

Key Content for Music

Early Years Foundational Knowledge of Music

EYFS:

- know many rhymes.
- remember and sing entire songs.
- join in with class singing and chanting, including in front of others.
- sing the pitch of a tone sung by another person "pitch match".
- create their own songs, or improvise a song around one they know.
- play instruments with increasing control to express their feelings and ideas.
- sing melodic shape (moving melody, such as up and down) of familiar songs.

Reception:

- know that we can move at the pulse of the music
- know that the words of songs can tell stories and paint pictures
- sing along with a pre-recorded song and add actions
- sing or rap nursery rhymes or simple songs from memory
- perform any of the nursery rhymes by adding actions or dance
- record the performance to talk about it

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge of Music - Musicianship	<ul style="list-style-type: none"> • Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. • Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. • Copy back simple rhythmic patterns using long and short. • Copy back simple melodic patterns using high and low. • Complete vocal warm-ups with a copy back option to use Solfa. 	<ul style="list-style-type: none"> • Use body percussion, instruments and voices. In the key centres of: C major, G major and A minor. • Find and keep a steady beat. • Copy back simple rhythmic patterns using long and short. • Copy back simple melodic patterns using high and low. • Complete vocal warm-ups with a copy back option to use Solfa. • Sing short phrases independently 	<ul style="list-style-type: none"> • Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. • In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. • Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. • Copy back and improvise simple melodic patterns using the notes: C, D, E; G, A, B; F, G, A; A, B, C 	<ul style="list-style-type: none"> • Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. • In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. • Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. • Copy back melodic patterns using the notes: C, D, E; C, D, E, G, A; G, A, B; G, A, B, D, E; F, G, A; A, B, C, D, E, F, G 	<ul style="list-style-type: none"> • Use body percussion, instruments and voices. • In the key centres of: C major, G major, D major, F major and A minor. • In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. • Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. • Copy back melodic patterns using the notes: C, D, E; C, D, E, F, G, A, B; D, E, F#, G, A; A, B, C, D, E, F#, G; F, G, A, B, C, D, E; G, A, B, C, D, E, F# 	<ul style="list-style-type: none"> • Use body percussion, instruments and voices. • In the key centres of: C major, G major, D major, A minor and D minor. • In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. • Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. • Copy back melodic patterns using the notes: D, E, F, G, A; C, D, E, F, G, A, B; G, A, B, C, D, E, F#; D, E, F#, G, A, B, C#; A, B, C, D, E, F, G

Specific Musical Knowledge

Listening	<ul style="list-style-type: none"> • know my unit song by heart • move to the music by dancing, marching, being an animal or popstar 	<ul style="list-style-type: none"> • know my unit song by heart • move to the music by dancing, marching, being an animal or popstar 	<ul style="list-style-type: none"> • know 5 songs from memory and know who sang or wrote them • confidently identify and move to the pulse 	<ul style="list-style-type: none"> • know 5 songs from memory and know who sang or wrote them and the style of the 5 songs 	<ul style="list-style-type: none"> • know 5 songs from memory and the history of each song • name and compare other songs that have the same style talking about what 	<ul style="list-style-type: none"> • know 5 songs from memory and the history and context of each song • name and compare other songs that have the same
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	<ul style="list-style-type: none"> Know music has a steady pulse like a heartbeat create rhythms from words 	<ul style="list-style-type: none"> Know music has a steady pulse like a heartbeat create rhythms from words 	<ul style="list-style-type: none"> know the difference between pulse and rhythm know that every piece of music has a pulse 	<ul style="list-style-type: none"> talk about the musical dimensions working together in the unit songs eg dynamics talk using musical words 	stands out musically in each of them	<ul style="list-style-type: none"> style talking about what stands out musically in each of them talk about the music and how it makes you feel using musical language to describe it listen to each other and be aware of where you fit into the group
Singing	<ul style="list-style-type: none"> sing notes of different pitch make different types of sounds with their voices learn to start and stop singing when following a leader 	<ul style="list-style-type: none"> sing notes of different pitch make different types of sounds with their voices learn to start and stop singing when following a leader 	<ul style="list-style-type: none"> sing in unison and in simple 2 parts demonstrate a good singing posture sing with an awareness of being 'in tune' 	<ul style="list-style-type: none"> sing in unison and in 2 parts follow a leader when singing sing with an awareness of being 'in tune' re-join the song if lost 	<ul style="list-style-type: none"> sing in unison and sing backing vocals explore singing solo and rapping listen to each other and be aware of where you fit into the group sing with an awareness of being 'in tune' 	<ul style="list-style-type: none"> listen to each other and be aware of where you fit into the group sing with an awareness of being 'in tune' follow a leader when singing
Notation	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Learn the name of the notes in their instrumental parts 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> know different ways of writing music down know the notes c,d,e,f,g,a,b,c on the treble stave 	<ul style="list-style-type: none"> know different ways of writing music down know the notes c,d,e,f,g,a,b,c on the treble stave
Playing Instruments	<ul style="list-style-type: none"> Learn the name of the instruments they are playing Play a tuned instrumental part with the song they perform 	<ul style="list-style-type: none"> know the names of untuned percussion instruments 	<ul style="list-style-type: none"> play any part on a tuned instrument rehearse and perform their part within the context of the song 	<ul style="list-style-type: none"> play any part on a tuned instrument rehearse and perform their part within the context of the song listen to and follow musical instructions from a leader experience leading the playing by making sure everyone plays in the playing section of the song 	<ul style="list-style-type: none"> select and learn an instrumental part that matches their musical challenge play a musical instrument with the correct technique rehearse and perform their part within the context of the song 	<ul style="list-style-type: none"> select and learn an instrumental part that matches their musical challenge play a musical instrument with the correct technique rehearse and perform their part within the context of the song lead a rehearsal session listen to and follow musical instructions from a leader
Creating	<ul style="list-style-type: none"> make up their own tunes on the spot help to compose a simple melody with 1, 2 or 3 simple notes help to compose a simple melody with 1, 2 or 3 simple notes 	<ul style="list-style-type: none"> make up their own tune that has never been heard before help to compose a simple melody with 1, 3 or 5 different notes 	<ul style="list-style-type: none"> make up their own tune that has never been heard before, using 1 or 2 notes confidently help to create a melody with 1, 3 or 5 different notes plan and create a section of music listen and reflect upon developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo 	<ul style="list-style-type: none"> know that you can use some of the riffs you have heard in your improvisations help to create a melody with 1, 3 or 5 different notes plan and create a section of music record the composition in any way using either graphic or pictorial notation 	<ul style="list-style-type: none"> improvise own tunes know 3 well known improvising musicians create simple melodies using up to 5 different notes and simple rhythms listen to and reflect upon a developing composition and make musical decisions about the melody 	<ul style="list-style-type: none"> know you can use some riffs and licks you have learnt in the challenges in your improvisations explain the key note and the home note and the structure of the melody start to record the composition using musical notation
Performing	<ul style="list-style-type: none"> choose a song and perform it start to evaluate their performance 	<ul style="list-style-type: none"> choose a song and perform it adding their own ideas to the performance record and evaluate a performance 	<ul style="list-style-type: none"> choose what to perform and create a programme record a performance and evaluate it explaining what they would change and why 	<ul style="list-style-type: none"> present a musical performance designed to capture the audience record a performance and evaluate it explaining what they would change and why 	<ul style="list-style-type: none"> talk about the venue and how to use it to its best effect to record a performance and compare it to a previous performance 	<ul style="list-style-type: none"> choose what to perform and create a programme discuss and talk musically about the performance about what went well and even better if