



St Joseph's Music Knowledge and Skills

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Rec / Nurs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Styles of main song	A Variety of nurse rhymes	Old School hip-hop Reggae Blues, Baroque, Latin. Bhangra, Folk, Funk Bosa Nova Pop Classical and history of music	Afropop Rapping and Improvising Rock Reggae pop Classical and history of music	R&B Reggae Pop Disco Classical and history of music	Pop Grime Gospel The Beatles Classical and history of music	Rock Bosa Nova and Swing Pop ballads Old School hip-hop Motown Classical and history of music	Pop/Neo Soul Bacharach and Blues Classical or Urban gospel & 0's Ballad/Pop Classical and history of music
Key Vocabulary	Voice Rhythm Pulse Pitch Names of musical instruments in the classroom	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	Keyboard, drums, bass, electric guitar, saxophones, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, performance, audience, rap, Reggae, glockenspiel	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	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamic, 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	Rock bridge, backbeat, amplifier, chorus, bridge, riff, hook, 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, old school 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	Rock bridge, backbeat, amplifier, chorus, bridge, riff, hook, 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, old school 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

Listen and appraise

Knowledge

<p>To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.</p>	<p>To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.</p>	<p>To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.</p>	<p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about it,</p>	<p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about it</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about:</p>	<p>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. To choose three or four other songs and be able to talk about:</p>
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Skills

<p>To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>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.</p>	<p>To confidently identify and move to the pulse. To think about what the words of a song mean. take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg 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</p>	<p>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. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.</p>	<p>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. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.</p>
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Singing

Knowledge

<p>To sing or rap nursery rhymes and simple songs from memory. Songs have sections.</p>	<p>To confidently sing or rap five songs from memory and sing them in unison</p>	<p>To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.</p>	<p>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 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</p>	<p>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 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</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about:</p>	<p>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 To choose a song and be able to talk about:</p>
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Skills

<p>To sing along with a pre-recorded song and add actions. To sing along with the backing track.</p>	<p>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.</p>	<p>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 (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</p>	<p>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 have an awareness of the pulse internally when singing</p>	<p>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 re-join the song if lost. To listen to the group when singing.</p>	<p>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'.</p>	<p>To sing in unison and to sing backing vocals. 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'.</p>
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Playing

Knowledge

<p>Explore and create To know we can move with the pulse of the music To know that the words of songs can tell stories and paint pictures</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.</p>	<p>To know and be able to talk about: The instruments used in class</p>	<p>To know the instruments used in class Other instruments they might play or be played in a band or orchestra or by their friends</p>	<p>To know and be able to talk about: Different ways of writing music down The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends</p>	<p>To know and be able to talk about: Different ways of writing music down The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends</p>
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Skills

<p>Progressive music activities that embed pulse, rhythm and pitch.</p>	<p>Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts). Listen to and follow musical instructions from a leader.</p>	<p>Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.</p>	<p>To treat instruments carefully and with respect. Play any one, or all of four, differentiated 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.</p>	<p>To treat instruments carefully and with respect. Play any one, or all four, differentiated 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.</p>	<p>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 Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.</p>	<p>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 Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.</p>
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Improvisation

Knowledge

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!

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. Everyone can improvise, and you can use one or two notes.

To know and be able to talk about improvisation: 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

To know and be able to talk about improvisation: 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. To know that you can use some of the riffs you have heard in the Challenges in your improvisations

To know and be able to talk about improvisation: 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. To know that you can use some of the riffs you have heard in the Challenges in your improvisations. To know three well-known improvising musicians

To know and be able to talk about improvisation: 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 that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations. To know three well-known improvising musicians

Skills

Use the improvisation tracks provided. Improvise using the three challenges.

Use the improvisation tracks provided. Improvise using the three challenges.

Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.

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Composition

Knowledge

<p>Composing is like writing a story with music. Everyone can compose.</p>	<p>Composing is like writing a story with music. Everyone can compose.</p>	<p>To know and be able to talk about. 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</p>	<p>To know and be able to talk about. 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</p>	<p>To know and be able to talk about: 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 Notation: recognise the connection between sound and symbol</p>	<p>To know and be able to talk about: 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 Notation: recognise the connection between sound and symbol</p>
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Skills

<p>Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol</p>	<p>Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol</p>	<p>Create simple melodies using up to five different notes 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. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>	<p>Create simple melodies using up to five different notes 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. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>
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Performance

Knowledge

<p>A performance is sharing music</p>	<p>A performance is sharing music with other people, called an audience.</p>	<p>A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</p>	<p>To know and be able to talk about: Performing is sharing music with an audience with belief. 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</p>	<p>To know and be able to talk about: Performing is sharing music with an audience with belief. 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</p>	<p>To know and be able to talk about: Performing is sharing music with an audience with belief. 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</p>	<p>To know and be able to talk about: Performing is sharing music with an audience with belief. 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</p>
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Skills

<p>Perform any of the nursery rhymes by singing and adding actions Record the performance to talk about</p>		<p>Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it</p>	<p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it</p>	<p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it</p>	<p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it</p>
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