

EYFS

	Declarative Knowledge	Procedural Knowledge
Listen and Respond	<ul style="list-style-type: none"> To know a range of nursery rhymes off by heart. To know the stories of some of the nursery rhymes. 	<ul style="list-style-type: none"> To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.
Explore and Create	<ul style="list-style-type: none"> To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. 	<ul style="list-style-type: none"> To be able to move to the music, with some awareness of rhythm and pulse.
Singing	<ul style="list-style-type: none"> To sing or rap nursery rhymes and simple songs from memory. Songs have sections. 	<ul style="list-style-type: none"> To sing along with a pre-recorded song and add actions. To sing along with the backing track.
Share and Perform	<ul style="list-style-type: none"> A performance is sharing music. 	<ul style="list-style-type: none"> Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.

Year 1

	Declarative Knowledge	Procedural Knowledge
Listening	<ul style="list-style-type: none"> • To know 5 songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of some instruments. • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. 	<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
Singing	<ul style="list-style-type: none"> • To confidently sing or rap five songs from memory and sing them in unison. 	<ul style="list-style-type: none"> • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. • Learn to start and stop singing when following a leader.
Playing	<ul style="list-style-type: none"> • Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Listen to and follow musical instructions from a leader.
Improvisation	<ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise! 	<ul style="list-style-type: none"> • Improvise a simple melody.

Composition	<ul style="list-style-type: none"> • Composing is like writing a story with music. • To know that everyone can compose 	<ul style="list-style-type: none"> • Help to create a simple melody using one, two or three notes.
Performance	<ul style="list-style-type: none"> • A performance is sharing music with other people, called an audience. 	<ul style="list-style-type: none"> • Choose a song they have learnt and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it.
Vocabulary	<p>Vocabulary: Pulse, rhythm, pitch</p> <p>Words you need to know: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination.</p>	

Year 2

	Declarative Knowledge	Procedural Knowledge
Listening	<ul style="list-style-type: none"> • To know five songs of by heart. • To know some songs have a chorus or a response / answer part. • To know that songs have a musical style. • To know that rhythms are different from the steady pulse. • To know that music has a steady pulse, like a heartbeat. 	<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea.
Singing	<ul style="list-style-type: none"> • To know and sing five songs from memory. • To know that unison is everyone singing at the same time. • To know that songs include other ways of using the voice e.g. rapping (spoken word). • To know why we need to warm up our voices. 	<ul style="list-style-type: none"> • To experience voices singing notes of different pitches (high and low). • To experiment with different types of sounds with their voices - you can rap (spoken word and rhythm). • To find a comfortable singing position. • To practice starting and stopping singing when following a leader.
Playing	<ul style="list-style-type: none"> • To know the names of the notes in their instrumental part from memory or when written down. • To know the names of untuned percussion instruments played in class. • To know that we add high and low sounds, pitch, when we sing and play instruments. 	<ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Learn to play a tuned instrument part. • Play the part in time with a steady pulse. • Listen to and follow musical instructions from a leader.
Improvisation	<ul style="list-style-type: none"> • To know that improvisation is making up your own tunes on the spot. • To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that everyone can improvise, and you can use one or two notes. • To know that we can create rhythms from words, our names, favourite food, colours and animals. 	
Composition	<ul style="list-style-type: none"> • To know that composing is like writing a story with music. • To know that everyone can compose. 	<ul style="list-style-type: none"> • To help create simple melodies using one, three or five notes.

Performance	<ul style="list-style-type: none"> • To know that a performance is sharing music with an audience. • To know that a performance can be a special occasion and involve a class, a year group or a whole school. • To know that an audience can include your parents and friends. 	<ul style="list-style-type: none"> • To perform a song that they have learnt. • To add ideas to their performance. • To record the performance and say how they were feeling about it.
Vocabulary	<p>Vocabulary: Pulse, rhythm, pitch, dynamics, tempo</p> <p>Words you need to know: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae.</p>	

Year 3

		Declarative Knowledge	Procedural Knowledge
Listening		<ul style="list-style-type: none"> • To learn five songs from memory and who sang or wrote them. • To know that songs have different styles and to be able to identify the style of learnt songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> o It's lyrics - what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song • To choose one piece of music and be able to name some of the instruments they can hear. • To know how to find and demonstrate the pulse. • To know the difference between pulse and rhythm. • To know how pulse, rhythm and pitch work together to create a song. • To know that every piece of music has a pulse/steady beat. • To know the difference between a musical question and an answer. 	<ul style="list-style-type: none"> • To identify and move to the pulse. • To think about what the words of a song mean. • To take it in turns to discuss who the song makes them feel. • To listen carefully and respectfully to other people's thoughts about the music.
Singing		<ul style="list-style-type: none"> • To know that Singing in a group can be called a choir. • To know that the leader or conductor is a person who the choir or group follow. • To know that songs can make you feel different things e.g. happy, energetic or sad. • To know that singing as part of an ensemble or large group is fun, but that you must listen to each other. • To know why you must warm up your voice. 	<ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'.
Playing		<ul style="list-style-type: none"> • To know and be able to talk about the instruments used in class 	<ul style="list-style-type: none"> • To treat instruments carefully and with respect. • To play any part on a tuned instrument of at least three notes, from memory or using notation • To rehearse and perform their part within the context of a song. • To listen to and follow musical instructions from a leader.

Improvisation	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five. • To know that if you improvise using the notes you are given, you cannot make a mistake. 	
Composition	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> • To help create at least one simple melody using one, three or five different notes. • To plan and create a section of music that can be performed within the context of the unit song. • To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience. • You need to know and have planned everything that will be performed. • You must sing or rap the words clearly and play with confidence. • A performance can be a special occasion and involve an audience including of people you don't know. • It is planned and different for each occasion. • It involves communicating feelings, thoughts and ideas about the song/music. 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why.
Vocabulary	<p>Vocabulary: Pulse, rhythm, pitch, dynamics, tempo, texture, notation</p> <p>Words you need to know: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, disco.</p>	

Year 4

		Declarative Knowledge	Procedural Knowledge
Listening		<p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song. • How pulse, rhythm and pitch work together • Pulse: Finding the pulse - the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies <p>Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the songs e.g. if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words.
Singing		<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice 	<ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To rejoin the song if lost. • To listen to the group when singing.

Playing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • The instruments used in class • Other instruments they might play or be played in a band or orchestra or by their friends. 	<ul style="list-style-type: none"> • To treat instruments carefully and with respect. • To play any parts on a tuned instrument - a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song. • To demonstrate basic skills on a musical instrument, exploring music from different styles, cultures and times • To be able to pitch a small range of notes accurately • To play with simple expression e.g. loud, soft, legato, staccato • To follow gestures from a conductor to understand when to start and stop playing • To play melodies in time with a backing track, and play accompaniment parts to recorded melodies • Learn short melodies by ear with musical expression, and be able to reproduce them accurately later • Copy back short phrases using the range of notes learned
Improvisation	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake 	<ul style="list-style-type: none"> • To improvise using the instrument they are learning in the context of a song to be performed.
Composition	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. • It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> • To help create at least one simple melody using different notes. • To plan and create a section of music that can be performed within the context of the unit song. • To talk about how it was created. • To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • To record the composition in any way (e.g. graphic/pictorial notation).

Performance	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • To present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why.
Vocabulary	<p>Vocabulary: Pulse, rhythm, pitch, dynamics, tempo, texture, structure, notation</p> <p>Words you need to know: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>	

Year 5

	Declarative Knowledge	Procedural Knowledge
Listening	<ul style="list-style-type: none"> • To know five songs from memory and be able to talk about key facts about them • To know the style of the five songs and to name other songs in those styles. <p>To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> • Some of the style indicators of the songs (musical characteristics that give the songs their style) • The lyrics: what the songs are about • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the songs (intro, verse, chorus etc.) • Name some of the instruments they heard in the songs • The historical context of the songs. What else was going on at this time? <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • To listen carefully and respectfully to other people's thoughts about the music. • To discuss music using musical vocabulary • To talk about the musical dimensions working together in the pieces that are listened to.
Singing	<ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. • To listen to the group when singing. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.

Playing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down - e.g. staff notation, symbols • The notes C, E, G, A on the treble stave • The C major chord, A minor chord, F Major Chord, G Major Chord 	<ul style="list-style-type: none"> • To play a ukulele with the correct technique within the context of the piece they are playing • To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note or chords of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader.
Improvisation	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake 	<ul style="list-style-type: none"> • To improvise using the instrument they are learning in the context of a song to be performed.
Composition	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • In Notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> • Create simple melodies using different chords and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). • Capture and record creative ideas using graphic symbols, notation or music technology.
Performance	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> • To choose what to perform. • To communicate the meaning of the words and clearly articulate them. • To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"

Vocabulary: Pulse, rhythm, pitch, dynamics, tempo, texture, timbre, structure, notation

Vocabulary

Words you need to know: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

Year 6

	Declarative Knowledge	Procedural Knowledge
Listening	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. <p>To choose three or four other pieces and be able to talk about:</p> <ul style="list-style-type: none"> • The style indicators of the songs (musical characteristics that give the songs their style) • The lyrics: what the songs are about • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) • Identify the structure of the songs (intro, verse, chorus etc.) • Name some of the instruments used in the pieces • The historical context of the songs. What else was going on at this time, musically and historically? • Know and talk about that fact that we each have a musical identity <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music • How to keep the internal pulse 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the songs. • Talk about the music and how it makes you feel, using musical language to describe the music.
Singing	<ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.

Playing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down - e.g. staff notation, symbols • To know some basic rhythm notation (semibreve, minim, crotchet, quaver, semiquaver, and the rest forms of crotchets, minims and quavers) • The notes C, D, E, F, G, A on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> • To play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the piece • To listen to and follow musical instructions from a leader.
Improvisation	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one, two or three notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know of well-known improvising musicians 	<ul style="list-style-type: none"> • To improvise using instruments in the context of a song to be performed.
Composition	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. • In notation, to recognise the connection between sound and symbol 	<ul style="list-style-type: none"> • To create simple melodies using different notes and simple rhythms that work musically with the style of the Unit song. • To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> • To choose what to perform. • To communicate the meaning of the words and clearly articulate them. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"

Vocabulary	<p>Vocabulary: Pulse, rhythm, pitch, dynamics, tempo, texture, timbre, structure, notation</p> <p>Words you need to know: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, unison, harmony.</p>
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