

Music Skills and Knowledge

Year 3

Singing

National Curriculum reference

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Play and perform in solo and ensemble contexts, using their voices

Knowledge

- Know how to sing in unison, keeping to a given rhythm.
- Know how to sing songs in unison using the do- so range.
- Know how to sing in tune and use expression when singing.
- Know how to control the volume of their voice

Skills

- Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g., Extreme Weather), tunefully and with expression.
- Perform actions confidently and in time to a range of action songs (e.g., Heads and Shoulders).
- Perform as a choir in school assemblies.

Key Vocabulary

Pulse, rhythm, pitch, improvise, compose, melody, perform

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play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Play and perform in solo and ensemble contexts, using their voices

Knowledge

- Know how to improvise short phrases using C, D and E in response to taught sections of music)
- Know how to construct short pieces of music using a stimulus thinking about its mood and meaning
- know different rhythmic notations like crotchet and quavers.
- Know how to use that rhythmical notation to create rising and falling phrases using the do-re-mi

Skills

- Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole class/group/individual/instrumental teaching)
- Structure musical ideas (e.g., using echo or question and answer phrases) to create music that has a beginning, middle and end.
- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).

Key Vocabulary

Phrasing, notation, bass, groove, audience, dynamics,

Music Skills and Knowledge

Year 3

Singing

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play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Reading Notation

Knowledge

Know how to recognise a treble clef and how to draw it.

know the difference between the value of a crotchet and paired quavers

Know the difference between crotchets, quavers and can identify them in a piece of music.

Know the difference between a crescendo and decrescendo and can identify them in a piece of music.

Skills

- Able to use stave, lines and spaces, and clef.
- Listen with attention and begin to recall sounds.
- Begin to understand how different musical elements are combined and used to create an effect

Key Vocabulary

Treble Clef, Stave, Clef, Crescendo, Decrescendo, Crotchet, Quaver, Crotchet rest

Music Skills and Knowledge

Year 4

Ukulele

National Curriculum reference

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music
listen with attention to detail and recall sounds with increasing aural memory
use and understand staff and other musical notations

Listening and responding

Knowledge

- Identify and name parts of an instrument
- Identify and name composers and musicians
- Identify and name appropriate chords
- Develop an understanding of the history of music

Skills

- Learn a musical instrument
- Recall and identify major chords
- Recall sounds with increasing aural memory
- Reproduce sounds from aural memory.
- Recall staff and other musical notations

Music Skills and Knowledge

Key Vocabulary

Guitar, Tune, Strum, Pluck, Chord, Time Signature, Notation

Year 4

Ukulele

National Curriculum reference

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music
listen with attention to detail and recall sounds with increasing aural memory
use and understand staff and other musical notations

Listening and responding

Knowledge

- Identify purpose of a melody line
- Identify and name appropriate scale
- Identify and name composers and musicians
- Develop an understanding of the history of music

Skills

Music Skills and Knowledge

- Recall and identify a major scale
- Create a melody line using a scale
- Play musically with increasing confidence
- Recall sounds with increasing aural memory
- Use and understand staff and other musical notations

Key Vocabulary

Scale, Pick, Fret, Time Signature, Notation, Perform

Year 4

Ukulele

National Curriculum reference

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music
listen with attention to detail and recall sounds with increasing aural memory
use and understand staff and other musical notations

Composing and performing

Knowledge

Music Skills and Knowledge

- Identify and name parts of a song
- Explore how music is created and communicated
- Develop an understanding of musical composition
- Develop an understanding of the history of music

Skills

- Play musically with increasing confidence and control.
- Create and compose music on their own and with others
- Organise and manipulate ideas within musical structures
- Improvise and compose music for a range of purposes

Key Vocabulary

Intro, Verse, Chorus, Middle, Duo, Group

Music Skills and Knowledge

Guitar

National Curriculum reference

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music
listen with attention to detail and recall sounds with increasing aural memory
use and understand staff and other musical notations

Listening and responding

Knowledge

- Identify and name parts of an instrument
- Identify and name composers and musicians
- Identify and name appropriate chords
- Develop an understanding of the history of music

Skills

- Learn a musical instrument
- Recall and identify major chords
- Recall sounds with increasing aural memory
- Reproduce sounds from aural memory.
- Recall staff and other musical notations

Key Vocabulary

Guitar, Tune, Strum, Pluck, Chord, Time Signature, Notation

Music Skills and Knowledge

Year 5

Guitar

National Curriculum reference

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music
listen with attention to detail and recall sounds with increasing aural memory
use and understand staff and other musical notations

Listening and responding

Knowledge

- Identify purpose of a melody line
- Identify and name appropriate scale
- Identify and name composers and musicians
- Develop an understanding of the history of music

Skills

- Recall and identify a major scale
- Create a melody line using a scale
- Play musically with increasing confidence
- Recall sounds with increasing aural memory
- Use and understand staff and other musical notations

Key Vocabulary

Music Skills and Knowledge

Scale, Pick, Fret, Time Signature, Notation, Perform

Year 5

Guitar

National Curriculum reference

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music
listen with attention to detail and recall sounds with increasing aural memory
use and understand staff and other musical notations

Composing and performing

Knowledge

- Identify and name parts of a song
- Explore how music is created and communicated
- Develop an understanding of musical composition
- Develop an understanding of the history of music

Skills

Music Skills and Knowledge

- Play musically with increasing confidence and control.
- Create and compose music on their own and with others
- Organise and manipulate ideas within musical structures
- Improvise and compose music for a range of purposes

Key Vocabulary

Intro, Verse, Chorus, Middle, Duo, Group

Music Skills and Knowledge

Year 6

YuStudio

National Curriculum reference

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music
listen with attention to detail and recall sounds with increasing aural memory
use and understand staff and other musical notations
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
develop an understanding of the history of music.

Listening and responding

Knowledge

- Identify purpose of a loop
- Identify and name main SFX used
- Identify and name composers and musicians
- Develop an understanding of the history of music

Skills

- Create chord progression with piano roll
- Create a melody line within one octave
- Use digital SFX
- Create with increasing confidence
- Recall sounds with increasing aural memory
- Use and understand staff and other musical notations

Key Vocabulary

Grime, Loop, BPM, Progression, Melody, Octave, Arrangement, Structure, Sample, Slider

Music Skills and Knowledge

Year 6

YuStudio

National Curriculum reference

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music
listen with attention to detail and recall sounds with increasing aural memory
use and understand staff and other musical notations
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
develop an understanding of the history of music.

Listening and responding

Knowledge

- Identify purpose of a melody line
- Identify and name main SFX used
- Identify and name composers and musicians
- Develop an understanding of the history of music

Skills

- Create an extensive chord progression using piano roll
- Create a melody line within one octave and a half
- Use digital SFX
- Create with increasing confidence

Music Skills and Knowledge

- Recall sounds with increasing aural memory
- Use and understand staff and other musical notations

Key Vocabulary

Hip Hop, Production, Sequence, Loop, BPM, Progression, Melody, Octave, Arrangement, Structure, Sample, Low End

Year 6

YuStudio

National Curriculum reference

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music
listen with attention to detail and recall sounds with increasing aural memory
use and understand staff and other musical notations
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
develop an understanding of the history of music.

Composing and performing

Music Skills and Knowledge

Knowledge

- Identify and name parts of a song
- Explore how music is created and communicated
- Develop an understanding of musical composition
- Develop an understanding of the history of music

Skills

- Play musically with increasing confidence and control.
- Create and compose music on their own and with others
- Organise and manipulate ideas within musical structures
- Improvise and compose music for a range of purposes

Key Vocabulary

Loop, BPM, Octave, Lyrics, Arrangement, Structure, SFX