

Music – Knowledge – Skills – Vocabulary 2021-22

This document outlines the main learning across the year groups. This shows the build on knowledge and how they link to each other. This document allows the teachers to see where their year group / the term fits in the grand scale knowledge and learning.

We have selected the Early Learning Goals that link most closely to the Music national curriculum.

Level Expected at the End of EYFS	
Reception – Communication and Language	ELG: Expressive Arts and Design
 Listen carefully to rhymes and songs, paying attention to how they sound. 	 Sing a range of well-known nursery rhymes and songs.
Learn rhymes, poems and songs.	Perform songs, rhymes, poems and stories with others, and (when appro
Reception – Physical Development	renorm songs, mynics, poens and stones with others, and (when appre
Combine different movements with ease and fluency.	
Reception – Expressive Arts and Design	
 Explore, use and refine a variety of artistic effects to express 	
their ideas and feelings.	
 Return to and build on their previous learning, refining ideas 	
and developing their ability to represent them.	
 Create collaboratively, sharing ideas, resources and skills. 	
 Listen attentively, move to and talk about music, expressing their feelings and responses. 	
• Sing in a group or on their own, increasingly matching the pitch and following the melody.	
• Explore and engage in music making and dance, performing solo or in groups.	

Key Stage 1 National Curriculum Expectations	Key Stage 1 National Curriculum Expectations
Pupils should be taught to:	Pupils should be taught to:
 use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music. 	 play and perform in solo and ensemble contexts, using their voices fluency, control and expression; improvise and compose music for a range of purposes using the int listen with attention to detail and recall sounds with increasing aura use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and rec great composers and musicians; develop an understanding of the history of music.



opriate) try to move in time with music.

ces and playing musical instruments with increasing accuracy,

inter-related dimensions of music; aural memory;

recorded music drawn from different traditions and from

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Set up continuous provision in your classroom. See our <u>Teacher guidance</u>	<u>Celebration music</u>	Exploring sound	<u>Music and movement</u>	<u>Musical stories</u>	<u>Big band</u>
Year 1	<u>Pulse and rhythm</u> (Theme: All about me)	<u>Classical music, dynamics</u> <u>and tempo</u> <u>(Theme: Animals)</u>	<u>Musical vocabulary</u> (Theme: Under the sea)	<u>Timbre and rhythmic</u> <u>patterns</u> <u>(Theme: Fairy tales)</u>	<u>Pitch and tempo</u> (Theme: Superheroes)	<u>Vocal and body sounds:</u> (Theme: By the sea)
Year 2	<u>African call and response</u> <u>song</u> <u>(Theme: Animals)</u>	<u>Orchestral instruments</u> (<u>Theme: Traditional</u> <u>stories)</u>	<u>Musical me</u>	<u>Dynamics, timbre, tempo</u> <u>and motifs</u> <u>(Theme: Space)</u>	<u>On this island: British</u> songs and sounds	<u>Myths and legends</u>
Year 3	<u>Ballads</u>	<u>Creating compositions in</u> <u>response to an animation</u> (Theme: Mountains)	<u>Developing singing</u> <u>technique</u> <u>(Theme: The Vikings)</u>	<u>Pentatonic melodies and</u> <u>composition</u> <u>(Theme: Chinese New</u> <u>Year)</u>	<u>Jazz</u>	<u>Traditional instruments</u> and improvisation (Theme: India)
Year 4	<u>Body and tuned</u> percussion (Theme: <u>Rainforests)</u>	Rock and roll	<u>Changes in pitch, tempo</u> <u>and dynamics (Theme:</u> <u>Rivers)</u>	<u>Haiku, music and</u> performance (Theme: <u>Hanami)</u>	<u>Samba and carnival</u> sounds and instruments	<u>Adapting and transposing</u> <u>motifs (Theme: Romans)</u>
Year 5	<u>Composition notation</u> (Theme: Ancient Egypt)	<u>Blues</u>	<u>South and West Africa</u>	<u>Composition to represent</u> <u>the festival of colour</u> <u>(Theme: Holi festival)</u>	Looping and remixing	<u>Musical theatre</u>
Year 6	<u>Advanced rhythms</u>	<u>Dynamics, pitch and</u> <u>tempo</u> <u>(Theme: Fingal's Cave</u>	<u>Songs of WW2</u>	<u>Film music</u>	<u>Theme and variations</u> (Theme: Pop Art)	<u>Composing and</u> performing a Leavers' <u>Song</u> (6 lessons)

	Knowledge							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
derstand what is meant by:	Understand what is meant by:	Understand what is meant by:	Understand what is meant by:	Understand what is meant by:	Understand what is meant by:	Understand what is meant by:		
Pulse	• Timbre	• Timbre	Timbre	• Timbre	• Timbre	Timbre		
Rhythm	Tempo	• Tempo	• Tempo	• Tempo	• Tempo	• Tempo		
Pitch	Dynamic	• Dynamic	Dynamic	• Dynamic	• Dynamic	Dynamic		
	Pitch	Pitch	• Pitch	• Pitch	Pitch	Pitch		
able to identify changes in:	Pulse	• Pulse	• Pulse	• Pulse	Pulse	• Pulse		
Pulse	Rhythm	Rhythm	Rhythm	Rhythm	Rhythm	Rhythm		
Rhythm	,	,	Texture	Texture	Texture	Texture		
Pitch	Be able to identify changes in:	Be able to identify changes in:	Metre	Metre	Metre	Metre		
	, ,	, C		 Improvisation 	Improvisation	Improvisation		
able to name different	• Timbre	• Timbre	Be able to identify changes in:	Transposition	Transposition	Transposition		
isical instruments	Tempo	Tempo	, , ,	 Inversion 	 Inversion 	 Inversion 		
	Dynamic	Dynamic	• Timbre	 Looping 	 Looping 	 Looping 		
	Pitch	Pitch	Tempo	 Motifs 	 Motifs 	Motifs		
	• Pulse	Pulse	Dynamic		Chord	Chord		
	Rhythm	Rhythm	Pitch		Ostinato	Ostinato		
	- myenn	- mydim	 Pulse 	Be able to identify changes in:	• Ostinato	• Ostinato		
	Be able to identify the key	Understand musical vocabulary used			Be able to identify changes in:	.Be able to identify changes in:		
	features of different music	to describe music.	Texture	• Timbre	be able to identify changes in.	. Be able to identify changes in.		
	styles		Metre	Tempo	Timbre	Timbre		
	Styles	Name and recognize different	• Wette	Dynamic				
		instruments.		Pitch	• Tempo	Tempo		
			Understand that music from	PitchPulse	Dynamic	Dynamic		
		Begin to understand letter name	different parts of the world and		Pitch	Pitch		
		notation.	different times, have different		• Pulse	Pulse		
			features.	• Texture	Rhythm	Rhythm		
		Be able to identify the structural	reatures.	• Metre	• Texture	Texture		
		features of different music	Begin to understand musical		• Metre	• Metre		
		styles	vocabulary when discussing	Understand common features				
		,	music and their own work.	between different genres, styles	Recognise the stylistic features of	Understand how different music		
			music and their own work.	and traditions of music.	different genres, styles and	eras influenced each other.		
			Understand letter name notation		traditions of music and describe			
			and rhythmic notation (graphic	Recognise, name and explain the	these using musical vocabulary	Recognise the stylistic features of		
			or staff score)	effect of the interrelated	and explaining how these have	music and relate it to other aspe		
				dimensions of music.	developed over time.	of the Arts (Pop art, film, music)		
			Be able to identify and discuss the	Understand and recognise scaled				
			stylistic features of different	dynamics	Use musical vocabulary to discuss	Understand the purpose of a		
			music styles and genres.	(crescendo/decrescendo) within	the purpose and features of a	conductor.		
				a piece of music.	piece of music			
				a piece of music.		Understand graphic and staff		
				Understand basic staff notation,	Understand graphic and staff	notation.		
				and identifying musical symbols.	notation.	Lico musical vessbulary to		
						Use musical vocabulary to evaluate and describe the		
				Use musical vocabulary to discuss				
				the purpose of a piece of music.		features of a piece of music.		
						Know that the years and in		
				Be able to identify the key		Know that the venue, occasion		
				features of different music styles		and purpose can affect the way		
						music sounds.		

			Skills		
EYFS	Year 1	Year 2	Year 3	Year 4	Ye
Listening, appraising, respondingListen to a range of high	Listening, appraising, respondingListen to a range of high quality	Listening, appraising, respondingListen to a range of high quality	Listening, appraising, respondingListen to a range of high quality	Listening, appraising, respondingListen to a range of high	 Listening, appraising Listen to a range
quality live and recorded	live and recorded music	live and recorded music	live and recorded music	quality live and recorded	live and record
music	 Recognising and understanding 	 Recognising timbre changes in 	 Discussing the stylistic features 	music	 Recognising ar
 Respond to music with 	the	music they listen to	of different genres, styles and	Recognising the use and	discussing the
imaginative movement, using	difference between pulse and	Recognising structural features	traditions of music using	development of motifs in	different genre
hand and whole body.	rhythm.	in music they listen to.	musical vocabulary (Indian,	music.	traditions of m
• Alter movement to reflect the	 Understanding that different 	• Listening to and recognising	classical,Chinese, Battle Songs,	Identifying gradual dynamic and	vocabulary, an
tempo, dynamics or pitch of the	types of	instrumentation.	Ballads, Jazz).	tempo changes within a piece	these have dev
music.	sounds are called timbres.	Beginning to use musical	Understanding that music from	of music	(South African
 Respond to music and lyrics by 	 Recognising basic tempo, 	vocabulary to describe music.	different parts of the world,	• Recognising and discussing the	Musical Theat
discussing how it makes them	dynamic and	Identifying melodies that move	and different times, have	stylistic features of different	Classical).
feel	pitch changes	in steps.	different features.	genres, styles and traditions of	Representing
 Exploring lyrics by suggesting 	(faster/slower,louder/quieter and	 Identifying melodies that move 	 Recognising and explaining the 	music using musical	piece of music
appropriate actions.	higher/lower).	in steps	changes within a piece of	vocabulary (Samba, Rock and	notation, and o
 Explore the story behind the 	 Describing the character, mood, 	 Listening to and repeating a 	music using musical	Roll, Blues).	their choices w
music and lyrics.	or	short, simple melody by ear.	vocabulary.	Identifying common features	musical vocab
Listen to and follow a beat using	'story' of music they listen to, both	Suggesting improvements to	• Describing the timbre, dynamic,	between different genres,	Comparing, dis
body percussion and	verbally and through movement.	their own and others' work.	and textural details of a piece	styles and traditions of music.	evaluating mu
instruments.	Describing the differences	Musical Me	of music, both verbally, and	Recognising, naming and	musical vocab
Consider whether a piece of	between	Orchestral instruments	through movement.	explaining the effect of the	Developing co
music has a fast, moderate or	two pieces of music.	African call and response song	Beginning to show an	interrelated dimensions of	detailed music
slow tempo.	Expressing a basic opinion about music (like (dislike)	On this island: British songs and sounds	awareness of metre.	music.	(related to the
• Listening to sounds and matching to the object or instrument.	music (like/dislike)Listening to and repeating short,	Myth and Legends Dynamics, timbre, tempo and motifs	 Recognising and beginning to discuss changes within a piece 	 Identifying scaled dynamics (crescendo/decrescendo) 	dimensions of and evaluate t
 Listening to sounds and 	simple rhythmic patterns.	Composing	of music.	within a piece of music.	work
identifying high or low pitch.	 Listening and responding to 	Selecting and creating longer	Beginning to use musical	Using musical vocabulary to	Composition nota
 Listening to and repeating a 	other performers by playing as	sequences of appropriate sounds	vocabulary (related to the	discuss the purpose of a piece	Blues
simple pattern.	part of a group.	with voices or instruments to	inter-related dimensions of	of music	South and West A
 Listening to and repeating simple 	Pulse and Rhythm	represent a given idea or character.	music) when discussing	Using musical vocabulary	Composition to p
lyrics.	Classical Music, dynamics and	Successfully combining and	improvements to their own	(related to the inter-related	of colour
 Understand that different 	tempo	layering several instrumental and	and others' work.	dimensions of music) when	Looping and remi
instruments make different	Musical Activity	vocal patterns within a given	Ballads	discussing improvements to	Musical Theatre
sounds and grouping them	Timbre and Rhythmic Pattern	structure.	Creating and Compositions in	their own and others' work.	Composing
accordingly.	Pitch and Tempo	• Creating simple melodies from 5 or	response to animation	Body and Tuned Percussion	Composing a
Composing	Vocal & Body Sounds	more notes.	Developing singing technique and	Rock and Roll	music from a g
 Playing untuned percussion 'in 	Composing	Choosing appropriate dynamics,	keeping in time	Changes in pitch, dynamics and	voices, bodies
time' with a piece of music	 Selecting and creating short 	tempo and timbre for a piece of	Pentatonic melodies and	tempo	(Remix,Colour
 Selecting classroom objects to 	sequences of sound with	music.	composition	Haiku, music and performance	Improvising co
use as instruments.	voices or instruments to	Using letter name and graphic	Jazz	Samba and carnival sounds and	given style.
Experimenting with body	represent a given idea or	notation to represent the details of	Traditional instruments and	instruments	Combing rh
percussion and vocal sounds to	character.	their composition.	improvisation	Adapting and transposing motifs	(ostinato) into
respond to music.	Combining instrumental and	Beginning to suggest	Composing	Composing	composition u
Selecting appropriate	vocal sounds within a given	improvements to their own work	Composing a piece of music in a	Composing a coherent piece of	related dimen
instruments to represent action	structure.	Musical Me	given style with voices and	music in a given style with	add musical in
and mood.	Creating simple melodies using a	Orchestral instruments	instruments (Battle Song,	voices, bodies and	Using staff no
• Experimenting with playing with	few notes.	African call and response song	Indian Classical, Jazz, Swing).	instruments.	rhythms and n
instruments in different ways. Performing	 Choosing dynamics, tempo and timbre for a piece of music. 	On this island: British songs and sounds Myth and Legends	 Combining melodies and rhythms to compose a multi- 	Beginning to improvise musically within a given style	 Selecting, refining musi
Using their voices to join in with	Creating a simple graphic score	Dynamics, timbre, tempo and motifs	layered composition in a given	(Blues).	alone and w
well-known songs from memory.	to represent a composition.	Performing	style (pentatonic).	Developing melodies using	musical vo
 Remembering and maintaining 	Beginning to make	Using their voices expressively	 Using letter name and rhythmic 	rhythmic variation,	confidence.
their role within a group	improvements to their work as	when singing, including the use of	notation (graphic or staff), and	transposition, inversion, and	 Suggesting ar
performance.	suggested by the teacher.	basic dynamics (loud and quiet).	key musical vocabulary to label	looping.	improvements
 Moving to music with instruction 	Pulse and Rhythm	 Singing short songs from memory, 	and record their compositions.	Creating a piece of music with	others' work
to perform actions.	Classical Music, dynamics and	with melodic and rhythmic	Suggesting and implementing	at least four different layers	Composition nota
 Participating in performances to 	tempo	accuracy.	improvements to their own	and a clear structure.	Blues
a small audience.	Musical Activity	Copying longer rhythmic patterns	work, using musical	Using letter name, graphic and	South and West A
 Stopping and starting playing at 	Timbre and Rhythmic Pattern	on untuned percussion	vocabulary.	rhythmic notation and key	Composition to p
the right time.	Pitch and Tempo	instruments, keeping a steady	Ballads	musical vocabulary to label	of colour
Celebration Music	Vocal & Body Sounds	pulse.	Creating and Compositions in	and record their compositions.	Looping and remi
	Performing	Performing expressively using	response to animation	 Suggesting improvements to 	Musical Theatre

Year 5	Year 6
raising, responding	Listening, appraising, responding
a range of high quality	Listen to a range of high quality live
ecorded music	and recorded music
ng and confidently	• Discussing musical eras in content,
g the stylistic features of	identifying how they have influenced
genres, styles and	each other, and discussing the
of music using musical	impact of different composers on
ry, and explaining how	the development of musical styles.
e developed over time	Recognising and confidently
rican, West African,	discussing the stylistic features of
heatre, Dance Remix,	music and relating it to other
	aspects of the Arts (pop art, film
ting the features of a	music).
nusic using graphic	Representing changes in pitch,
and colours, justifying	dynamics and texture using graphic
ces with reference to	notation, justifying their choices
ocabulary.	with reference to musical
ig, discussing and	vocabulary.
g music using detailed	• Identifying the way that features of
ocabulary	a song can complement one another
ng confidence in using	to create a coherent overall effect.
nusical vocabulary	Use musical vocabulary correctly
o the inter-related	when describing and evaluating the
ns of music) to discuss	features of a piece of music.
ate their own and others'	• Evaluating how the venue, occasion
	and purpose affects the way a piece
notation	of music sounds.
	Confidently using detailed musical
/est Africa	vocabulary (related to the inter-
to present the festival	related dimensions of music) to
	discuss and evaluate their own and
remixing	others work.
atre	Advanced rhythms
	Dynamics, pitch and texture
ng a detailed piece of	Songs of World War 2
m a given stimulus with	Film Music
odies and instruments	Theme and variations
olours, Stories, Drama).	Composing and performing a leavers'
ng coherently within a	song
e.	Composing
rhythmic patterns	 Improvising coherently and
into a multi-layered	creatively within a given style,
ion using all the inter-	incorporating given features.
imensions of music to	Composing a multi-layered piece of
cal interest.	music from a given stimulus with
iff notation to record	voices, bodies and instruments.
and melodies.	Composing an original song,
discussing and	incorporating lyric writing, melody
musical choices both	writing and the composition of
d with others, using	accompanying features, within a
vocabulary with	given structure.
ce.	Developing melodies using rhythmic
g and demonstrating	variation, transposition and changes
nents to own and	in dynamics, pitch and texture.
ork	Recording own composition using
notation	appropriate forms of notation

otation

t Africa present the festival

mixing

vocabulary Advanced rhythms

and/or technology and

incorporating. Constructively critique their own

and others' work, using musical

Music and Movement	Using their voices expressively to	dynamics and timbre to alter	Developing singing technique and	others work, using musical	Performing
Musical Stories	speak and chant.	sounds as appropriate.	keeping in time	vocabulary.	 Singing s
Big Band	Singing short songs from	Singing back short melodic patterns	Pentatonic melodies and	Body and Tuned Percussion	parts, in
	memory, maintaining the	by ear and playing short melodic	composition	Rock and Roll	styles f
	overall shape of the melody and	patterns from letter notation.	Jazz	Changes in pitch, dynamics and	accuracy,
	keeping in time.		Traditional instruments and	tempo	expressio
	Maintaining the pulse (play on	Musical Me	improvisation	Haiku, music and performance	 Working
	the beat) using hands, and	Orchestral instruments	Performing	Samba and carnival sounds and	a piece
	tuned and untuned	African call and response song	• Singing songs in a variety of	instruments	dynamics
	instruments.	On this island: British songs and	musical styles with accuracy	Adapting and transposing motifs	a graphic
	Copying back short rhythmic and	sounds	and control, demonstrating	Performing	with othe
	melodic phrases on percussion	Myth and Legends	developing vocal technique.	Singing longer songs in a variety	with the g
	instruments.	Dynamics, timbre, tempo and motifs	Singing and playing in time with	of musical styles from	Performir
	Responding to simple musical		peers, with some degree of	memory, with accuracy,	fluency fr
	instructions such as tempo and		accuracy and awareness of	control, fluency and a	staff nota
	dynamic changes as part of a class performance.		their part in the group performance.	developing sense of expression including control of subtle	Playing
	 Performing from graphic 		Performing from basic staff	dynamic changes.	progressi fluency.
	notation.		notation, incorporating	Singing and playing in time with	Composition
	Pulse and Rhythm		rhythm and pitch and be able	peers, with accuracy and	Blues
	Classical Music, dynamics and		to identify these symbols using	awareness of their part in the	South and W
	tempo		musical terminology.	group performance.	Composition
	Timbre and Rhythmic Pattern		Ballads	 Playing melody parts on tuned 	of colour
	Pitch and Tempo		Creating and Compositions in	instruments with accuracy and	Looping and
	Vocal & Body Sounds		response to animation	control and developing	Musical Thea
	Musical Activity		Developing singing technique and	instrumental technique.	
			keeping in time	Playing syncopated rhythms	
			Pentatonic melodies and	with accuracy, control and	
			composition	fluency.	
			Jazz	 Playing simple chord sequences 	
			Traditional instruments and	(12 bar blues).	
			improvisation	• Performing from basic staff	
				notation, incorporating	
				rhythm and pitch and	
				identifying these symbols	
				using musical terminology	
				Body and Tuned Percussion	
				Rock and Roll	
				Changes in pitch, dynamics and	
				tempo	
				Haiku, music and performance	
				Samba and carnival sounds and	
				instruments	
				Adapting and transposing motifs	

g songs in two or more in a variety of musical from memory, with cy, fluency, control and sion.

ng as a group to perform ce of music, adjusting ics and pitch according to hic score, keeping in time thers and communicating ne group.

ming with accuracy and y from graphic and simple otation.

a simple chord ssion with accuracy and

on notation

West Africa on to present the festival

nd remixing neatre Dynamics, pitch and texture Songs of World War 2 Film Music Theme and variations Composing and performing a leavers' song

Performing

- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others 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.

Advanced rhythms Dynamics, pitch and texture Songs of World War 2 Film Music Theme and variations Composing and performing a leavers' song

	Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Sing – instrument – perform – percussion – pitch – rhythm – pulse – beat	Pulse - dynamic - rhythm - pitch - timbre - tempo - graphic score - vocal sounds - in time - accelerando - compose - chant - round	- Structure - notation - dynamics - tempo - timbre - rhythm - call and response - composition - melody - pulse - compose - notation - graphic score - stave - layers - verse - chorus - instrumental - structure - texture - strings - woodwind - brass - percussion - sound effects - composer - motif - soundscape - inspiration	Ballad - compose - stanza - solo - ensemble - expression - lyrics - chorus - compose - notation - graphic score - stave and letter notation - composition - melody - soundscape - rhythm - transpose - major - minor - parts - duration - crescendo - pentatonic - Bollywood - tal - rag - drone - improvising	Motif - ostinato - riff - rhythm - backing track - transpose - sharp notes - flat notes - notation - graphic score - stave - letter notation - rhythmic notation - appraising - melody - rhythm - contrast - layers - transition - col legno - pizzacato - haiku - glissando - staccato - improvising - inspiration - bass line - walking bass - in time - hand jive - in tune - pitch - dynamics - tempo - syncopation - off beat - break - acapella - rounds - harmony - cue	12 bar blues - chord - scale - ascending - descending - blues scale - improvisation - bent notes - bar - quaver - composer - librettist - lyricist - director - musical director - choreographer - action song - transition - score - script - chord progression - major chord - minor chord - break - call and response - acapella - soloist - duo - ostinato - polyrhythms - syncopation - rest - metronome - melody - motif - unison - verse - notation - tempo - ensemble - structure -crotchet - minim - dotted minim - semibreve - layers - loop - remix - fragment - back beat -	Chromatics - composition - evoke - graphic score - imagery - improvise - major key - minor key - modulates - notate - pitch - sound effect - soundtrack - tremolo - unison - lyrics - tempo - presto - allegro - largo - accelerando - ritardando - arrangement - chords - chord progression - melody - dynamics - crescendo - diminuendo - forte - piano - verse - chorus - structure - rhyming pattern - backing track - expression - diaphragm - melody - melody line - counter melody - score - graphic score - depict - composition - conductor - ensemble - pulse - phrase - rhythm - 3/4time - 4/4time - orchestra - strings - woodwind - brass - percussion - canon - compose - Kodaly method - music critic	