

**(Core Knowledge in Bold)**

	Singing	Performing with instruments	Composition and Improvisation	Listening and Appraising	Notation	Vocabulary
EYF S	<b>Pupils can chant in time with the pulse</b>	<b>Pupils can sing or clap together</b> as an ensemble (or as a soloist) and <b>can take turns to sing.</b>	Select appropriate sounds to <b>create a musical effect.</b>	Pupils <b>can move in time with the music</b> and respond physically to different genres.	Pupils know that music can be written down using symbols.	<b>Pulse</b>
Year 1	Pupils can <b>sing with some awareness of pitch and rhythm.</b>  Pupils can sing using call and response.	Pupils can <b>respond to rhythms accurately on untuned percussion.</b> Pupils can play the ocarina with basic technique and with accuracy of pitch.	<b>Create a short rhythm (improvised or composed).</b> Create a short melodic composition using a small amount of notes.	Describe music using simple vocabulary.  <b>Focus on elements of music: pitch (describing high and low) pulse (fast and slow) dynamics/volume (loud and quiet)</b>	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	<b>Pulse, rhythm, pitch,</b> rap, improvise, compose, <b>high, low,</b> melody, bass guitar, drums, keyboard, percussion, trumpets, saxophones, Funk, groove, tempo, Hip Hop, Jazz, Lullaby, Musicals, orchestra, Pop, Reggae, waltz.
Year 2	Pupils can sing with some awareness of pitch and rhythm.  Pupils can <b>sing with an understanding of basic technique.</b>	Pupils can <b>play untuned percussion with accuracy of rhythm.</b> Pupils can play the recorder with basic technique and accuracy of pitch.	Pupils can use 3 or more pitches to create a short melody. Pupils can <b>create a repeated rhythm.</b>	<b>Describe music accurately using simple vocabulary.</b>  Focus on elements of music: pitch (describing high and low) pulse (fast and slow) dynamics/volume (loud and quiet)	<b>Explore standard notation, using crotchets, quavers, minims and semibreves</b>  Recognise music notation on a staff of five lines.	Question and answer, <b>melody,</b> dynamics, tempo, glockenspiel, <b>band,</b> brass band, <b>percussion,</b> piano accompaniment, orchestra, Rock, Soul, Opera, major, minor, introduction, <b>verse, chorus, crotchet, quaver</b>

Year 3	Pupils can sing with good technique and good accuracy of rhythm and pitch. <b>Pupils can sing in 2 parts (e.g. a round)</b>	Pupils can play violin with good technique and accuracy of rhythm and pitch. <b>Pupils can play in an ensemble</b> and solo setting.	Pupils can <b>compose a short melody with the use of 3 or more pitches.</b> Pupils can create their own rhythms using two or more rhythms.	Pupils can <b>compare pieces of music using key terminology.</b>	Explore standard notation using dotted crotchets, semiquavers.  Read and respond to semibreves, minims, crotchets and paired quavers.  <b>Identify:</b> <ul style="list-style-type: none"> <li>● <b>Stave</b></li> <li>● <b>Treble clef</b></li> <li>● Time signature</li> <li>● Lines and spaces on the stave</li> </ul> Identify and understand the differences between crotchets and paired quavers.	Structure, intro/introduction, keyboard, synthesizer, hook, texture, backing vocals, riff, ostinato, pentatonic scale, Disco, <b>minim, rests,</b> time signature, key signature, clef, <b>stave,</b> notation, major, minor, bar, detached, texture, repeats, rhythm patterns, legato, staccato, <b>forte, piano,</b> Appalachian music, Baroque music, Blues, Country, Folk music, Native American music.
Year 4	Pupils can <b>sing</b> as above and <b>following directions for getting louder and quieter.</b> Sing partner songs in different time signatures.	<b>Pupils can play and perform melodies following a small range of staff notation</b> as a whole-class or in small groups.	Pupils can improvise on a limited range of pitches on the violin or recorder, making use of musical features including smooth (legato) and detached	Pupils can compare pieces of music using increasingly complex terminology.  Pupils can begin to pick out some of the elements of music in	Read and respond to semiquavers.  Identify and understand the differences between minims, crotchets, paired quavers and rests.	timbre, tonality, solo, unison, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, by ear, notation, backing vocal, piano, percussion, time signature, <b>fortissimo,</b>

	Begin to sing in simple harmony.		(staccato).	listening activities. <ul style="list-style-type: none"> <li>● <b>Sound (overtone, timbre, pitch, amplitude, duration)</b></li> <li>● <b>Melody.</b></li> <li>● <b>Harmony</b></li> </ul>	Read and perform pitch notation within a range.  <b>Follow and perform simple rhythmic scores to a steady beat.</b>	<b>pianissimo</b> , Contemporary R&B, Classical music, Choral music, Electronic Dance Music (EDM), <b>crescendo</b> , <b>diminuendo</b> , <b>mezzo forte</b> , <b>mezzo piano</b> .
Year 5	Pupils can sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. <b>This should include observing phrasing, accurate pitching and appropriate style.</b> Pupils can sing three-part rounds, partner songs, and songs with a verse and a chorus.	<b>Pupils can play and perform melodies following staff notation written on one stave.</b>  Pupils can perform simple, chordal accompaniments to familiar songs.  Pupils begin to play by ear on tuned instruments, copying longer phrases and familiar melodies.	<b>Pupils can improvise</b> freely using tuned percussion and melodic instruments, <b>responding to the beat</b> , and experimenting with using a wider range of dynamics.  Compose melodies for the recorder or ukelele in pairs and on own. Compose music to evoke a specific atmosphere, mood or environment.  <b>Capture and record creative ideas using any</b>	Pupils begin to apply their knowledge of the elements of music to listening activities. <ul style="list-style-type: none"> <li>● <b>Rhythm</b></li> <li>● <b>Texture.</b></li> <li>● <b>Structure/form.</b></li> <li>● <b>Expression (dynamics, tempo, articulation)</b></li> </ul> Pupils can appreciate music from an increasing range of styles, genres and contexts.	Recognise how notes are grouped when notated.  <b>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</b>  Understand the differences between 2/4, 3/4 and 4/4 time signatures.  Read and perform pitch notation within an octave (eg C–C'/do–do).	Rock, bridge, backbeat, amplifier, syncopation, Swing, tune/head, <b>note values, note names</b> , big bands, ballad, interlude, tag ending, strings, deck, backing loops, Funk, scratching, unison, Soul, groove, bassline, brass section, harmony, bar, detached, repeats, chords, Minimalism, Rock n' Roll, South African Pop, Contemporary Jazz,

			<p>of:</p> <ul style="list-style-type: none"> <li>• <b>graphic symbols</b></li> <li>• rhythm notation and time signatures</li> <li>• staff notation</li> <li>• technology.</li> </ul>			
Year 6	<p>Pupils can sing with excellent technique Pupils can sing with accuracy of rhythm and pitch <b>Pupils can sing as part of an ensemble with independent parts</b> <b>Pupils can sing with expression using articulation and dynamics</b></p>	<p>Pupils can play instruments with excellent technique Pupils can play as a soloist and as part of an ensemble with accuracy of rhythm and pitch <b>Pupils can play with expression using articulation and dynamics</b></p>	<p>Pupils can <b>apply their knowledge of the elements of music to a short composition (rhythm, pitch, dynamics, timbre, structure)</b> Pupils can respond through composition to different styles of music (taking features from and applying to their own experience)</p>	<p>Pupils can <b>apply their knowledge of the elements of music to listening activities.</b> Pupils can appreciate music from a variety of styles and genres and contexts</p>	<p>Consolidate knowledge of music theory and <b>apply this to reading and composing music.</b></p>	<p>Style indicators, dimensions of music, elements, Soul, producer, groove, Motown, Blues, Jazz, phrases, Gospel, Orchestral, Pop, Hip Hop, Rock, Disco, <b>Romantic</b>, Zimbabwean Pop, Folk, Salsa, Film Music, Musicals,</p>