St. Peter's CE Primary School

Music - Key Knowledge Overview   **"Sowing the seeds of tomorrow." Matthew 13: 1-23**

A Year 1 child knows how to	A Year 2 child knows how to	A Year 3 child knows how to
Controlling sounds through singing and playing (performing) • Take part in singing. • Follow instructions on how and when to sing/play an instrument. • Take notice of others when performing. • Make and control long and short sounds (duration). • Imitate changes in pitch– high and low. **Creating and developing musical ideas (composing)** • Make a sequence of long and short sounds with help (duration). • Clap longer rhythms with help. • Make different sounds (high and low– pitch; loud and quiet– dynamics;	**Controlling sounds through singing and playing (performing)** • Sing songs in ensemble following the tune (melody) well. • Use voice to good effect understanding the importance of warming up first. • Perform in ensemble with instructions from the leader. • Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). **Creating and developing musical ideas (composing)** • Carefully choose sounds to achieve an effect (including use of ICT). • Order sounds to create an effect	**Controlling sounds through singing and playing (performing)** • Sing songs from memory with accurate pitch and in tune. • Show control in voice and pronounce the words in a song clearly (diction). • Maintain a simple part within an ensemble. • Play notes on instruments clearly and including steps/ leaps in pitch. • Improvise (including call and response) within a group using 1 or 2 notes. **Creating and developing musical ideas (composing)** • Compose and perform melodies using two or three notes. • Use sound to create abstract

fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).

Responding and reviewing (appraising)
- Hear the pulse in music.
- Hear different moods in music.
- Identify texture– one sound or several sounds?
- Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).

(structure- beginnings/endings).
- Create short musical patterns.
- Create sequences of long and short sounds- rhythmic patterns (duration).
- Control playing instruments so they sound as they should.
- Use pitch changes to communicate an idea.
- Start to compose with two or three notes.

Responding and reviewing (appraising)
- Identify the pulse in music.
- Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).
- Start to recognise different instruments.

effects (including using ICT).
- Create/ improvise repeated patterns (ostinati) with a range of instruments.
- Effectively choose, order, combine and control sounds (texture/ structure).

Responding and reviewing (appraising)
- Internalise the pulse in music.
- Know the difference between pulse and rhythm.
- Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure.
- Use these words to identify where music works well/ needs improving.

A Year 4 child knows how to	A Year 5 child knows how to	A Year 6 child knows how to
Controlling sounds through singing and playing (performing) • Sing in tune, breathe well, pronounce words, change pitch and dynamics. • Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). • Perform with control and awareness of what others are singing/ playing. • Improvise within a group using more than 2 notes. **Creating and developing musical ideas (composing)** • Compose and perform melodies using three or four notes. • Make creative use of the way sounds can be changed, organised and controlled (including ICT). • Create accompaniments for tunes using drones or melodic ostinati (riffs). • Create (dotted) rhythmic patterns with awareness of timbre and duration.	**Controlling sounds through singing and playing (performing)** • Show control, phrasing and expression in singing. • Hold part in a round (pitch/structure). • Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. • Improvise on own with increasing aural memory. **Creating and developing musical ideas (composing)** • Compose and perform melodies using four or five notes. • Use a variety of different musical devices including melody, rhythms and chords. • Record own compositions. • Create own songs (raps- structure). • Identify where to place emphasis and accents in a song to create effects (duration).	**Controlling sounds through singing and playing (performing)** • Sing or play from memory with confidence. • Take turns to lead a group. • Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. • Play more complex instrumental parts. • Improvise using 5 notes of the pentatonic scale. **Creating and developing musical ideas (composing)** • Compose and perform melodies using five or more notes. • Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. • Create music reflecting given intentions and record using standard notation. • Use ICT to organise musical ideas (where appropriate).

Responding and reviewing (appraising)	Responding and reviewing (appraising)	Responding and reviewing (appraising)
- Know how pulse stays the same but rhythm changes in a piece of music. - Listen to several layers of sound (texture) and talk about the effect on mood and feelings. - Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. - Identify orchestral family timbres. - Identify cyclic patterns.	- Know how pulse, rhythm and pitch fit together. - Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). - Use these words to identify strengths and weaknesses in own and others' music.	