

Year 3

Knowledge, Skills and Understanding breakdown for Music

<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>
<p>Listen carefully and perform partner songs as part of an ensemble.</p> <p>Learn and perform songs as a cast member in a production.</p> <p>Demonstrate correct arm and finger positioning when playing a keyboard. Identify 'C' on a keyboard, and use this knowledge to identify other notes. Create and play 5 finger note patterns. Begin to identify the parts of a musical stave. Explore note durations: crotchet, quaver, minim. Play simple tunes using established finger pattern/numbers.</p>	<p>Compose simple keyboard music to a given theme (Topic-related).</p> <p>Compose and perform an Indian tala-inspired rhythm in an ensemble with increasing accuracy.</p>	<p>Recognise high and low pitched sounds, identifying whether a note is higher or lower than the last.</p> <p>Demonstrate understanding of pitch by moving your body to mirror it.</p> <p>Learn that a leap between notes is called an interval and understand that some intervals are bigger than others.</p> <p>Learn that pitch is linked to instrument size.</p> <p>Listen carefully and respond to the music they hear, repeating rhythms which fit with the pulse of the music.</p>
<p>Use and understand staff and other musical notations</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Develop an understanding of the history of music</p>
<p>Understand how a triad is formed.</p> <p>Begin to understand how the pitch of notes may be notated.</p> <p>Understand that scales are mostly built up of notes that move by step.</p> <p>Use a rhythm wall to make discoveries about note values such as "two crotchets equal a minim"</p>	<p>Listen to music from an Indian tradition and identify different Indian instruments.</p> <p>Compose and perform an Indian tala.</p> <p>As part of weekly Music Assembly, chn listen to a range of music from various genres and periods. There is also information shown about the pieces and composers, as well as a short interactive discussion after listening. They also listen to live music played by fellow pupils and visiting musicians.</p>	<p>As part of Music Assembly every Weds, chn listen to a range of live and recorded music from various genres and periods. There is also information shown about the pieces and composers, including which musical period the piece is from, as well as a short interactive discussion after listening.</p>

Challenge

<p>Year 3</p>	<p>T1&2</p> <p>Maintain a rhythmic ostinato to accompany a song.</p> <p>Recognise and play a percussion part that repeats the interval of a fifth.</p> <p>Listen to and start to identify a range of musical intervals.</p> <p>Begin to notate a pattern of notes to demonstrate a rise and fall of pitch.</p>	<p>T3&4</p> <p>Play the keyboard with increasing accuracy, fluency and control.</p> <p>Create appropriate music to accompany visual images.</p> <p>Start to notate their own simple keyboard compositions using correct note values and note names.</p>	<p>T5&6</p> <p>Chn demonstrate developing understanding of notation by creating rhythms that they can clap.</p> <p>Chn innovate their compositions to include other body percussion/instrument sounds.</p> <p>Chn can confidently read and perform another group's composition.</p>
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Music

Highlight by topic

Autumn - Pitch and Singing

Spring – Keyboards

Summer – Junk Percussion

Year 4			
Knowledge, Skills and Understanding breakdown for <u>Music</u>			
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	
<p>Sing a song maintaining an independent part in an ensemble performance.</p> <p>Perform a song with an instrumental accompaniment from a given score.</p> <p>Learn and perform songs as a cast member in a production.</p> <p>Keep a steady pulse when playing the keyboard, using correct note durations to play rhythms accurately.</p> <p>Show good ensemble skills including listening, eye contact, sharing ideas and being able to start and stop as a group.</p>	<p>Compose appropriate keyboard music to a given theme (Topic-related).</p> <p>Work with an ensemble to compose rhythms and structure these to form a piece of music.</p> <p>Evaluate group compositions using musical vocabulary covering the inter-related dimensions of music.</p>	<p>Start to identify and sing different intervals and recognise how these interval colour the music.</p> <p>Through listening to musical examples, understand that a rest is a beat of silence.</p> <p>Identify different timbres of 'Stomp' inspired instruments.</p> <p>Evaluate group compositions using specific examples from what chn have heard in the music.</p>	
<p>Use and understand staff and other musical notations</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Develop an understanding of the history of music</p>	
<p>Recognise that an octave is 8 notes apart and both notes are called the same.</p> <p>Start to understand the link between notes on the staff and keys on a keyboard</p> <p>Understand the duration of a wider variety of musical notes, to include semiquavers and dotted notes.</p> <p>Notate rhythmical compositions using crotchets, quavers and rests</p>	<p>Listen to and learn folk songs drawn from the traditions of different countries e.g. Scotland, Canada</p> <p>As part of weekly Music Assembly, chn listen to a range of music from various genres and periods. There is also information shown about the pieces and composers, as well as a short interactive discussion after listening. They also listen to live music played by fellow pupils and visiting musicians.</p>	<p>As part of Music Assembly every Weds, chn listen to a range of live and recorded music from various genres and periods. There is also information shown about the pieces and composers, including which musical period the piece is from, as well as a short interactive discussion after listening.</p>	
Challenge			
Year 4	<p>T1&2</p> <p>Chn perform a song with an instrumental accompaniment from a given score.</p> <p>Start to identify and sing different intervals and recognise how these intervals colour the music.</p>	<p>T3&4</p> <p>Develop skill of 'shifting' with right hand fingers.</p> <p>Introduce left hand playing.</p> <p>Chn begin to notate their own keyboard compositions using traditional or graphic notation.</p>	<p>T5&6</p> <p>Read more complex rhythmic patterns to include semiquavers and dotted rhythms.</p> <p>Children extend the length of their rhythmic compositions.</p> <p>Chn carefully select instruments and body percussion for their compositions and can explain their choices using musical vocabulary (7 dimensions).</p>



Music

Highlight by topic

Autumn - Keyboards

Spring - Samba music

Summer – Pitch and Singing

Year 5

Knowledge, Skills and Understanding breakdown for Music

<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>
<p>Keep a steady pulse when playing a keyboard piece.</p> <p>Change hand position when playing the keyboard using ‘shifting’ and perform a piece involving shifting as part of an ensemble .</p> <p>Maintain an independent rhythmic line in a Samba structure.</p> <p>Start to identify and sing different intervals and recognise how these intervals colour the music.</p> <p>Learn and perform part songs as a cast member in a production.</p>	<p>Compose suitable music for a given theme (e.g. Topic or Halloween).</p> <p>Compose own Samba rhythms and combine these with other rhythms in a group to create a structured Samba performance.</p> <p>Evaluate group compositions using appropriate musical vocabulary.</p>	<p>Start to recognise the difference between major and minor chords.</p> <p>Listen to Samba music and describe it in terms of the 7 inter-related dimensions of music.</p> <p>Accurately echo and perform four different challenging Samba rhythms.</p> <p>Recognise a Samba ‘call’ and respond appropriately.</p> <p>Start to identify and sing different intervals and recognise how these intervals colour the music.</p>
<p>Use and understand staff and other musical notations</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Develop an understanding of the history of music</p>
<p>Start to identify the parts of a musical staff.</p> <p>Start to identify notes on a musical staff - ‘line notes’ (EGBDF), ‘space’ notes (FACE)</p> <p>Understand that music is broken into bars with a fixed number of beats in each.</p>	<p>Listen to traditional Samba music, identifying key features of the music and how a Samba piece is structured.</p> <p>Recognise and identify a range of Samba instruments.</p> <p>As part of weekly Music Assembly, chn listen to a range of music from various genres and periods. There is also information shown about the pieces and composers, as well as a short interactive discussion after listening. They also listen to live music played by fellow pupils and visiting musicians.</p>	<p>As part of Music Assembly every Weds, chn listen to a range of live and recorded music from various genres and periods. There is also information shown about the pieces and composers, including which musical period the piece is from, as well as a short interactive discussion after listening.</p>

Challenge

Year 5	<p>T1&2</p> <p>Chn tackle pieces of increasing length and complexity.</p> <p>Introduce simple left hand parts to their original keyboard compositions.</p> <p>Chn begin to notate their own keyboard compositions with increasing confidence and accuracy.</p>	<p>T3&4</p> <p>Use ipads to record Samba rhythms. Chn can layer these on top of each other to create different textures, or ask others to clap back rhythms recorded.</p> <p>Chn create their own Samba rhythms and ‘calls and responses’.</p> <p>Confident chn model self-led Samba performance for the rest of class.</p>	<p>T5&6</p> <p>Chn begin to explore their own ideas for harmonies when singing.</p> <p>Chn explore songs involving three-part harmonies.</p> <p>Chn show increased confidence in accompanying singing on tuned and untuned instruments, and can suggest their own ideas for accompanying parts.</p>
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Music

Highlight by topic

Autumn - Keyboards

Spring - Ipad composition (Garageband)

Summer – Pitch and Singing

Year 6

Knowledge, Skills and Understanding breakdown for Music

<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>
<p>Start to use the left hand when playing the keyboard.</p> <p>Change chords on a keyboard using auto-accompaniment, keeping changes in time with the pulse of the music.</p> <p>Learn and perform part songs as a cast member in a production.</p> <p>Sing a song maintaining three independent parts.</p> <p>Perform a song with an instrumental accompaniment from a given score.</p>	<p>Carefully select sounds, pitch, rhythm and tempo to compose an appropriate piece of music for a given theme.</p> <p>Understand and use the functions of the Garageband app for composing music.</p> <p>Understand and create a simple chord progression.</p> <p>Identify instruments from different musical families and use these carefully to create different musical textures and timbres.</p> <p>Improvise using a given key and note range</p> <p>Understand typical song structures, and use this to create their own appropriate structure</p> <p>Make and explain choices about instrumentation, tempo, texture, timbre, etc.</p>	<p>Understand that there are strong and weak beats in a piece of music and begin to identify the number of beats in a bar of a piece of music through careful listening.</p> <p>Start to identify and sing different intervals and describe how these interval colours the music.</p> <p>Use their increasing knowledge of time signatures to identify whether music has 2, 3 or 4 beats in a bar.</p> <p>Demonstrate the shape of a melodic line.</p> <p>Evaluate group compositions using musical vocabulary that demonstrates a clear understanding of the inter-related dimensions of music.</p>
<p>Use and understand staff and other musical notations</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Develop an understanding of the history of music</p>
<p>Confidently link notes on the staff and keys on a keyboard.</p> <p>Notate ideas when creating an original composition using a keyboard.</p> <p>Recognise how an octave is written 8 notes apart on a staff and both notes are called the same.</p> <p>Identify time signatures in written music and understand what they are used for.</p>	<p>Listen to a range of well-known songs in different styles to understand how songs are structured.</p> <p>As part of weekly Music Assembly, chn listen to a range of music from various genres and periods. There is also information shown about the pieces and composers, as well as a short interactive discussion after listening. They also listen to live music played by fellow pupils and visiting musicians.</p>	<p>As part of Music Assembly every Weds, chn listen to a range of live and recorded music from various genres and periods. There is also information shown about the pieces and composers, including which musical period the piece is from, as well as a short interactive discussion after listening.</p>

Challenge

Year 6	<p>T1&2 Chn tackle pieces of increasing length and complexity.</p> <p>Chn explore the bass clef and begin to identify notes in this clef.</p> <p>Chn are increasingly confident in maintaining a steady pulse and rhythmical accuracy in their keyboard playing.</p>	<p>T3&4 Chn utilise more complex song structure to include pre-chorus and middle 8.</p> <p>Chn use live recording of voices and instruments to enhance their compositions.</p> <p>Chn effectively collaborate with others in the performance of their song.</p> <p>Chn use written methods (i.e. simple scores), as well as audio recording, to note their ideas.</p>	<p>T5&6 Sing with increasing expression, using a range of dynamics and vocal tones/colours.</p> <p>Experiment with their own harmonic ideas, based on their developing understanding of chords and keys.</p> <p>Children develop an understanding of how notes of different intervals relate to the 'tonic' note and use this understanding to develop own melodic ideas.</p>
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