






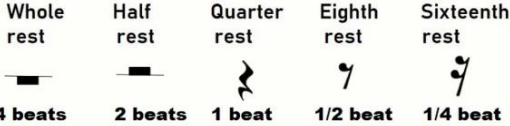




















Know the names of instruments

Compare musical genres

Evaluate their own and others' compositions using known musical language

Use musical language to describe pieces of music, songs and sounds they hear

General				
Reception	KS1	LKS2	UPK2	
To find the pulse	To understand dynamics loud (forte) <i>f</i>	To recognise and relate a treble clef to notes 	To know the symbol for sharp and its effect #	
To play different rhythms	To understand dynamics quiet/soft (piano) <i>p</i>	To know what a staff is and how it records musical notation	To know the symbol for flat and its effect b	
To sing along to a tune	To recognise and name by sight: Brass: trumpet, trombone, french horn, tuba; Woodwind: Clarinet, flute, recorder, oboe, bassoon; Percussion: drum kit, Djembe, piano, claves, triangle, tamborine, tambor; String: Violin, Cello, guitar.	To recognise the language and symbol for getting louder (crescendo) 	To know the language for different tempos: Allegro (quickly), Andante (walking pace), largo (slowly),	
To know what a tune is	To identify high and low sounds (pitch)	To recognise the language and symbol for getting quieter (decrescendo) 	To recognise the symbol for bass clef 	
	To associate sounds with specific instruments	To know the symbol and language for very loud (fortissimo) <i>ff</i>	To know that a chord is a group of notes usually a triad	
		To know the symbol and language for very quiet (pianissimo) <i>pp</i>	To recognise the notes in the C maj chord 	
		To know a scale is 8 notes called an octave	To recognise silence in music as a rest and the symbols for the duration 	
		To know the notes of the scale of C 	To know an arpeggio is 3 notes of a scale (1, 3, 5)	

			<p>To know the duration of notes</p> <table border="1"> <thead> <tr> <th>NOTE NAME</th> <th>NOTE SYMBOL</th> <th>NOTE LENGTH</th> </tr> </thead> <tbody> <tr> <td>Semibreve</td> <td></td> <td>4 beats</td> </tr> <tr> <td>Minim</td> <td></td> <td>2 beats</td> </tr> <tr> <td>Crotchet</td> <td></td> <td>1 beat</td> </tr> <tr> <td>Quaver</td> <td></td> <td>1/2 beat</td> </tr> <tr> <td>Semiquaver</td> <td></td> <td>1/4 beat</td> </tr> </tbody> </table>	NOTE NAME	NOTE SYMBOL	NOTE LENGTH	Semibreve		4 beats	Minim		2 beats	Crotchet		1 beat	Quaver		1/2 beat	Semiquaver		1/4 beat	
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			<p>To know what time signatures represent</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>																			

Listening and Appreciating				
	Reception	KS1	LKS2	UPK2
Knowledge	Identify a pulse	Identify and demonstrate pulse, rhythm, pitch, tempo	Identify dynamics, texture, timbre, duration and interlude	Identify and analyse features within a wide range of music
	Identify fast, slow, loud and quiet, high and low	Identify instruments	Identify and repeat the pulse and different rhythms in a piece of music	Listen and recall music accurately with attention to detail
		Associate sounds heard with instruments	Identify bridges	Identify instruments heard and their role in a piece of music
		Identify repeated sections and those that are distinct	Recognise melodies, harmonies, drone and ostinato pattern	Identify musical patterns
Skills	Identify whether there is more than one sound at a time.	Describe how sounds are made and changed	Recognise changes in sound that move incrementally to create different moods and feelings (dynamics)	Compare a range of pieces of music including different versions of the same piece
	Listen with increased attention to sounds.		Recognise the difference between music from other cultures and times	Evaluate how a venue affects performance
	Listen attentively, move to and talk about music.	Tap along to a pulse		Evaluate lyrics and the purpose of music
				Distinguish between layers of sound and describe their effect

Performance				
	Reception	KS1	LKS2	UPK2
Knowledge	Remember and sing simple songs, e.g. Nursery Rhymes, phonics songs etc.	Know what is shown in a musical representation	Recognise how pitch can be presented in informal musical notation	Read staff notation
		Sing songs as an ensemble following a melody	Recognise how duration can be presented in informal notation	Read, play and sing scales
		Know song structures such as verse and chorus	Sing songs from memory with increasing expression, accuracy and fluency	Learn and perform songs from scores and by ear demonstrating control of musical features

Skills	Perform a steady pulse	Play simple rhythmic patterns on an instrument. Demonstrate control when playing instruments	Play notes on tuned and/or untuned instruments with increasing clarity and accuracy	Provide rhythmic support
	Sing the pitch of a tone sung by another person ('pitch match').	Clap short rhythmic patterns	Perform simple rhythmic and melodic patterns on a variety of percussion instruments	Play and sing parts other than the melody
	Use an instrument to perform a simple piece	Perform musical patterns keeping a steady pulse.	Maintain a simple part within an ensemble.	Demonstrate control of pitch, dynamics and expression
	Sing the pitch of a tone sung by another person ('pitch match').	Respond musically and with increasing accuracy to a call or signal (lower, higher, softer, louder, faster, slower)	Improvise using repeated patterns	Understand and use pitch effectively
	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Sing or clap a pulse increasing or decreasing in tempo		
	Join in with singing.	Follow the melody accurately using their voice or an instrument		

Composition				
	Reception	KS1	LKS2	UPK2
Knowledge			Understand metre in 4 beats, then 3 beats	Know language to describe tempo
			Recognise notes on a staff (EGBDF, FACE)	Understand scales, arpeggios, flats and sharps
Skills	Identify changes in sounds	Make a sequence of sounds for a purpose	Combine tuned and percussion instruments to create layers of sound	Organise and combine different musical devices
	Tell the difference between long and short sounds	Create short, rhythmic patterns; sequences of short and long sounds	Create repeated patterns with different instruments and percussion	Improvise melodic and rhythmic structures
	Repeat patterns	Begin to compose short melodic patterns using two or three notes (e.g. a 3 bar repeating pattern using A, B, D)	Create extended patterns of tuned instruments	Compose music using standard notation including time signatures (dotted notation, tied notes, semi-quaver, rests)
	Represent sounds pictorially	Represent sounds pictorially with increasing relevance	Use notations to record and interpret sequences of pitches (semibreve, crochet, minim, quaver)	Represent sounds on a graphic score
	Make a range of sounds with instruments	Choose sounds to achieve a specific effect	Choose, order, combine and control sounds to create different textures	Write music using formal staff notation
				Use different tempos