



The Newlands Federation of Schools

A partnership of Shere CE Infant & Clandon CE Primary School

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Year One Key Knowledge and Skills Expectations for Music

Singing	Playing an instrument	Listen and appreciate	Create own music
<ul style="list-style-type: none">Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<ul style="list-style-type: none">Children should be taught to play tuned and untuned instruments musically.	<ul style="list-style-type: none">Children should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.	<ul style="list-style-type: none">Children should be taught to experiment with, create, select, and combine sounds using the inter-related dimensions of music.
<ul style="list-style-type: none">Make different sounds with voice and with instruments.Follow instructions about when to play and sing.	<ul style="list-style-type: none">Use instruments to perform and chooses sounds to represent different things.	<ul style="list-style-type: none">Say whether they like or dislike a piece of music.	<ul style="list-style-type: none">Clap and repeat short rhythmic and melodic patterns.Make a sequence of sounds and respond to different moods in music.

Year Two Key Knowledge and Skills Expectations for Music

Singing	Playing an instrument	Listen and appreciate	Create own music
<ul style="list-style-type: none">Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<ul style="list-style-type: none">Children should be taught to play tuned and untuned instruments musically.	<ul style="list-style-type: none">Children should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.	<ul style="list-style-type: none">Children should be taught to experiment with, create, select, and combine sounds using the inter-related dimensions of music.
<ul style="list-style-type: none">Sing or clap increasing and decreasing tempo.Perform simple patterns and accompaniments keeping a steady pulse.	<ul style="list-style-type: none">Play simple rhythmic patterns on an instrument.	<ul style="list-style-type: none">Make connections between notations and musical sounds.	<ul style="list-style-type: none">Order sounds to create a beginning, middle and an end.Create music in response to different starting points.

Year Three Key Knowledge and Skills Expectations for Music

Performing	Compose	Listen	Use and understand	Appreciate	History of music
<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music. 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing memory. 	<ul style="list-style-type: none"> Use and understand staff and other musical notations. 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<ul style="list-style-type: none"> Develop and understanding of the history of music.
<ul style="list-style-type: none"> Sing or clap increasing and decreasing tempo. Perform simple patterns and accompaniments keeping a steady pulse. 	<ul style="list-style-type: none"> Combine different sounds to create a specific mood or feeling. 		<ul style="list-style-type: none"> Create repeated patterns with different instruments. Improve work; explaining how it has been improved. 	<ul style="list-style-type: none"> Use musical words to describe a piece of music. Use musical words to describe what they like and do not like about a piece of music. 	<ul style="list-style-type: none"> Recognise the work of at least one famous composer.

Year Four Key Knowledge and Skills Expectations for Music

Performing	Compose	Listen	Use and understand	Appreciate	History of music
<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music. 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing memory. 	<ul style="list-style-type: none"> Use and understand staff and other musical notations. 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<ul style="list-style-type: none"> Develop and understanding of the history of music.
<ul style="list-style-type: none"> Sing songs from memory with accurate pitch. 	<ul style="list-style-type: none"> Use notation to record compositions in a small group or individually. 	<ul style="list-style-type: none"> Explain why silence is often needed in music and explain what effect it has. 	<ul style="list-style-type: none"> Use notation to record and interpret sequences of pitches. 	<ul style="list-style-type: none"> Identify and describe the different purposes of music. 	<ul style="list-style-type: none"> Begin to identify the style of work of Beethoven, Mozart, and Elgar.

Year Five Key Knowledge and Skills Expectations for Music

Performing	Compose	Listen	Use and understand	Appreciate	History of music
<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music. 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing memory. 	<ul style="list-style-type: none"> Use and understand staff and other musical notations. 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<ul style="list-style-type: none"> Develop and understanding of the history of music.
<ul style="list-style-type: none"> Maintain own part whilst others are performing their part. 	<ul style="list-style-type: none"> Compose music which meets specific criteria. Choose the most appropriate tempo for a piece of music. 	<ul style="list-style-type: none"> Repeat a phrase from the music after listening intently. 	<ul style="list-style-type: none"> Use a music diary to record aspects of the composition process. 	<ul style="list-style-type: none"> Describe, compare, and evaluate music using musical vocabulary. Explain why they think music is successful or unsuccessful. 	<ul style="list-style-type: none"> Contrast the work of a famous composer with another and explain preferences.

Year Six Key Knowledge and Skills Expectations for Music

Performing	Compose	Listen	Use and understand	Appreciate	History of music
<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music. 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing memory. 	<ul style="list-style-type: none"> Use and understand staff and other musical notations. 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<ul style="list-style-type: none"> Develop and understanding of the history of music.
<ul style="list-style-type: none"> Sing in harmony confidently and accurately. Perform parts from memory. Take the lead in a performance. 	<ul style="list-style-type: none"> Use a variety of different musical devices in composition (including melody, rhythms, and chords). 		<ul style="list-style-type: none"> Analyse features within different pieces of music. 	<ul style="list-style-type: none"> Evaluate how the venue, occasion and purpose affects the way a piece of music is created. 	<ul style="list-style-type: none"> Compare and contrast the impact that different composers from different times have had on people of that time.

