



# Clara Grant

Key Knowledge, Skills and Understanding

**MUSIC**

# Knowledge, Skills and Understanding breakdown for Music

## EYFS “Expressive Arts and Design”

| Characteristics of Effective Learning (Skills)   | Knowledge and Interpretation   | Early Learning Goal   |
|--|--|---|
| <p><b>Playing and exploring</b> – engagement</p> <ul style="list-style-type: none"> <li>• Finding out and exploring</li> <li>• Playing with what they know</li> <li>• Being willing to ‘have a go’</li> </ul> <p><b>Active learning</b> – motivation</p> <ul style="list-style-type: none"> <li>• Being involved and concentrating</li> <li>• Keeping trying</li> <li>• Enjoying achieving what they set out to do</li> </ul> <p><b>Creating and thinking critically</b> – thinking</p> <ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Making links</li> <li>• Choosing ways to do things</li> </ul> | <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Children are beginning to move rhythmically.</li> <li>• They imitate movement in response to music.</li> <li>• Children can tap out simple repeated rhythms.</li> <li>• Explore and learn how sounds can be changed.</li> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments</li> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms</li> </ul> | <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> |

# Knowledge, Skills and Understanding breakdown for Music

## Year 1

| Performing   | Composing  | Appraising  |
|--|--|---|
| <ul style="list-style-type: none"><li>• Can they use their voice to speak/sing/chant?</li><li>• Do they join in with singing?</li><li>• Can they use instruments to perform?</li><li>• Do they look at their audience when they are performing?</li><li>• Can they clap short rhythmic patterns?</li><li>• Can they copy sounds?</li></ul> | <ul style="list-style-type: none"><li>• Can they make different sounds with their voice?</li><li>• Can they make different sounds with instruments?</li><li>• Can they identify changes in sounds?</li><li>• Can they change the sound?</li><li>• Can they repeat (short rhythmic and melodic) patterns?</li><li>• Can they make a sequence of sounds?</li></ul> | <ul style="list-style-type: none"><li>• Can they respond to different moods in music?</li><li>• Can they say how a piece of music makes them feel?</li><li>• Can they say whether they like or dislike a piece of music?</li><li>• Can they choose sounds to represent different things?</li><li>• Can they recognise repeated patterns?</li><li>• Can they follow instructions about when to play or sing?</li></ul> |

# Knowledge, Skills and Understanding breakdown for Music

## Year 2

### Performing

- Do they sing and follow the melody (tune)?
- Do they sing accurately at a given pitch?
- Can they perform simple patterns and accompaniments keeping a steady pulse?
- Can they perform with others?
- Can they play simple rhythmic patterns on an instrument?
- Can they sing/clap a pulse increasing or decreasing in tempo?

### Composing

- Can they order sounds to create a beginning, middle and end?
- Can they create music in response to (different starting points)?
- Can they choose sounds which create an effect?
- Can they fit lyrics in to the music effectively using syllables/ sound blocks

### Appraising

- Can they improve their own work?
- Can they listen out for particular things when listening to music?
- Say how a piece of music makes them feel and what in the music is creating this feeling
- Say whether they like or dislike a piece of music and why

# Knowledge, Skills and Understanding breakdown for Music

## Year 3

| <b>Performing</b>   | <b>Composing</b>   | <b>Appraising</b>  |
|---|--|--|
| <ul style="list-style-type: none"><li>• Do they sing in tune with expression?</li><li>• Do they control their voice when singing?</li><li>• Can they play clear notes on instruments?</li></ul> | <ul style="list-style-type: none"><li>• Can they use different elements in their composition?</li><li>• Can they create repeated patterns with different instruments?</li><li>• Can they compose melodies and songs?</li><li>• Can they combine different sounds to create a specific mood or feeling?</li></ul> | <ul style="list-style-type: none"><li>• Can they improve their work; explaining how it has improved?</li><li>• Can they use musical words (the elements of music) to describe a piece of music and compositions?</li><li>• Can they use musical words to describe what they like and dislike?</li><li>• Can they recognise the work of at least one famous composer?</li></ul> |

# Knowledge, Skills and Understanding breakdown for Music

## Year 4 (weekly string lessons)

| Performing   | Instrumental Skill ( <i>incl notation</i> )   | Appraising  |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Can they perform a simple part rhythmically and understand time values</li> <li>• Can they sing songs from memory with accurate pitch</li> <li>• Can they play and recognise different pitches, understanding high and low</li> </ul> | <ul style="list-style-type: none"> <li>• Can they start to read standard notation?</li> <li>• Can they use their notation in a performance?</li> <li>• Can they learn the violin and cello parts/ introduction to strings family?</li> <li>• Can they learn the string names</li> <li>• Can they use the resting position, playing position</li> <li>• Can they learn how to pluck</li> <li>• Can they use the correct bow hold / exploring the different characters of the sound.</li> </ul> | <ul style="list-style-type: none"> <li>• Can they explain the place of silence and say what effect it has?</li> <li>• Can they use musical words to describe what they like and dislike?</li> <li>• Can they start to identify the character of a piece of music?</li> <li>• Can they describe and identify the different purposes of music?</li> </ul> |

# Knowledge, Skills and Understanding breakdown for Music

## Year 5

| Performing  | Composing ( <i>incl notation</i> )   | Appraising   |
|---|--|--|
| <ul style="list-style-type: none"><li>• Do they breathe in the correct place when singing?</li><li>• Can they sing and use their understanding of meaning to add expression?</li><li>• Can they maintain their part whilst others are performing their part?</li><li>• Can they perform 'by ear'?</li><li>• Can they improvise within a group using melodic and rhythmic phrases?</li><li>• Can they recognise and use basic structural forms, e.g. rounds, variations, rondo form?</li></ul> | <ul style="list-style-type: none"><li>• Can they change sounds or organise them differently to change the effect?</li><li>• Can they compose music which meets specific criteria?</li><li>• Can they choose the most appropriate tempo for a piece of music?</li></ul> | <ul style="list-style-type: none"><li>• Can they describe, compare and evaluate music using musical vocabulary?</li><li>• Can they explain why they think their music is successful or unsuccessful?</li><li>• Can they suggest improvements to their own or others' work??</li><li>• Can they contrast the work of famous composers and show preferences?</li></ul> |

# Knowledge, Skills and Understanding breakdown for Music

## Year 6

| Performing   | Composing ( <i>incl notation</i> )   | Appraising   |
|--|--|--|
| <ul style="list-style-type: none"><li>• Can they sing a harmony part confidently and accurately?</li><li>• Can they perform parts from memory?</li><li>• Can they take the lead in a performance?</li><li>• Can they take on a solo part?</li><li>• Can they provide rhythmic support?</li></ul> | <ul style="list-style-type: none"><li>• Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)</li><li>• Do they recognise that different forms of notation serve different purposes?</li><li>• Can they use different forms of notation?</li><li>• Can they combine groups of beats?</li></ul> | <ul style="list-style-type: none"><li>• Can they refine and improve their work?</li><li>• Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</li><li>• Can they analyse features within different pieces of music?</li><li>• Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</li></ul> |