

**MUSIC KNOWLEDGE, SKILLS & UNDERSTANDING**

***Churchfield Primary School***

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**National Curriculum Content**

**Purpose of Study & Aims**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## Aims

The national curriculum for music aims to ensure that all pupils:

* perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
* learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
* understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

**Key Stage 1**

Pupils should be taught to:

* use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned instruments musically
* listen with concentration and understanding to a range of high-quality live and recorded music
* experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Key Stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

* play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* improvise and compose music for a range of purposes using the inter-related dimensions of music
* listen with attention to detail and recall sounds with increasing aural memory
* use and understand staff and other musical notations
* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
* develop an understanding of the history of music.

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| **YEAR 1 MUSIC** | | |
| **Performing** | **Composing** | **Appraising** |
| * Can they use their voice to speak/sing/chant? * Do they join in with singing? * Can they use instruments to perform? * Do they look at their audience when they are performing? * Can they clap short rhythmic patterns? * Can they copy sounds? * Can they make loud and quiet sounds? * Do they know that the chorus keeps being repeated? | * Can they make different sounds with their voice? * Can they make different sounds with instruments? * Can they identify changes in sounds? * Can they change the sound? * Can they repeat (short rhythmic and melodic) patterns? * Can they make a sequence of sounds? * Can they show sounds by using pictures? * Can they tell the difference between long and short sounds? * Can they tell the difference between high and low sounds? * Can they give a reason for * choosing an instrument? | * Can they respond to different moods in music? * Can they say how a piece of music makes them feel? * Can they say whether they like or dislike a piece of music? * Can they choose sounds to represent different things? * Can they recognise repeated patterns? * Can they follow instructions about when to play or sing? * Can they tell the difference between a fast and slow tempo? * Can they tell the difference between loud and quiet sounds? * Can they identify two types of sound happening at the same time? |

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| **YEAR 2 MUSIC** | | |
| **Performing** | **Composing** | **Appraising** |
| * Do they sing and follow the melody (tune)? * Do they sing accurately at a given pitch? * Can they perform simple patterns and accompaniments keeping a steady pulse? * Can they perform with others? * Can they play simple rhythmic patterns on an instrument? * Can they sing/clap a pulse increasing or decreasing in tempo? * Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? | * Can they order sounds to create a beginning, middle and end? * Can they create music in response to (different starting points)? * Can they choose sounds which   create an effect?   * Can they use symbols to represent sounds? * Can they make connections between notations and musical sounds? * Can they use simple structures in a piece of music? * Do they know that phrases are where we breathe in a song? | * Can they improve their own work? * Can they listen out for particular things when listening to music? * Do they recognise sounds that move by steps and by leaps? |

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| **YEAR 3 MUSIC** | | |
| **Performing** | **Composing** | **Appraising** |
| * Do they sing in tune with expression? * Do they control their voice when singing? * Can they play clear notes on instruments? * Can they work with a partner to create a piece of music using more than one instrument? | * Can they use different elements in their composition? * Can they create repeated patterns with different instruments? * Can they compose melodies and songs? * Can they create accompaniments for tunes? * Can they combine different sounds to create a specific mood or feeling? * Do they understand metre in 2 and 3 beats; then 4 and 5 beats? * Do they understand how the use of tempo can provide contrast within a piece of music? | * Can they improve their work; explaining how it has improved? * Can they use musical words (the elements of music) to describe a piece of music and compositions? * Can they use musical words to describe what they like and dislike? * Can they recognise the work of at least one famous composer? * Can they tell whether a change is gradual or sudden? * Can they identify repetition, contrasts and variations? |

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| **YEAR 4 MUSIC** | | |
| **Performing** | **Composing** | **Appraising** |
| * Can they perform a simple part rhythmically? * Can they sing songs from memory with accurate pitch? * Can they improvise using   repeated patterns?  Can they use selected pitches simultaneously to produce simple harmony? | * Can they use notations to record and interpret sequences of pitches? * Can they use standard notation? * Can they use notations to record compositions in a small group or on their own? * Can they use their notation in a performance? * Can they explore and use sets of pitches, e.g. 4 or 5 note scales? * Can they show how they can use dynamics to provide contrast? | * Can they explain the place of silence and say what effect it has? * Can they start to identify the character of a piece of music? * Can they describe and identify   the different purposes of music?   * Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? * Can they identify how a change in timbre can change the effect of a piece of music? |

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| **YEAR 5 MUSIC** | | |
| **Performing** | **Composing** | **Appraising** |
| * Do they breathe in the correct place when singing? * Can they sing and use their understanding of meaning to add expression? * Can they maintain their part whilst others are performing their part? * Can they perform ‘by ear’ and from simple notations? * Can they improvise within a group using melodic and rhythmic phrases? * Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? * Can they use pitches simultaneously to produce harmony by building up simple chords? * Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? | * Can they change sounds or organise them differently to change the effect? * Can they compose music which meets specific criteria? * Can they use their notations to record groups of pitches (chords)? * Can they use a music diary to record aspects of the composition process? * Can they choose the most appropriate tempo for a piece of music? * Do they understand the relation between pulse and syncopated patterns? * Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? | * Can they describe, compare and evaluate music using musical vocabulary? * Can they explain why they think their music is successful or unsuccessful? * Can they suggest improvements to their own or others’ work? * Can they contrast the work of famous composers and show preferences? * Can they explain how tempo changes the character of music? * Can they identify where a gradual change in dynamics has helped to shape a phrase of music? |

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| **YEAR 6 MUSIC** | | |
| **Performing** | **Composing** | **Appraising** |
| * Can they sing a harmony part confidently and accurately? * Can they perform parts from memory? * Can they perform using notations? * Can they take the lead in a performance? * Can they provide rhythmic support? * Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? | * Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) * Do they recognise that different forms of notation serve different purposes? * Can they use different forms of notation? * Can they combine groups of beats? * Can they show how a small change of tempo can make a piece of music more effective? * Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines? | * Can they refine and improve their work? * Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? * Can they analyse features within different pieces of music? * Can they compare and contrast the impact that different composers from different times will have had on the people of the time? * Can they appraise the introductions, interludes and endings for songs and compositions they have created? |

**Assessment Criteria**

The following criteria should be used as a ‘best fit’ model. Teachers should consider whether or not a pupil is working towards meeting the KPIs, has met the KPIs or is exceeding the KPIs.

It is critical that pupils have depth to their learning, and can apply the KPIs independently in a range of scenarios.

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| **MUSIC ASSESSMENT KPIs** | |
| **As a Year 1 musician…** | **As a Year 2 musician…** |
| * I know how to use my voice to speak, sing and chant. * I know how to use instruments to perform. * I know how to clap short rhythmic patterns. * I know how to make different sounds with my voice and with instruments. * I know how to repeat short rhythmic and melodic patterns. * I know how to make a sequence of sounds. * I know how to respond to different moods in music. * I know how to say whether I like or dislike a piece of music. * I know how to choose sounds to represent different things. * I know how to follow instructions about when to play and | * I know how to sing and follow a melody. * I know how to perform simple patterns and accompaniments keeping a steady pulse. * I know how to play simple rhythmic patterns on an instrument. * I know how to sing or clap increasing and decreasing tempo. * I know how to order sounds to create a beginning, middle and an end. * I know how to create music in response to different starting points. * I know how to choose sounds which create an effect. * I know how to use symbols to represent sounds. * I know how to make connections between notations and musical sounds. * I know how to listen out for particular things when listening to music. * I know how to improve my own work. |

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| **MUSIC ASSESSMENT KPIs** | |
| **As a Year 3 musician…** | **As a Year 4 musician…** |
| * I know how to sing a tune with expression. * I know how to play clear notes on instruments. * I know how to use different elements in my composition. * I know how to create repeated patterns with different instruments. * I know how to compose melodies and songs. * I know how to create accompaniments for tunes. * I know how to combine different sounds to create a specific mood or feeling. * I know how to use musical words to describe a piece of music and compositions. * I know how to use musical words to describe what I like and do not like about a piece of music. * I know how to recognise the work of at least one famous composer. * I know how to improve my work; explaining how it has been improved. | * I know how to perform a simple part rhythmically. * I know how to sing songs from memory with accurate pitch. * I know how to improvise using repeated patterns. * I know how to use notation to record and interpret sequences of pitches. * I know how to use notation to record compositions in a small group or on my own. * I know how to explain why silence is often needed in music and explain what effect it has. * I know how to identify the character in a piece of music. * I know how to identify and describe the different purposes of music. |

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| **MUSIC ASSESSMENT KPIs** | |
| **As a Year 5 musician…** | **As a Year 6 musician…** |
| * I know how to breathe in the correct place when singing. * I know how to maintain my part whilst others are performing their part. * I know how to improvise within a group using melodic and rhythmic phrases. * I know how to change sounds or organise them differently to change the effect. * I know how to compose music which meets specific criteria. * I know how to use notation to record groups of pitches (chords). * I know how to use my music diary to record aspects of the composition process. * I know how to choose the most appropriate tempo for a piece of music. * I know how to describe, compare and evaluate music using musical vocabulary. * I know how to explain why I think music is successful or unsuccessful. * I know how to suggest improvement to my own work and that of others. * I know how to contrast the work of a famous composer with another, and explain my preferences. | * I know how to sing in harmony confidently and accurately. * I know how to perform parts from memory. * I know how to take the lead in a performance. * I know how to use a variety of different musical devices in my composition (including melody, rhythms and chords). * I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created. * I know how to analyse features within different pieces of music. * I know how to compare and contrast the impact that different composers from different times have had on people of that time. |