



Music

A musician is a person who composes, conducts or performs music with an instrument or a voice.

EYFS including nursery	Year 1	Year 2	Year 3 (KS2)
The inter-related dimensions of music			
-Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Create collaboratively, sharing ideas, resources and skills. -ELG: Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music. -ELG: Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs.	Experiment with, create, select and combine sounds using the inter-related dimensions of music.		Improvise and compose music for a range of purposes using the inter-related dimensions of music.
KNOWLEDGE			
FS1 Tempo – To know that music can be fast or slow.	Pitch - To know that pitch means how high or low a note sounds.	Pitch - To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.	Pitch - To know that the group of pitches in a song is called its 'key' and that a key decides

Tempo - To know that we can move to music FS2. Pitch - To know what 'high' and 'low' notes are. Duration - To know that different sounds can be long or short. Dynamics - To know that instruments can be played loudly or softly. Tempo - To know that we can match our body movements to the speed (tempo) or pulse (beat) of music. Timbre- To know that different instruments can sound like a particular character Texture - To know that music often has more than one instrument being played at a time. Notation - To know that signals can tell us when to start or stop playing	Pitch - To know that 'tuned' instruments play more than one pitch of notes. Duration - To know that rhythm means a pattern of long and short notes Dynamics - To know that dynamics means how loud or soft a sound is. Dynamics - To know that sounds can be adapted to change their mood, eg through dynamics. Tempo To know that the 'pulse' is the steady beat that goes through music. Tempo - To know that tempo is the speed of the music. Timbre - To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. Timbre - To know that my voice can create different timbres to help tell a story. Texture -To know that music has layers called 'texture'. Structure - To know that a piece of music can have more than one	Pitch - To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. Duration - To know that 'duration' means how long a note, phrase or whole piece of music lasts. Duration - To know that the long and short sounds of a spoken phrase can be represented by a rhythm. Dynamics - To know that dynamics can change the effect a sound has on the audience. Tempo -To know that the tempo of a musical phrase can be changed to achieve a different effect. Timbre - To know that musical instruments can be used to create 'real life' sound effects. Timbre - To know that an instrument can be matched to an animal noise based on its timbre Texture - To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music Structure - To know that structure means the organisation of sounds	whether a song sounds happy or sad. Pitch - To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. Pitch - To understand that a pentatonic melody uses only the five notes C D E G A. Duration - To know that different notes have different durations, and that crotchets are worth one whole beat. Duration - To know that written music tells you how long to play a note for. Dynamics -To know that the word 'crescendo' means a sound getting gradually louder Timbre - To know that the timbre of instruments played
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	section, eg a versed and a chorus. Notation – To know that music can be represented by pictures or symbols	within music, eg a chorus and verse pattern in a song. Notation - To know that 'notation' means writing music down so that someone else can play it Notation - To know that a graphic score can show a picture of the structure and / or texture of music	affect the mood and style of a piece of music. Texture - To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. Structure- To know that in a ballad, a 'stanza' means a verse. Structure - To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale. Notation - To know that 'reading' music means using how the written #note symbols look and their position to know what notes to play.
SKILLS			
FS1 Notation – to respond to signals to start or stop playing instruments.	Pitch – to create sounds of different pitch.	Pitch – Play a melody made up from high and low pitched notes played one after the other	Pitch – to choose a key to reflect happy or sad music.

Tap out simple repeated rhythms FS2 To move in time with the music. Dynamics - To play instruments loudly or softly. Tempo – To play instruments or rhythms that are ‘fast’ or ‘slow’. Tempo - To match our body movements to the speed (tempo) or pulse (beat) of music. Timbre - To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles). Structure - To recognise the chorus in a familiar song.	Duration – To create long and short notes Dynamics – To create loud and soft sounds Dynamics – To create sounds can be to reflect different moods Tempo - To keep a steady beat Timbre - To know use my voice to create different timbres Notation – Use pictures to play music	Dynamics - To use dynamics to change the effect a sound has on the audience. Tempo -To change the tempo of a musical phrase to achieve a different effect. Timbre - To use musical instruments to create 'real life' sound effects. Notation - To write music down so that someone else can play it	Notation – to begin to read written music Dynamics – Use crescendo when playing music Pitch – To play a pentatonic melody uses only the five notes C D E G A.
Coverage			
Across all units of Kapow			
VOCABULARY			
Loud Soft Fast	Beat High Low	Beat High Low	Pitch Duration Dynamic

Slow	Rhythm Tempo Pitch Long sound Short sound	Rhythm Pitch Tempo Duration Dynamics	Timbre Texture Structure Notation
Listening			
-Listen attentively, move to and talk about music, expressing their feelings and responses. ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions	Listen with concentration and understanding to a range of high-quality live and recorded music.		Appreciate and understand a wide range of high-quality live and recorded music. Listen with attention to detail and recall sounds with increasing aural memory.
KNOWLEDGE			
<u>FS1</u> To listen to a range of music, and songs, including nursery rhymes. <u>FS2</u> To know that different instruments make different sounds To know what a high pitch and low pitch sound is. To know whether a piece of music has a fast, moderate or slow tempo.	To name some band and orchestral instruments. To know the names of some different styles of music. To know the difference between pulse and rhythm. To know that different types of sounds are called timbres. .	To name some band and orchestral instruments. To know the names of some different styles of music. To know that tempo is the speed (fast or slow). To know that the dynamic is the volume (loud or quiet).	To know the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). To know that music from different parts of the world has different features.
SKILLS			

FS1 Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. FS2 Listen carefully to rhymes and songs, paying attention to how they sound. Listen attentively, move to and talk about music, expressing their feelings and responses. Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. Listening to sounds and matching them to the object or instrument. Listening to sounds and identifying high and low pitch. Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics.	Move and dance with the music. Find the steady beat. Talk about feelings created by the music/song. Recognise some band and orchestral instruments Describe tempo as fast or slow. Describe the dynamics as loud or quiet. Join in sections of the song e.g chorus. Begin to understand where the music fits in the world. Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group	Move and dance with the music confidently. Talk about how the song makes you feel. Find different steady beats. Describe Tempo as fast or slow. Describe dynamics as loud and quiet. Join in all sections of the song e.g call and response. Start to talk about the style of a song. Recognise some band and orchestral instruments. Start to talk about where music might fit into the world. Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.	Recognising and explaining the changes within a piece of music using musical vocabulary. Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.
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COVERAGE			
Across all units of Kapow			
VOCABULARY			
FS1 Fast Slow Long short FS2 High low Beat Fast Slow	Instrument Rhythm Pitch Long Short High Low Violin Guitar Flute Volume Tempo	Tempo Dynamic Pitch Volume Timbre Rhythm Duration	
Composing			
-Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Create collaboratively, sharing ideas, resources and skills. -ELG: Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.	Pupils should be taught to play tunes and untuned instruments musically. Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.	Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.	

-ELG: Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs.		
KNOWLEDGE		
FS1 Know how to compose their own music using a range of instruments. FS2 Know that music can express feelings. Know how to use vocal sounds to respond to call and response songs. Know how to experiment with sounds, both vocal and untuned instruments.	Know the notes on a tuned instrument Know how to use the correct vocabulary (age appropriate) for the inter related dimension of music Know how to improvise using tuned and untuned instruments.	Know the letter name and graphic notation to represent the details of their composition. Know how to use the correct vocabulary (age appropriate) for the inter related dimension of music Know how music can be used to represent ideas and characters Know how to share and feedback ideas to peers. Know different styles of music and how to imitate them. Know how to use notation (both rhythmic and letter name) to record compositions.
SKILLS		
FS1 Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. FS2 Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Explore improvisation within a major scale using the notes C D E and F G A Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choose dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition.	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choose appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.

Playing untuned percussion 'in time' with a piece of music. Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways.	Beginning to make improvements to their work as suggested by the teacher.	Beginning to suggest improvements to their own work.	Suggesting and implementing improvements to their own work, using musical vocabulary.
COVERAGE			
Across all units of Kapow			
VOCABULARY			
FS2 Improve Song Tune Beat	Instrument Rhythm Tune Compose Improve	Structure Melody Musician Compose Notation Music Performance Improve	
Performing.			
-Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Create collaboratively, sharing ideas, resources and skills.	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupil should play tuned and untuned instruments musically Pupils should experiment with, create, select and combine sounds using the inter-related dimensions of music.	Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	

-ELG: Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.			accuracy, fluency, control and expression.
KNOWLEDGE			
FS1 To know the cues for stopping and starting when playing music FS2. Know a range of well-known nursery rhymes and songs. Know what their role is in a group performance.	To know the words to songs. To know some of the stories behind songs. To know what a pulse and rhythm is.	To know that rehearse is to practise a performance. To know the words to many songs. To know the meanings and stories behind a song.	To know how to play as part of a wider group performance. To know how to read notation and music to perform.
SKILLS			
FS1 Using voices to join in with well-known songs from memory. Moving to music with instruction to perform actions. Stopping and starting playing at the right time FS2 Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes and songs. Remembering and maintaining their role within a group performance.	Using voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.	Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance Talk about what the song means and why it was chosen to share Talk about the difference between rehearsing a song and performing it Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols

Participating in performances to a small audience.		Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	using musical terminology.
COVERAGE			
Across all units of Kapow			
VOCABULARY			
FS2 Perform Chant Tune improvise Listen Audience	Audience Perform *also see inter related dimensions of music vocabulary.	Audience Perform Performance Compose Musician Melody *also see inter related dimensions of music vocabulary.	Reflect Composition Evaluation Improvements *also see inter related dimensions of music vocabulary.