

Key Knowledge in Music

Year	Early Learning Goal	Key Knowledge			Vocabulary
		Autumn	Spring	Summer	
FS2	Children sing songs, make music and dance and experiment with ways of changing sounds.	Know how to use their voice to sing. Know how to move in response to music and sounds.			Claves Tambour Tambourine Guiro Bells Woodblock Maraca Chime bar Listen Copy Body percussion Stamp Clap Rhythm Beat Tap/tapping Bang/banging Shake/shaking Scrape/scraping Drumming Loud/louder Quiet/quieter Long/longer Short/shorter Fast/faster Slow/slower Tempo High/higher Low/lower Middle Pitch Wood/wooden Metal Composer Perform
		Know the name of some basic percussion instruments and how to play them correctly. Know how to change the volume of sounds they make.	Know that in a steady beat all the sounds are the same length. Know that there is a difference between beat and rhythm. Begin to know the difference between high and low sounds.	Know how to change the speed of sounds they make. Know some simple adjectives to describe sounds, eg. tapping, scraping, wood etc.	
	Children represent their own ideas, thoughts and feelings through music	Know how to use computer programs to compose a simple melody. Know simple adjectives to describe music and sounds, eg. fast, loud etc.			
			Know how to make up a rhythm pattern.		

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Y1	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Know how to change their voices in a variety of ways. Know how to start and stop using their voice following gestures and commands. Know what it means to perform in time by understanding about the steady beat.			Names of a wider variety of percussion instruments Rest Steady beat Brass Woodwind Strings Percussion Keyboard Orchestra Timbre Sitar Steel drum Didgeridoo Pan pipes Gamelan Concerto Structure Duration Accompany Compose Score Line notation
	Play tuned and untuned instruments musically.	Know how to start and stop playing an instrument. Know that the amount of force used will change the volume of an instrument.	Know the name of 8 basic percussion instruments. Know how to play these instruments correctly. Know how to change the sounds they make in a variety of simple ways (loud/quiet, fast/slow)	Know how to play long and short sounds on skin, scraping and shaking instruments.	
	Listen with concentration and understanding to a range of high-quality live and recorded music.	Know how to listen and think about a piece of music. Know and understand simple adjectives to describe music and sounds, eg. high, low, fast, slow, loud, quiet etc. Know if they like a piece of music or not. Know how to identify when music changes. Know the names and sounds of at least 4 orchestral instruments.			

	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Know how to interpret simple graphic symbols.	Know the sounds that some basic percussion instruments make and how to play them in different ways to create different sounds and effects.	Know that in a beat all the sounds are the same length. Know that rhythm is made up of long and short sounds. Know how to interpret line notation.	
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Y2	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Know how to control the pitch of their voices. Know how to memorise longer songs and rhymes. Know how to perform with others by listening.			Pulse Chant Ostinato Accompaniment Syllables Dynamics Forte Piano Crescendo Diminuendo Dynamics Onomatopoeia Rhythmic ostinato Melodic ostinato Texture A wider variety of instrument names Structure Dot notation Modern Romantic Classical Baroque Renaissance Medieval Era Period of composition
	Play tuned and untuned instruments musically.	Know how to play a wider range of percussion instruments correctly. Know how to play gradual changes on instruments, eg. getting louder, faster etc.	Know how to play accompaniments to the steady beat at different speeds. Know how to copy a short rhythmic phrase accurately.	Know how the length of instruments affect their pitch, eg. longer chime bars have a lower pitch.	

	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Know and understand the correct musical vocabulary for speed (tempo), pitch and duration (beat, rhythm, long/ short sounds). Know how to explain in simple terms if they like piece of music or not. Know how to discriminate between obvious high, middle and low pitched sounds. Know the name and sounds of a wider range of orchestral instruments.</p>		
	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Know the names and sounds of a wider range of percussion instruments.</p>		
		<p>Know how to create and perform from simple graphic scores.</p>	<p>Know that the syllables of words can be used to create rhythm patterns.</p>	<p>Know that pitch relates to how high/low sounds are. Know how to interpret dot notation.</p>

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Y3	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Know how to control the pitch of their voice using a wider range of pitch. Know how to play a range of instruments with good control.			A wider range of instrument names Motif Orchestra Structure Suite Rondo Loop Round Stick notation Scale Pentatonic Tone scale Improvise Improvisation Pipa Track Interlude
	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Know how to compose a melody using computer programs.			
		Know how to choose and order sounds for specific purposes. Know what sounds a wider range of percussion instruments can make.	Know the difference between beat and rhythm. Know that an ostinato is a repeating pattern.	Know that a scale is a series of notes in pitch order. Know that a pentatonic scale has 5 notes. Know that melodies sound finished when they end on the 'home' note.	
	Listen with attention to detail and recall sounds with increasing aural memory.	Know that pitch is how high or low the music is. Know that tempo is how fast or slow the music is.			
	Use and understand staff and other musical notations.		Know how to interpret a range of rhythmic graphic notation. Know how to read and	Know that pitch notation uses the letters A to G. Know that pitch gets higher in order C,D,E,F,G,A,B	

			write stick notation.	
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Know the name of at least 2 famous composers.		
	Develop an understanding of the history of music.	Know that the history of western classical music is divided into 6 main eras and be able to name one of them.		

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Y4	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Know how to sing showing accurate pitch and timing. Know how to play a range of instruments with good control and accuracy.			A wider range of instrument names Incidental music Soundscape Evaluate Crotchet Quaver Crotchet rest Bar Treble clef Time signature 4/4 Stave notation Stave Minim Semibreve Drone Chord
	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Know how to compose pieces with more than 1 part using computer programs. Know how to choose and order sounds for specific purposes and justify their choice. Know what sounds a wider range of percussion instruments can make.			
	Listen with attention to detail and recall sounds with increasing aural memory.	Know that an orchestra is made up of 4 families of instruments – strings, brass, woodwind and percussion and name at least 1 instrument from each family.			
	Use and understand staff and other musical notations.		Know the value of a crotchet and quaver and how they are notated on a stave.		

			Know how B, A and G are notated on a treble clef staff.	
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		Know the name of at least 4 famous composers.	
	Develop an understanding of the history of music.		Know that the history of western classical music is divided into 6 main eras and be able to name more than one of them.	

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Y5	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Know how to sing showing accurate pitch and timing. Know how to add expression when performing. Know how to play a range of instruments with good control, accuracy and fluency. Know how to sustain their own part among different parts.			A wider range of instrument names Graphic score Interval Names of intervals Major Minor Concord Discord Dissonance Lyrics Bridge A cappella Genre Beatboxing Harmony Metre Upbeat Downbeat Mickey Mousing
	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Know how to compose pieces with more than 2 parts using computer programs. Know that 3 or more notes played together is a chord. Know that chords can be described as major/minor, concord/discord. Know that compositions need structure.			
	Listen with attention to detail and recall sounds with increasing aural memory.	Know the correct musical vocabulary to be able to compare pieces of music.			
	Use and understand staff and other musical notations.		Know that the higher the note on the staff, the higher the pitch and vice-versa.	Know the conventions of graphic scores relating to pitch, dynamics and duration. Know the value of	

				semiquavers and how they are notated on the stave.	
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Know the name of at least 6 famous composers.			
	Develop an understanding of the history of music.	Know that the history of western classical music is divided into 6 main eras, be able to name at least two of them and name a composer from known eras.			

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Y6	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<p>Know how to sing showing accurate pitch, timing and expression.</p> <p>Know how to play a range of instruments with good control, accuracy, fluency and expression.</p> <p>Know how to sustain their own part among different parts of increasing complexity.</p> <p>Know the correct technique for playing at least 2 different tones on djembe and bongos.</p>			<p>Quaver rest</p> <p>Minim rest</p> <p>Semibreve rest</p> <p>$\frac{3}{4}$, $\frac{6}{8}$, $\frac{2}{4}$, $\frac{12}{8}$</p> <p>Common time (C)</p> <p>Bar lines</p> <p>Flat,</p> <p>Sharp,</p> <p>Natural</p> <p>Repeat,</p> <p>Key signature</p> <p>Line notes</p> <p>Space notes</p> <p>Ledger line</p> <p>Open/natural tone</p> <p>Bass tone</p>
	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Know how to compose pieces with more than 2 parts and more complex structures using computer programs			<p>Djembe</p> <p>Slap tone</p> <p>Subdivide the beat</p> <p>Call and response</p>
		Know how to improvise rhythms using different tones and note values.	Know how to compose the ending to a melody.		
	Listen with attention to detail and recall sounds with increasing aural memory.	Know the correct musical vocabulary to be able to analyse pieces of music.			
Use and understand staff and other musical notations.	Know how to interpret hand drumming notation grids.	Know the notes on the treble stave lines are EGBDF and in the spaces are	Know how to perform simple tunes from treble clef notation.		

			<p>FACE. Know at least 6 signs and symbols used in stave notation (treble clef, barline, sharp etc.) Know the value of the 5 main note values and be able to name some of them. Know what a crotchet and quaver rest look like.</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>Know the name of an increasing number of famous composers. Know the title of at least 2 famous pieces and the name of its composer. Know that music is composed using different genres and name at least two types.</p>		
	<p>Develop an understanding of the history of music.</p>	<p>Know that the history of western classical music is divided into 6 main eras, be able to name at least two of them and name at least one composer from known eras.</p>		