

Key of Knowledge | Music

Planning for retention

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<ul style="list-style-type: none"> Show an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow Listens to music for short periods of time and can describe the sounds they hear e.g. scary music Carries out actions in response to rhymes and songs 	<ul style="list-style-type: none"> Use various construction materials, e.g., joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Knows how to use sounds (voice, body and instruments) e.g. following instructions from others, responding to listening to music Tap out simple repeated rhythm e.g. clapping, tapping knees, using an instrument Join in with familiar songs and rhymes 	<ul style="list-style-type: none"> Use sounds to express experiences, expertise, ideas and feelings Creates some movements in response to music, stories and ideas 	<ul style="list-style-type: none"> Create their own songs or improvise a song around one they know Be exposed to a wide range of music – across different cultures Sing parts of a range of familiar songs, e.g., pop songs, songs from TV programs, rhymes, songs from home 	<ul style="list-style-type: none"> Moves creatively in response to music Sing a simple nursery rhyme or song all the way through e.g. Twinkle, Twinkle, Humpty Dumpty, Baa, Baa Black Sheep 	<ul style="list-style-type: none"> Listen to and respond to music and the patterns in music, matching the sound of a musical instrument, copying a sound pattern
Reception	<ul style="list-style-type: none"> Listen and respond to different songs Copy a rhythm (syllables for names) Join in with songs I have been taught 	<ul style="list-style-type: none"> Listen and respond to different styles Learn to sing or sing along to nursery rhymes and action rhymes (con 	<ul style="list-style-type: none"> Know that the words of songs can tell stories and paint pictures. Listen and respond to different styles Learn to sing or sing along to nursery rhymes and action rhymes (con 	<ul style="list-style-type: none"> To say what we like and dislike about different pieces of music. Listen and respond to different styles Learn to sing or sing along to nursery rhymes and action rhymes (con 	<ul style="list-style-type: none"> Know the names of the instruments they are playing. Use instruments to keep the beat. Improvise leading to playing instruments 	<ul style="list-style-type: none"> Know a performance is sharing music with other people, called an audience. Move in time to the music Share and perform
	My Musical Heartbeat	Dance Sing and Play	Exploring Sounds	Learning to Listen	Having Fun with Improvisation	Let's Perform Together
Year 1	<ul style="list-style-type: none"> Know that pulse is a steady beat and be able to keep the beat. Know that rhythm is pattern of long or short sounds and be able to clap simple patterns 	<ul style="list-style-type: none"> Listen and copy back simple rhythmic patterns. Listen and respond thinking about the music Sing a simple melody with high and low notes. Know that pitch is how high or low a sound is. 	<ul style="list-style-type: none"> Show how to play C and D note Show a simple melody using C and D 	<ul style="list-style-type: none"> Know that pop music has its own style Say what you like about pop music Know how to recognise drums / guitar / piano in music Clap 4 beat rhythms creating long and short sounds. 	<ul style="list-style-type: none"> Keep a steady beat when improvising Improvise using the notes C and D Sing appropriately for the style of music eg pop enthusiastically, lullaby - - calmly 	<ul style="list-style-type: none"> To know a performance is sharing music with other people, called an audience.
	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert
Year 2	<ul style="list-style-type: none"> Find and keep a steady beat when listening and improvising. Know that songs have a 'musical style' and to sing appropriately. Respond to questions and use words pitch, rhythm and pulse 	<ul style="list-style-type: none"> Know how to play and sing together To improvise using C D E notes Show how to play G E note Recognise parts in an orchestra 	<ul style="list-style-type: none"> Know that music can be loud or soft, fast or slow, smooth and connected or short and detached. To know that composing is writing a story with music To improvise using the notes A B C 	<ul style="list-style-type: none"> To find the beat and move appropriately to the music. Know the key features of a musical style To recognise harmony and different instruments within a piece. 	<ul style="list-style-type: none"> Improvise using 2, 3, notes (from GABCD) 	<ul style="list-style-type: none"> Know a performance can be a special occasion and involve a class, a year group or a whole school.
Year 3	Ukulele / Writing Down Music		Compose & Use your imagination	More Musical Styles	Enjoying Improvisation	Opening Night

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	<ul style="list-style-type: none"> Know that the tempo is the speed of a piece of music Know that the rhythm is the pattern of long and short sounds as you move through the song. Keep the beat in a 4 4 piece of music. Ukulele : Clap the rhythm of my name and other words. know the different parts of the ukulele and that by moving fingers up the string makes the notes higher. Know that chords are made using different notes at the same time Identify happy chords (major) sad chords (minor) 	<ul style="list-style-type: none"> Know that symbols can be used to represent sounds. To identify the names of some pitched notes on a staff. Ukulele –learn to read the piece 'Twinkle Twinkle' 	<ul style="list-style-type: none"> To use silent beats (rests within my composition) Ukulele – read rhythms and create own rhythm to perform on ukulele on notes CBA 	<ul style="list-style-type: none"> Be able to improvise over a section of the song. To work out where in the songs improvisation can be used? To identify sections of the music that change or repeat? Ukulele – learn further chords to accompany songs 	<ul style="list-style-type: none"> Know that our voices can sing songs expressively using a melody at our own pitch Ukulele - perform for year 3 parents CREATE AND SING CLASS 7 – ATTEND AND TAKE PART IN WORKSHOP 	
	Musical Structures	Exploring Feelings When you Play	Compose with your Friends	Feelings Through Music	Expression and Improvisation	The Show Must Go On!
Year 4	<ul style="list-style-type: none"> Understand that music has its own language To spot patterns within sections of music. Recognise verses and choruses can repeat or alternate and these provide structure in music. 	<ul style="list-style-type: none"> Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. To explore how special effects in music can make the words we sing more meaningful. Know the sounds that we hear in music can also help to communicate specific moods. 	<ul style="list-style-type: none"> To know what 'structure' means in a song. Begin to know the difference between electrical and digital sounds Create a melody using crotchets, minims, quavers and their rests. 	<ul style="list-style-type: none"> To talk about the words of a song To think about why music was written. To Identify themes and different instruments within a song. 	<ul style="list-style-type: none"> Explore improvisation within major and minor keys To make improvisation more expressive. 	<ul style="list-style-type: none"> To choose one song and be able to talk about it (some of the style indicators, lyrics, what the song is about, any musical dimensions featured in the song and where they are used – texture, dynamics, tempo, rhythm and pitch). To talk about what went well about your performance
Year 5	To Melody and harmony in music	Sing and play in different styles	Composing and Chords	Enjoying musical styles	Freedom to improvise	Battle of the bands
	<ul style="list-style-type: none"> Know that a melody (or a tune) is a group of notes played one after the other. To know that if we play three or more pitches we create a chord. To know melody contrasts with harmony. 	<ul style="list-style-type: none"> To listen to and discuss music from around the world. To explore different tempo within singing and playing. 	<ul style="list-style-type: none"> To know a composition has pulse, rhythm and pitch that work together and are shaped by tempo and dynamics To identify simple chords 	<ul style="list-style-type: none"> To know that texture refers to layers of sound. To know that different styles have different textures To explore how voices and instruments combine to create texture in music. 	<ul style="list-style-type: none"> To use a wider range of notes to improvise. To know that an interval in music refers to the distance between 2 notes. 	<ul style="list-style-type: none"> Create a fun and confident performance with your choice of music and songs. To Introduce your music professionally, and think about your audience and what they would like to see and hear.
Year 6	Music and technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Fairwell tour
	<ul style="list-style-type: none"> To tell the difference between the live sounds and digital sounds. To perform and share what has taken place within the lesson. 	<ul style="list-style-type: none"> To use dynamics and expression when playing together To read a simple notated instrumental part. 	<ul style="list-style-type: none"> To explore how chords are used within a piece of music - La Bamba 	<ul style="list-style-type: none"> Play, improvise and compose using a selection of these notes: C, C#, D, E, F, F#, G, A, Bb, B 	<ul style="list-style-type: none"> To think about phrasing and dynamics when improvising To know a phrase is like a musical sentence To know how dynamics can make the music more exciting 	<ul style="list-style-type: none"> To plan and perform songs and music that represent your class