

Music key knowledge

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	0-3 yrs Know some actions to simple nursery rhymes and that these help us to learn them Identify some nursery rhymes. Know how to repeat/join in with nursery rhymes by repeating actions. 3-4 yrs Autumn 1 Understands that instruments can be played in different ways Identifies different ways to create sounds such as shaking, tapping etc	0-3 Understand that sounds come from different places and be able to find these 3-4 yrs Autumn 2 To Understand that songs, symbols and words in the environment	0-3yrs Know how to recap everyday sounds like children talking, toys banging, phone ringing. Understand that one object can make more than one sound. 3-4 yrs Spring 1 Understand that people can sing together in tune. Know that songs can be made up	0-3 -Know that people can change sounds that things make Know that songs can be made up. 3-4 yrs Spring 2 Identify that some songs are sung higher and some are lower (up and down) Know that some songs are fast and make you want to move and some songs are slow that you might want to relax to Explain that words that rhyme means they sound the same.	0-3 yrs Know some nursery rhymes. Explain some environmental sounds like wind, fire engine/police car/ambulance, animal noises. 3-4 yrs Summer 1 Understands how sounds can be used. Know that words are made up of sounds.	0-3 - know how to make sounds by tapping, talking, banging. Understand that some sounds can be loud or quiet, fast or slow. 3-4 yrs Summer 2 Understand that they can create their own songs by changing songs they know i.e. twinkle twinkle little car. Understand that instruments can be played loudly to represent an emotion such as anger and quietly to represent an emotion such as sadness.
Reception	Listen and respond To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. Explore and create 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. Singing To sing or rap nursery rhymes and simple songs from memory. Songs have sections. Share and perform A performance is sharing music.					

Year 1	Find the pulse and understand that it is the heartbeat of the music. Rhythms can be created from words. Create a simple melody using simple rhythms.		Recognise and name two or more instruments. Pitch is high and low sounds. Sing in time to the music.	Understand that songs have a musical style, for example rock. Music has a steady pulse. Play instruments in time.		
Year 2	Rhythms are different from the steady pulse. Improvisation is making up your tunes on the spot. Singing and instruments can add high and low sounds. To know that they add high and low sounds, pitch, when they sing and play instruments.	To learn that a performance can be a special occasion and involve a class, a year group or a whole school. To know that songs have a musical style. To know that songs include other ways of using the voice e.g. rapping (spoken word). To confidently know and sing three songs from memory. To learn that a performance is sharing music with an audience.	Learn the names of the notes in their instrumental part. Everyone can compose. Composing is like writing a story with music. Everyone can improvise and you can use one or two notes.	Some songs have a chorus or a response/ answer. Name untuned percussion instruments. Name four or more instruments. To know that they add high and low sounds, pitch, when they sing and play instruments.		
Year 3	Identify notes C, D, E + F. Play tunes including Easy E and Strictly D.		Improvise using up to 3 notes G, A + B. Play instrumental parts using up to 3 notes G, A + B.	Compose a simple melody choosing from the notes C, A + G or C, D, E, G + A. Explain that the pentatonic scale is a musical scale with five notes per octave.		

Year 4	Know the structure of a song: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Know how to play and copy back using up to 2 notes – G + A. Say what an instrumental performance is.			Know how to compose using the notes C, D, E, F + G. Know what an improvisation is in a song. Describe the features of a rap. Say what choreography is. Play and copy back using up to 2 notes – C + D.		Give an example of a soul or gospel song and the features of this. Lean On Me is a soul song written by Bill Withers in 1972. The song has been covered and interpreted as a Gospel song because of its lyrics.
Year 5	To know and demontate pulse, rhythm, pitch, tempo, dynamics, structure and texture and be able to identify them in 5 different styles of music To know 2 different ways of writing music down. Define improvisation and composition.			Share some songs from memory. Recognise the styles of some songs and discuss them.		Identify the structure of the pieces including introduction, verse, chorus and bridge.
Year 6	To recall musical terms to comment on the style of 5 songs Explore pulse, rhythm, pitch, tempo, dynamics, structure and texture across different genres of music.		Identify instruments they can hear. Play instrumental parts accurately and in time as part of a performance.	Performing is sharing music with an audience. Everything that is performed must be planned and learned. A performance involves communicating ideas, thoughts and feelings through songs.		What is Classical music? Name the composer 'Jon Boden'. Define musical vocabulary - melody, pitch, rhythm, pulse, composition, backing vocals. Appraise and reflect on music heard.