and sounds	✦ Myths and legends
Recognising timbre changes in music they listen to.	Listening	✔	✔	✔	✔		✔
Recognising structural features in music they listen to.		✔	✔	✔	✔		✔
Listening to and recognising instrumentation.		✔	✔		✔	✔	✔
Beginning to use musical vocabulary to describe music.		✔	✔	✔	✔	✔	✔
Identifying melodies that move in steps.				✔			
Listening to and repeating a short, simple melody by ear.		✔		✔			
Suggesting improvements to their own and others' work.		✔	✔	✔	✔		✔

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Year 2		✦ West African call and response song (Animals)	✦ Orchestral instruments (Traditional Western stories)	✦ Musical me	Dynamics, timbre, tempo and motifs (Space)	On this island: British songs and sounds	✦ Myths and legends
Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.	Composing	✔	✔	✔	✔	✔	✔
Successfully combining and layering several instrumental and vocal patterns within a given structure.				✔	✔	✔	✔
Creating simple melodies from five or more notes.				✔	✔		
Choosing appropriate dynamics, tempo and timbre for a piece of music..		✔	✔	✔	✔	✔	✔
Using letter name and graphic notation to represent the details of their composition.		✔		✔	✔		✔
Beginning to suggest improvements to their own work.		✔	✔	✔	✔		

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Year 2		✦ West African call and response song (Animals)	✦ Orchestral instruments (Traditional Western stories)	✦ Musical me	Dynamics, timbre, tempo and motifs (Space)	On this island: British songs and sounds	✦ Myths and legends
Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).	Performing	✔		✔	✔	✔	
Singing short songs from memory, with melodic and rhythmic accuracy.		✔		✔		✔	
Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.		✔		✔			✔
Performing expressively using dynamics and timbre to alter sounds as appropriate.		✔	✔	✔	✔	✔	✔
Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.				✔			

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Year 2	✦ West African call and response song (Animals)	✦ Orchestral instruments (Traditional Western stories)	✦ Musical me	Dynamics, timbre, tempo and motifs (Space)	On this island: British songs and sounds	✦ Myths and legends
Key knowledge from the unit	To know that dynamics can change the effect a sound has on the audience.	To know that musical instruments can be used to create 'real life' sound effects.	To understand that 'melody' means a tune.	To know that a 'soundscape' is a landscape created using only sounds.	To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.	I know that a graphic score can show a picture of the structure of music.
	To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.	To know that 'notation' means writing music down so that someone else can play it.	To know that a composer is someone who creates music and writes it down.	To know that 'duration' means how long a note, phrase or whole piece of music lasts.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	To know that stringed instruments, like violins, make a sound when their strings vibrate.	To understand that 'accompaniment' can mean playing instruments along with a song.	To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.	To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.	To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.
	To understand that the tempo of a musical phrase can be changed to achieve a different effect.	To know that a brass instrument is played by vibrating your lips against the mouthpiece.	To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.			
	To understand that an instrument can be matched to an animal noise based on its timbre.	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.				

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Year 3		✦ Ballads	Creating compositions in response to an animation (Mountains)	✦ Developing singing technique (Vikings)	✦ Pentatonic melodies and composition (Chinese New Year)	Jazz	✦ Traditional instruments and improvisation (India)
Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary	Listening	✔	✔		✔	✔	✔
Understanding that music from different parts of the world, and different times, has different features.			✔	✔	✔	✔	✔
Recognising and explaining the changes within a piece of music using musical vocabulary.		✔	✔	✔	✔	✔	✔
Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.		✔	✔		✔	✔	✔
Beginning to show an awareness of metre.		✔	✔	✔	✔	✔	
Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.		✔	✔	✔	✔	✔	✔

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Year 3		✦ Ballads	Creating compositions in response to an animation (Mountains)	✦ Developing singing technique (Vikings)	✦ Pentatonic melodies and composition (Chinese New Year)	Jazz	✦ Traditional instruments and improvisation (India)
Composing a piece of music in a given style with voices and instruments.	Composing	✔		✔		✔	✔
Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).			✔	✔	✔	✔	
Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.			✔	✔	✔	✔	✔
Suggesting and implementing improvements to their own work, using musical vocabulary.			✔		✔		
Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Performing	✔		✔		✔	
Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.		✔	✔	✔	✔	✔	✔
Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.				✔	✔	✔	✔

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Year 3	✦ Ballads	Creating compositions in response to an animation (Mountains)	✦ Developing singing technique (Vikings)	✦ Pentatonic melodies and composition (Chinese New Year)	Jazz	✦ Traditional instruments and improvisation (India)
Key knowledge from the unit	To know that a ballad tells a story through song.	To understand that the timbre of instruments played affect the mood and style of a piece of music.	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.	To know that the word 'crescendo' means a sound getting gradually louder.	To understand that 'syncopation' means a rhythm that is played off the natural beat.	To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.
	To know that lyrics are the words of a song.	To know that an ensemble is a group of musicians who perform together.	To know that different notes have different durations, and that crotchets are worth one whole beat.	To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.	To know that Ragtime is piano music that uses syncopation and a fast tempo.	To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.
	To know that in a ballad, a 'stanza' is a verse.	To know that to perform well, it is important to listen to the other members of your ensemble.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To understand that a pentatonic melody uses only the five notes C D E G A.	To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.	To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'
			To know that written music tells you how long to play a note for.		To know that 'scat singing' is using made-up words to create the sound of an instrument playing.	To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.
						To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.

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Year 4		✦ Body and tuned percussion (Rainforests)	Rock and roll	✦ Changes in pitch, tempo and dynamics (Rivers)	Haiku music and performance (Hanami)	✦ Samba and carnival sounds and instruments (South America)	✦ Adapting and transposing motifs (Romans)
Recognising the use and development of motifs in music.	Listening	✔		✔			✔
Identifying gradual dynamic and tempo changes within a piece of music.		✔		✔			✔
Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.			✔	✔		✔	
Identifying common features between different genres, styles and traditions of music.			✔			✔	✔
Recognising, naming and explaining the effect of the interrelated dimensions of music.		✔	✔	✔	✔	✔	✔
Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.		✔		✔			✔
Using musical vocabulary to discuss the purpose of a piece of music.		✔	✔	✔	✔	✔	✔

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Using musical vocabulary when discussing improvements to their own and others' work.	Listening	✔	✔	✔	✔		✔
Composing a coherent piece of music in a given style with voices, bodies and instruments.	Composing	✔		✔	✔		✔
Beginning to improvise musically within a given style.				✔	✔	✔	✔
Developing melodies using rhythmic variation, transposition, inversion, and looping.		✔		✔	✔		✔
Creating a piece of music with at least four different layers and a clear structure.		✔			✔	✔	
Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.				✔	✔		✔
Suggesting improvements to others work, using musical vocabulary.		✔				✔	✔

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Year 4		✦ Body and tuned percussion (Rainforests)	Rock and roll	✦ Changes in pitch, tempo and dynamics (Rivers)	Haiku music and performance (Hanami)	✦ Samba and carnival sounds and instruments (South America)	✦ Adapting and transposing motifs (Romans)
Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.	Performing		✔	✔			✔
Singing and playing in time with peers with accuracy and awareness of their part in the group performance. .		✔	✔	✔	✔	✔	✔
Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.		✔	✔		✔		✔
Playing syncopated rhythms with accuracy, control and fluency.						✔	

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Year 4	✦ Body and tuned percussion (Rainforests)	Rock and roll	✦ Changes in pitch, tempo and dynamics (Rivers)	Haiku music and performance (Hanami)	✦ Samba and carnival sounds and instruments (South America)	✦ Adapting and transposing motifs (Romans)
Key knowledge from the unit	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.	To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.	To know that when you sing without accompaniment it is called 'A Capella'.	To know that a glissando in music means a sliding effect played on instruments or made by your voice.	To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.	To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).
	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.	To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.	To understand that harmony means playing two notes at the same time, which usually sound good together.	To know that expressive language (like a poem) can be used as inspiration for composing music.	To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.	To know that 'transposing' a melody means changing its key, making it higher or lower pitched.
	To know that a 'loop' in music is a repeated melody or rhythm.	To know that playing in time means all performers playing together at the same speed.	An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.	To understand that both instruments and voices can create audio effects that describe something you can see.	To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.	To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.
	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that grouping instruments according to their timbre can create contrasting 'textures' in music.		

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Year 5		✦ Composition notation (Ancient Egypt)	✦ Blues	✦ South and West Africa	✦ Composition to represent the festival of colour (Holi)	Looping and remixing	Musical theatre
Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Listening		✔	✔		✔	✔
Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.		✔	✔		✔		
Comparing, discussing and evaluating music using detailed musical vocabulary.			✔	✔	✔	✔	✔
Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.		✔		✔	✔	✔	✔
Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	Composing	✔			✔	✔	✔
Improvising coherently within a given style.		✔	✔	✔		✔	

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Year 5		✦ Composition notation (Ancient Egypt)	✦ Blues	✦ South and West Africa	✦ Composition to represent the festival of colour (Holi)	Looping and remixing	Musical theatre
Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Composing			✔		✔	
Using staff notation to record rhythms and melodies.		✔					
Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.		✔	✔		✔	✔	✔
Suggesting and demonstrating improvements to own and others' work.		✔	✔				✔
Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	Performing	✔	✔	✔			✔
Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.		✔	✔	✔	✔	✔	✔

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Year 5		✦ Composition notation (Ancient Egypt)	✦ Blues	✦ South and West Africa	✦ Composition to represent the festival of colour (Holi)	Looping and remixing	Musical theatre
Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Performing	✔	✔	✔	✔	✔	
Using staff notation to record rhythms and melodies.			✔	✔			

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Year 5	✦ Composition notation (Ancient Egypt)	✦ Blues	✦ South and West Africa	✦ Composition to represent the festival of colour (Holi)	Looping and remixing	Musical theatre
Key knowledge from the unit	To know that simple pictures can be used to represent the structure (organisation) of music.	To understand that a chord is the layering of several pitches played at the same time.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.	To know that a vocal composition is a piece of music created only using voices.	To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.	To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.
	To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.	To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a loop is a repeated rhythm or melody, and is another word for ostinato.	To know that choreography means the organisation of steps or moves in a dance.
	To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.	To understand that major chords create a bright, happy sound.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that remix is music that has been changed, usually so it is suitable for dancing to.	To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.
		To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.	To know that poly-rhythms means many rhythms played at once.	To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.		
	To know that simple pictures can be used to represent the structure (organisation) of music.	To understand that a chord is the layering of several pitches played at the same time.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.	To know that a vocal composition is a piece of music created only using voices.	To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.	To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.

✦ **NB**. Unit appears in the condensed curriculum

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Year 6		✦ Advanced rhythms	✦ Dynamics, pitch and texture (Coast- Fingal's Cave)	Songs of World War 2	Film music	✦ Theme and variations (Pop Art)	✦ Composing and performing a Leavers' song
Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles	Listening		✔	✔		✔	
Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts		✔		✔	✔	✔	✔
Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.			✔	✔	✔	✔	
Identifying the way that features of a song can complement one another to create a coherent overall effect.		✔		✔	✔	✔	✔
Use musical vocabulary correctly when describing and evaluating the features of a piece of music.		✔	✔		✔	✔	✔
Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.		✔		✔	✔		✔

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Year 6		✦ Advanced rhythms	✦ Dynamics, pitch and texture (Coast- Fingal's Cave)	Songs of World War 2	Film music	✦ Theme and variations (Pop Art)	✦ Composing and performing a Leavers' song
Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	**Listening**	✔	✔		✔	✔	
Improvising coherently and creatively within a given style, incorporating given features.	**Composing**	✔	✔		✔	✔	✔
Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.			✔			✔	✔
Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.							✔
Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.			✔	✔		✔	
Recording own composition using appropriate forms of notation and/or technology and incorporating.		✔	✔		✔		✔
Constructively critique their own and others' work, using musical vocabulary.		✔	✔		✔	✔	✔

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Year 6		✦ Advanced rhythms	✦ Dynamics, pitch and texture (Coast- Fingal's Cave)	Songs of World War 2	Film music	✦ Theme and variations (Pop Art)	✦ Composing and performing a Leavers' song
Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.	Performing	✔		✔		✔	✔
Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.		✔	✔	✔	✔	✔	✔
Performing a solo or taking a leadership role within a performance.			✔				✔
Performing with accuracy and fluency from graphic and staff notation and from their own notation.		✔	✔	✔	✔	✔	✔
Performing by following a conductor's cues and directions.		✔	✔	✔			✔

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Year 6	✦ Advanced rhythms	✦ Dynamics, pitch and texture (Coast- Fingal's Cave)	Songs of World War 2	Film music	✦ Theme and variations (Pop Art)	✦ Composing and performing a Leavers' song
Key knowledge from the unit	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.	To know that the conductor beats time to help the performers work well together.	To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2	To know that a film soundtrack includes the background music and any songs in a film.	To know that a 'theme' is a main melody in a piece of music.	To know that a chord progression is a sequence of chords that repeats throughout a song.
	To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972.	To understand that improvisation means making up music 'on the spot'.	To know that the Solfa syllables represent the pitches in an octave.	To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.	To know that 'variations' in music are when a main melody is changed in some way throughout the piece.	To know that a melody can be adapted by changing its dynamics, pitch or tempo.
	To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.	A 'counter-subject' or 'counter-melody' provides contrast to the main melody.	To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.	To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.	To know that chord progressions are represented in music by Roman numerals.
✦ **NB**. Unit appears in the condensed curriculum	To know that a quaver is worth half a beat.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.	To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.	To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.	To understand that all types of music notation show note duration.

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Instrumental scheme			✦South Africa	✦Caribbean	South America	Indonesia	India	North America
Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Year 3	Listening	✔	✔	✔	✔	✔	✔
Understanding that music from different parts of the world, and different times, have different features.			✔	✔	✔	✔	✔	✔
Recognising and explaining the changes within a piece of music using musical vocabulary.			✔	✔	✔	✔	✔	✔
Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.			✔	✔	✔	✔	✔	✔
Beginning to show an awareness of metre.			✔	✔	✔	✔	✔	✔
Beginning to use musical vocabulary when discussing improvements to their own and others' work.			✔	✔	✔	✔	✔	✔
Recognising the use and development of motifs in music.	Year 4		✔		✔	✔		✔
Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.			✔	✔	✔	✔	✔	✔
Identifying common features between different genres, styles and traditions of music.			✔	✔	✔	✔	✔	✔

This page shows which skills are also covered by the instrumental scheme

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Instrumental scheme			South Africa	Caribbean	South America	Indonesia	India	North America
Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	Year 3	Composing		✔	✔	✔		✔
Suggesting and implementing improvements to their own work, using musical vocabulary.			✔	✔	✔	✔	✔	✔
Beginning to improvise musically within a given style.	Year 4		✔	✔	✔	✔	✔	✔
Using staff notation to record rhythms and melodies.	Year 5		✔		✔	✔		
Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Year 3	Performing	✔	✔	✔	✔		✔
Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.			✔	✔	✔	✔	✔	✔
Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.			✔	✔	✔	✔	✔	✔
Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	Year 4		✔	✔	✔	✔	✔	✔

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Instrumental scheme	✦South Africa	✦Caribbean	South America	Indonesia	India	North America
Key knowledge from the unit	To know the key features of South African Gumboot music.	To know the key features of Calypso music.	To know the history and key features of salsa music.	To know the history and key features of gamelan music.	To know the history and key features of Bollywood music.	To know the history and key features of minimalist music.
	To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.	To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.	To understand how to play pitches and rhythms from staff notation without prompts.	To understand the concept of an octave, recognise this on staff notation, and play it at the correct pitch.	To understand how to play melodies in three parts from staff notation without prompts.	To understand how to play complex melodies in two parts from staff notation without prompts.
	To know the correct technique for playing tuned percussion instruments.	To be able to play tuned percussion with the correct technique.	To be able to play tuned percussion with the correct technique.	To be able to play tuned percussion with the correct technique.	To be able to play tuned percussion with the correct technique.	To be able to play tuned percussion with the correct technique.

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