

Reception - Key Skills through Music Express

Theme	Special People	Growth and Change	Going Places	Stories and Sounds	Moving Patterns	Working World	Our senses
Music Focus	Beat and Tempo	Loud and Quiet	High and Low	Structure	Structure	Texture	Timbre
Using Voice	Sing a song with actions Sing a call and response song	Singing loudly and quietly Adapt voice to the mood of a song Sing responses in a call and response song Use voices to get gradually louder and gradually quieter	Sing a song Say a rap with attention to rhythm Alter vocal pitch to reflect characters in a story / rap Sing a song with high and low pitch	Sing songs with rhyming CVC words / vowel sounds Vocalise repeated 'ee' sounds in a story Use voice to create different vocal sounds Join in with a chant / rap	Sing a variety of number songs (taking one away, 2 by 2, cumulative counting, making trains by adding 1, count up and down in 2s,) Copy a variety of vocal sounds	Sing a variety of songs /chants Perform vocal sounds to accompany a story Use vocal sounds to represent mood	Use voice to perform songs / chants / Perform vocal sounds to accompany a chant / song / piece of music
Using instruments / soundmakers	Play percussion instruments / soundmakers Play an instruments / soundmaker to a steady beat Play 'happy' / 'sad' music on instruments / soundmakers Play descriptive music on percussion instruments / soundmakers	Using instruments / soundmakers to make loud / quiet sounds Use instruments / soundmakers to create sound effects for a song Play instruments / soundmakers to reflect aspects of a story Play instruments / soundmakers getting gradually louder and gradually quieter	Create sound effects for actions / characters / different aspects in a song Play 'up' and 'down' a xylophone	Play the rhythm of different words Play descriptive sounds that fit the words in a song Accompany a song / rap	Play descriptive sounds to accompany a song Experiment with the different sounds instruments / soundmakers can make Accompany a song Play instruments to a steady beat	Play descriptive sounds Experiment with the different sounds instruments / soundmakers can make Use instruments / soundmakers to represent a theme (animals, night time, movements, machines) Accompany a song / story Use instruments / soundmakers to represent mood	Play descriptive sounds Experiment with the different sounds instruments / soundmakers can make Play instruments / soundmakers in different ways
Listening and Following	Clap a steady beat Identify the mood of 'happy' music	Listen to, and comment on, sound effects in a story	Listen to, and comment on, different sounds effects in a story / song Follow high and low actions in a song Respond to a cue in a song Identify rhyme in a poem	Listen to different songs / stories / chants Join in with repeated 'echo' lines in a story Join in with actions to a song	Listen to different songs Act out the story of a song Copy vocal sounds from a leader Listen to, and comment on, a story	Listen to different songs / stories Talk about the effect of different instrument sounds being played together Listen to different classical music and comment Identify mood from a song / chant Match instrument sounds to description in a song	Listen to different songs Discuss a range of sounds – real life and made by instruments Discuss the effect of sounds made by different instruments / soundmakers Match instruments to sound descriptions
Creating	Interpret graphic symbols Create a music sequence using graphic symbols Play the sequence at different speeds Create a performance using voice, instrument and movement	Create movements appropriate to a theme	Create actions for a song / story Create high and low actions to fit a song	Complete lines in a song with own sound words Create an action to lead a verse in a song	Create actions / dance moves for songs Create own vocal sounds to match a chant	Create sounds to match a song / setting Create and perform music inspired by a theme (animals) Retell a story with vocal, body percussion and instrument sounds Create sounds from different objects Combine instruments and vocal sounds to represent different moods. Create movements to match the sounds of a song	Create sounds to match a mood Create sounds to match a description in a song

<u>Area of Music</u>	<u>Knowledge - Reception</u>
Using Voice	<ul style="list-style-type: none"> • That there are different types of song • The difference between loud and quiet singing • What high and low pitch sounds like • How to use voice in different ways for different effects • The difference between singing and chanting
Using instruments / Soundmakers	<ul style="list-style-type: none"> • That different sounds can create different moods • What a steady beat sounds like • The difference between loud and soft • That instruments can be played in different ways to create different effects • How to play high and low pitched sounds on an instrument • How to create rhythm from simple words
Listening and following	<ul style="list-style-type: none"> • That there are different types of song** • That different sounds can create different moods** • That instruments can be played in different ways to create different effects ** • How to match movement / actions to music** • That music can have different moods • What sound effects are • What rhyme sounds like • What songs, stories and chants sound like • How to copy sounds from a leader
Creating	<ul style="list-style-type: none"> • That in music, graphic symbols relate to sound • How to match movement / actions to music • How to use simple words to make songs • That different sounds can create different moods** • That instruments can be played in different ways to create different effects ** • How to use voice in different ways for different effects**

**** = knowledge statement appearing in more than one category**

Music Skills and Knowledge

Year 1 Key Skills and Key Knowledge by Focus

	Using Voice	Musical Elements	Reading, writing, creating	Structure	Listening/ Appraising	Key Vocabulary
Knowledge	<ul style="list-style-type: none"> Know how to sing high and low sounds Know how to make a variety of vocal sounds 	<ul style="list-style-type: none"> Know the difference between fast and slow Know the difference between loud and soft Know what a steady beat is Know how to play a steady beat in metre 2, 3, 4 	<ul style="list-style-type: none"> Know how to read graphic symbols and change pitch accordingly Know what a rhythm pattern is 	<ul style="list-style-type: none"> Know how to play a simple repeated pattern Know the difference between beat and rhythm Know how to describe a simple music structure 	<ul style="list-style-type: none"> Know how to identify metre from pattern Know how to identify a repeated rhythm pattern 	Vocal sounds Word rhythm Beat Rhythm pattern Fast and slow (Tempo) Percussion Pitch High Low Duration Loud and quiet (dynamics) Timbre Sequence Orchestral Pitched instrument Un-pitched instrument Soundscape Metre
Skills	<ul style="list-style-type: none"> Create a variety of vocal sounds Explore how to change vocal sounds Make high and low sounds Sing high and low contrasting melodies 	<ul style="list-style-type: none"> Explore descriptive sounds Perform changes in pitch Control dynamics, duration and timbre Create 2 contrasting textures Play fast, slow, loud, quiet Use dynamics to vary the musical effect Identify and play a steady beat Play a steady beat at 2 different speeds Play high and low sounds in music Play a steady beat in 2, 3, 4 beats (metre) 	<ul style="list-style-type: none"> Play percussion with control Explore instruments and sounds Create a soundscape as part of a song performance Rehearse and perform as a group Create a picture in sound Play rhythm patterns to a steady beat Relate pitch changes to graphic symbols Create music that matches an event in a story Create rhythm patterns Combine voices, movement and instruments in a performance 	<ul style="list-style-type: none"> Identify a sequence of sounds Sequence sounds Combine a rhythm pattern and a steady beat Perform a simple repeated pattern Identify simple musical structure 	<ul style="list-style-type: none"> Identify changes in tempo Identify changes in pitch Listen and respond to a falling pitch signal Distinguish between pitched and non-pitched percussion sounds Listen in detail to a piece of orchestral music Identify metre by recognising its pattern Identify a repeated rhythm pattern 	

Music Skills and Knowledge

Year 1 Key Skills and Key Knowledge by Term

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Knowledge	<ul style="list-style-type: none"> Know how to make a variety of vocal sounds Know what a steady beat is 	<ul style="list-style-type: none"> Know how to sing high and low sounds Know the difference between loud and soft 	<ul style="list-style-type: none"> Know the difference between fast and slow Know how to read graphic symbols and change pitch accordingly 	<ul style="list-style-type: none"> Know how to play a steady beat in metre 2, 3, 4 Know how to identify metre from pattern 	<ul style="list-style-type: none"> Know what a rhythm pattern is Know how to identify a repeated rhythm pattern 	<ul style="list-style-type: none"> Know how to play a simple repeated pattern Know how to describe a simple music structure
Skills	<ul style="list-style-type: none"> Create a variety of vocal sounds Explore how to change vocal sounds Explore descriptive sounds Play fast, slow, loud, quiet Identify and play a steady beat Play percussion with control Explore instruments and sounds 	<ul style="list-style-type: none"> Make high and low sounds Sing high and low contrasting melodies Perform changes in pitch Control dynamics, duration and timbre Use dynamics to vary the musical effect Identify a sequence of sounds Play high and low sounds in music 	<ul style="list-style-type: none"> Sequence sounds Play a steady beat at 2 different speeds Identify changes in tempo Identify changes in pitch Relate pitch changes to graphic symbols Listen and respond to a falling pitch signal Distinguish between pitched and non-pitched percussion sounds Listen in detail to a piece of orchestral music 	<ul style="list-style-type: none"> Create 2 contrasting textures Play a steady beat in 2, 3, 4 beats (metre) Create a soundscape as part of a song performance Identify metre by recognising its pattern 	<ul style="list-style-type: none"> Rehearse and perform as a group Play fast, slow, loud, quiet Create music that matches an event in a story Identify a repeated rhythm pattern Play a steady beat at 2 different speeds Combine a rhythm pattern and a steady beat Play rhythm patterns to a steady beat Create rhythm patterns 	<ul style="list-style-type: none"> Identify simple musical structure Create a picture in sound Combine voices, movement and instruments in a performance Identify and play a steady beat Perform a simple repeated pattern

Music Skills and Knowledge



Year 2 Key Skills and Key Knowledge by Term

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Knowledge	<ul style="list-style-type: none"> Know the difference between high and low pitch Know how to play a steady beat 	<ul style="list-style-type: none"> Know key features of a good performance Know what ostinato is 	<ul style="list-style-type: none"> Know how to read pitch line notation Know what tempo is 	<ul style="list-style-type: none"> Know how to use some expression in singing Know the difference between high and low pitch 	<ul style="list-style-type: none"> Know how to play beat patterns in 3s / 4s 	<ul style="list-style-type: none"> Know how to play a given melody on a pitched instrument Know key features of a good performance
Skills	<ul style="list-style-type: none"> Create, rehearse and refine a performance Identify and respond to changes in pitch Play at steady beat at different tempi Identify changes in tempo Mark beats in 4 beat metre Perform changes in pitch Create and respond to vocal sounds and body percussion 	<ul style="list-style-type: none"> Explore timbre of instruments Create and perform descriptive sounds Create, rehearse and refine a performance Accompany a song with ostinato Play at steady beat at different tempi Sing in 2 parts Evaluate a composition / performance 	<ul style="list-style-type: none"> Differentiate between beat and rhythm Perform rhythmic patterns Play at steady beat at different tempi Perform changes in pitch Read pitch line notation 	<ul style="list-style-type: none"> Compose descriptive music Use notation to show pitch shape / duration Begin to add expression to singing Create, rehearse and refine a performance Perform changes in pitch Identify and respond to changes in pitch Evaluate a composition / performance 	<ul style="list-style-type: none"> Perform a rhythmic chant Perform a rap Use simple musical vocabulary to describe music Listen and respond to contemporary orchestral music Play different patterns of beats Create 3, 4 beat rhythms Explore ways of organising music Read and interpret a simple score 	<ul style="list-style-type: none"> Use a simple scale Create, rehearse and refine a performance Perform a melody on a pitched instrument Identify and respond to changes in pitch Perform rhythmic patterns Play at steady beat at different tempi Listen and respond to contemporary orchestral music

Music Skills and Knowledge

Year 2 Key Skills and Key Knowledge by Focus

	Using Voice	Musical Elements	Reading, writing, creating	Structure	Listening/ Appraising	Key Vocabulary
Knowledge	<ul style="list-style-type: none"> Know how to sing in 2 parts 	<ul style="list-style-type: none"> Know what ostinato is Know what tempo is Know how to perform changes in pitch 	<ul style="list-style-type: none"> Know how to read pitch line notation Know how to play a given melody on a pitched instrument 	<ul style="list-style-type: none"> Know how to play beat patterns in 3s / 4s 	<ul style="list-style-type: none"> Know the difference between high and low pitch 	Body percussion Score Pitch Melody Call and response Scale Tempo Orchestral Tempi Notation (more than one tempo) Duration Beat Timbre Texture Rhythmic ostinato Rhythmic pattern Rhythm Metre
Skills	<ul style="list-style-type: none"> Create and respond to vocal sounds and body percussion Perform a rhythmic chant Perform a rap Sing in 2 parts Use voice to create descriptive musical effect Begin to add expression to singing 	<ul style="list-style-type: none"> Play at steady beat at different tempi Perform rhythmic patterns Differentiate between beat and rhythm Accompany a song with ostinato Perform changes in pitch Identify changes in tempo Use a simple scale 	<ul style="list-style-type: none"> Use notation to show pitch shape / duration Explore timbre of instruments Read pitch line notation Create and perform descriptive sounds Create, rehearse and refine a performance Read and interpret a simple score Compose descriptive music Perform a melody on a pitched instrument 	<ul style="list-style-type: none"> Mark beats in 4 beat metre Play different patterns of beats Create 3, 4 beat rhythms Explore ways of organising music 	<ul style="list-style-type: none"> Evaluate a composition / performance Identify and respond to changes in pitch Use simple musical vocabulary to describe music Listen and respond to contemporary orchestral music 	

Music Skills and Knowledge

Year 3 Key Skills and Key Knowledge by Term

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Knowledge	<ul style="list-style-type: none"> Know how to create different timbres from instruments Know how to improvise 	<ul style="list-style-type: none"> Know how to play music using conversational structure 	<ul style="list-style-type: none"> Know how identify different metres Know how to read simple stave notation 	<ul style="list-style-type: none"> Know how to sing with expression Know how to use a score Know how to identify pitch changes in music 	<ul style="list-style-type: none"> Know what binary form is Know what layers are in music 	<ul style="list-style-type: none"> Know how to sing a round in 3 parts
Skills	<ul style="list-style-type: none"> Explore music in ternary form Explore Rondo structure Explore music structure in sequences Explore rhythmic patterns Combine rhythm patterns in layers Play melodic ostinato Explore the timbre of different instruments Enhance performance of a poem using vocal patterns 	<ul style="list-style-type: none"> Explore how sounds are produced in different instruments Explore call and response structure Explore conversational structure Compose contrasting moods and effect as part of a performance Listen to a variety of instruments and identify how the player creates different sounds 	<ul style="list-style-type: none"> Explore the pentatonic scale Compose, notate, read and play graphic notation Play parts in 2 different metre simultaneously Read rhythmic patterns from simple staff notation Improvise Ostinato Use voice to perform simple rhythms with a beat Identify different metres 	<ul style="list-style-type: none"> Read simple pitch notation Sing with expression Use voice creatively and expressively Read simple rhythmic notation Perform a piece of music using a symbol score Create a piece of music using a score Identifying pitch changes in an historic piece of music 	<ul style="list-style-type: none"> Sing in 2 parts simultaneously Explore music in binary form Play a melody from notation Create rhythmic layers with word rhythms Sing with expression 	<ul style="list-style-type: none"> Sing a round in 3 parts Arrange an accompaniment with attention to balance and musical effect Combine sounds to make different textures Perform a piece of music using a score Explore phrasing in songs Compose contrasting moods and effect as part of a performance

Year 3 Key Skills and Key Knowledge by Focus

	Using Voice	Musical Elements	Reading, writing, creating	Structure	Listening/ Appraising	Key Vocabulary
Knowledge	<ul style="list-style-type: none"> Know how to sing with expression Know how to sing a round in 3 parts 	<ul style="list-style-type: none"> Know how to identify different metres Know how to create different timbres from instruments Know how to improvise 	<ul style="list-style-type: none"> Know how to use a score Know how to read simple stave notation 	<ul style="list-style-type: none"> Know what binary form is Know what layers are in music Know how to play music using conversational structure 	<ul style="list-style-type: none"> Know how to identify pitch changes in music 	<ul style="list-style-type: none"> Ostinato (rhythmic / melodic) Timbre Harmony Rondo Aerophones / Idiophones / Chordophones Pentatonic Pitch Metre Stave notation (rhythmic only) Binary structure Musical phrase Round Accompaniment Ternary form
Skills	<ul style="list-style-type: none"> Sing in 2 parts simultaneously Sing with expression Use voice to perform simple rhythms with a beat Enhance performance of a poem using vocal patterns Use voice creatively and expressively Sing a round in 3 parts Explore phrasing in songs 	<ul style="list-style-type: none"> Explore the timbre of different instruments Play melodic ostinato Explore how sounds are produced in different instruments Improvise Ostinato Explore rhythmic patterns Identify different metres Play parts in 2 different metre simultaneously Explore the pentatonic scale 	<ul style="list-style-type: none"> Compose contrasting moods and effect as part of a performance Create a piece of music using a symbol score Compose, notate, read and play graphic notation Read rhythmic patterns from simple staff notation Read simple pitch notation Read simple rhythmic notation Play a melody from notation Perform a piece of music using a score Combine sounds to make different textures 	<ul style="list-style-type: none"> Combine rhythm patterns in layers Explore music structure in sequences Create rhythmic layers with word rhythms Explore conversational structure Explore music in binary form Explore call and response structure Explore music in ternary form Explore Rondo structure Arrange an accompaniment with attention to balance and musical effect 	<ul style="list-style-type: none"> Identifying pitch changes in an historic piece of music Listen to a variety of instruments and identify how the player creates different sounds 	

Music Skills and Knowledge

Year 4 Key Skills and Key Knowledge by Term

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Knowledge	<ul style="list-style-type: none"> Know a range of music vocabulary Know what canon is 	<ul style="list-style-type: none"> Know what Rondo form is Know how to read simple note patterns from staff notation 	<ul style="list-style-type: none"> Know how to play a layered rhythmic ostinato Know the structure of some orchestral pieces of music 	<ul style="list-style-type: none"> Know how to combine instrument sounds to create a descriptive piece 	<ul style="list-style-type: none"> Know what syncopation is Know how to sing a song in 3 parts 	<ul style="list-style-type: none"> Know a range of musical structures Know how to create rhythmic and melodic accompaniments
Skills	<ul style="list-style-type: none"> Demonstrate choral speaking Create an extended performance from a poem Accompany using canon Create a drone accompaniment Create an ostinato accompaniment Develop beatboxing skills Explore dynamics in music Describe music using musical / non-musical terms 	<ul style="list-style-type: none"> Develop beatboxing skills Develop knowledge of 'partner songs' Use verse / chorus structure (for performance) Read and interpret simple staff notation Explore different music structures Explore Rondo form 	<ul style="list-style-type: none"> Use verse / chorus structure Explore expressive effects of combined instrument sounds (texture) Create layered ostinato Describe the structure of an orchestral piece of music Explore the pentatonic scale Create and notate pentatonic melodies 	<ul style="list-style-type: none"> Explore phrases in melodies Explore different music structures (Layered) Identify features of minimalist structure Create a performance using a range of musical features Create descriptive music 	<ul style="list-style-type: none"> Explore syncopation Play / Sing ostinato from notation Sing in 2 / 3 parts with accompaniment Perform a rap Create layered ostinato Create music which tells a story Sing a song in 3 independent parts Identify metre of a piece of music Describe the effects of layering in a performance 	<ul style="list-style-type: none"> Compare and contrast structures Demonstrate expressive use of voice Perform sound sequences linked to visuals Create rhythmic and melodic accompaniments Create an extended performance

Music Skills and Knowledge

Year 4 Key Skills and Key Knowledge by Focus

	Using Voice	Musical Elements	Reading, writing, creating	Structure	Listening/ Appraising	Key Vocabulary
Knowledge	<ul style="list-style-type: none"> Know how to use voice expressively in a song Know how to sing a song in 3 parts 	<ul style="list-style-type: none"> Know what syncopation is Know how to play a layered rhythmic ostinato 	<ul style="list-style-type: none"> Know how to read simple note patterns from stave notation Know how to create narrative music Know how to combine instrument sounds to create a descriptive piece Know how to create rhythmic and melodic accompaniments 	<ul style="list-style-type: none"> Know what Rondo form is Know what canon is Know a range of musical structures 	<ul style="list-style-type: none"> Know the structure of some orchestral pieces of music Know a range of music vocabulary 	Metre Beatbox Rap Choral Speaking Timbres Composing Improvising ABA Structure Rondo Texture Clock score Orchestral Pentatonic Minor Key Layers / layering Syncopation Renaissance dance Fanfare Minimalist structure Call and Response Accent / diminuendo / balance Canon / ostinato / rhythmic / drone accompaniments
Skills	<ul style="list-style-type: none"> Develop beatboxing skills Demonstrate choral speaking Sing a song in 3 independent parts Demonstrate expressive use of voice Perform a rap 	<ul style="list-style-type: none"> Explore the pentatonic scale Explore dynamics in music Explore syncopation Accompany using canon 	<ul style="list-style-type: none"> Create an extended performance Create a drone accompaniment Create an ostinato accompaniment Play / Sing ostinato from notation Read and interpret simple staff notation Create layered ostinato Create descriptive music Create music which tells a story Create a performance using a range of musical features Create and notate pentatonic melodies Create rhythmic and melodic accompaniments 	<ul style="list-style-type: none"> Use verse / chorus structure (for performance) Explore different music structures Explore Rondo form Identify features of minimalist structure Explore phrases in melodies Compare and contrast structures Develop knowledge of 'partner songs' Perform sound sequences linked to visuals 	<ul style="list-style-type: none"> Explore expressive effects of combined instrument sounds (texture) Describe the structure of an orchestral piece of music Describe music using musical / non-musical terms Identify metre of a piece of music Describe the effects of layering in a performance 	

Music Skills and Knowledge

Year 5 Key Skills and Key Knowledge by Term

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Knowledge	<ul style="list-style-type: none"> Know a range of different accompaniment styles Know how to conduct different metres 	<ul style="list-style-type: none"> Know how to improve tone in singing Know how to read melodies from staff notation 	<ul style="list-style-type: none"> Know how to sing in 3 parts Know how to create descriptive sound sequences 	<ul style="list-style-type: none"> Know what the whole tone scale is Know what a chromatic melody is 	<ul style="list-style-type: none"> Know what narrative structure is Know how musical dimensions create different musical effects Know what a musical phrase is 	<ul style="list-style-type: none"> Know a range of different singing techniques Know techniques for ensemble playing
Skills	<ul style="list-style-type: none"> Enhance understanding of metre in 2, 3, 4 Write lyrics to a song Explore song arrangements and structures Create accompaniments for songs / poems Enhance performances by adding media 	<ul style="list-style-type: none"> Analyse music using music vocabulary. Comment on dynamics and texture in a song Read melodies from staff notation. Explore the whole tone scale. Sing with accurate breathing Sing with attention tone and phrasing. Sing with expression Create a performance of song, music and poetry Develop dynamics in a song 	<ul style="list-style-type: none"> Sing confidently in 2, 3 parts Read melodies from staff notation Create a performance using voices and instruments in 4 parts Develop a structure to combine sounds Create descriptive sound sequences Develop knowledge of the early opera Develop an arrangement of a 2 part song 	<ul style="list-style-type: none"> Sing syncopated melodies Perform syncopated rhythms Perform a drone to accompany a song Perform chromatic melodies Read melodies from staff notation Use a score 	<ul style="list-style-type: none"> Use narrative structure Create musical effects in a range of contexts Explore phrase structure of melodies Create descriptive sound sequences Identify tempo changes and describe effects Create melodic sequences Evaluate and refine compositions Describe the effects of music and use of musical dimensions 	<ul style="list-style-type: none"> Sing in harmony Sing a song with a complex structure Play melody / harmony parts on tuned instruments Play accurately in an ensemble Improvise accompaniments Evaluate and refine compositions Develop extended singing techniques

Music Skills and Knowledge

Year 5 Key Skills and Key Knowledge by Focus

	Using Voice	Musical Elements	Reading, writing, creating	Structure	Listening/ Appraising	Key Vocabulary
Knowledge	<ul style="list-style-type: none"> Know how to sing in 3 parts Know how to improve tone in singing Know a range of different singing techniques 	<ul style="list-style-type: none"> Know what the whole tone scale is Know what a chromatic melody is Know techniques for ensemble playing Know how to conduct different metres 	<ul style="list-style-type: none"> Know how to read melodies from staff notation 	<ul style="list-style-type: none"> Know what a musical phrase is Know what narrative structure is Know a range of different accompaniment styles 	<ul style="list-style-type: none"> Know how musical dimensions create different musical effects 	Metre Lyrics Song arrangements Ostinato Improvised Dynamics Staff(stave) notation Texture Whole tone scale Tone Phrasing Opera Musical structure Scale Vocal technique Drone Tempos (tempi) Bassline Syncopated rhythms, melodies Score Chromatic melody Refine narrative structure Evaluate Musical clichés Harmony ensemble
Skills	<ul style="list-style-type: none"> Sing with accurate breathing Develop dynamics in a song Sing with attention to tone and phrasing Sing confidently in 2, 3 parts Sing in harmony Sing syncopated melodies Sing with expression Sing a song with a complex structure Develop extended singing techniques 	<ul style="list-style-type: none"> Enhance understanding of metre in 2, 3, 4 Explore the whole tone scale Perform chromatic melodies Perform syncopated rhythms Perform a drone to accompany a song Play melody / harmony parts on tuned instruments Play accurately in an ensemble 	<ul style="list-style-type: none"> Write lyrics to a song Create accompaniments for songs / poems Create musical effects in a range of contexts Enhance performances by adding media Create a performance of song, music and poetry Create a performance using voices and instruments in 4 parts Create descriptive sound sequences Read melodies from staff notation Use a score Create melodic sequences Improvise accompaniments Evaluate and refine compositions 	<ul style="list-style-type: none"> Develop a structure to combine sounds Explore phrase structure of melodies Develop an arrangement of a 2 part song Use narrative structure Explore song arrangements and structures 	<ul style="list-style-type: none"> Analyse music using music vocabulary Comment on dynamics and texture in a song Describe the effects of music and use of musical dimensions Identify tempo changes and describe effects Develop knowledge of the early opera 	

Music Skills and Knowledge

Year 6 Key Skills and Key Knowledge by Term

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Knowledge	<ul style="list-style-type: none"> Know a range of different accompaniment styles Know how to conduct different metres 	<ul style="list-style-type: none"> Know how to improve tone in singing Know how to read melodies from staff notation 	<ul style="list-style-type: none"> Know how to sing in 3 parts Know how to create descriptive sound sequences 	<ul style="list-style-type: none"> Know what the whole tone scale is Know what a chromatic melody is 	<ul style="list-style-type: none"> Know what narrative structure is Know how musical dimensions create different musical effects Know what a musical phrase is 	<ul style="list-style-type: none"> Know a range of different singing techniques Know techniques for ensemble playing
Skills	<ul style="list-style-type: none"> Enhance understanding of metre in 2, 3, 4 Write lyrics to a song Explore song arrangements and structures Create accompaniments for songs / poems Enhance performances by adding media 	<ul style="list-style-type: none"> Analyse music using music vocabulary Comment on dynamics and texture in a song Read melodies from staff notation Explore the whole tone scale Sing with accurate breathing Sing with attention to tone and phrasing Sing with expression Create a performance of song, music and poetry Develop dynamics in a song 	<ul style="list-style-type: none"> Sing confidently in 2, 3 parts Read melodies from staff notation Create a performance using voices and instruments in 4 parts Develop a structure to combine sounds Create descriptive sound sequences Develop knowledge of the early opera Develop an arrangement of a 2 part song 	<ul style="list-style-type: none"> Sing syncopated melodies Perform syncopated rhythms Perform a drone to accompany a song Perform chromatic melodies Read melodies from staff notation Use a score 	<ul style="list-style-type: none"> Use narrative structure Create musical effects in a range of contexts Explore phrase structure of melodies Create descriptive sound sequences Identify tempo changes and describe effects Create melodic sequences Evaluate and refine compositions Describe the effects of music and use of musical dimensions 	<ul style="list-style-type: none"> Sing in harmony Sing a song with a complex structure Play melody / harmony parts on tuned instruments Play accurately in an ensemble Improvise accompaniments Evaluate and refine compositions Develop extended singing techniques

Music Skills and Knowledge

Year 6 Key Skills and Key Knowledge by Focus

	Using Voice	Musical Elements	Reading, writing, creating	Structure	Listening/ Appraising	Key Vocabulary
Knowledge	<ul style="list-style-type: none"> Know how to sing in harmony Know what a song cycle is Know how to sing major and minor patterns 	<ul style="list-style-type: none"> Know what chords are Know how to play chords and melody together Know what rhythm cycles are 	<ul style="list-style-type: none"> Know how to develop/improve a performance Know how to read staff notation Know how to combine elements to create a descriptive piece 	<ul style="list-style-type: none"> Know how to create an arrangement of a song section Know how to arrange a song in a different way from the original 	<ul style="list-style-type: none"> Know how to identify modulation in a bridge 	Syncopation Harmony Rhythmic sequence Echoes Pitch / pitch shape Song cycles Song structure Major Pulse Minor Rhythmic / melodic ostinato Chords Rhythm cycle Call and response Finale Programme music Song arrangement Choral accompaniment Modulation Musical Bridge
Skills	<ul style="list-style-type: none"> Sing in 2, 3-part harmony Sing a song in parts Sing 'echoes' Develop expressive singing Develop song cycles Sing a backing harmony Sing major and minor note patterns effectively Sing call and response in 2 parts Sing with sustained notes 	<ul style="list-style-type: none"> Improvise rhythmic and melodic ostinato Perform a rhythmic sequence Explore beat and syncopation Explore the 3 beat pulse Play and combine rhythm cycles in a percussion piece Embed rhythm cycles in songs Develop knowledge of chords Play a melody with a chordal accompaniment Combine and structure rhythm through dance Perform complex song rhythms accurately Develop knowledge of chords 	<ul style="list-style-type: none"> Read staff notation Improvise melodic and rhythmic ostinato Improvise descriptive music Develop performance skills further Revise, rehearse and develop music for a performance Develop a song performance Create a descriptive composition Write a rap Compose from a visual stimulus 	<ul style="list-style-type: none"> Arrange different musical sections for a larger performance Develop understanding of a Finale Perform a song with a complex structure Develop understanding of different song structures Develop a song arrangement 	<ul style="list-style-type: none"> Identify structure of a piece of music Describe the effect of harmony changing Identify modulation in a bridge 	