



Updated July 2021	Subject Essential Knowledge – Music						
Embedding our learning culture Learning to Live Living to Love Loving to Learn	Curricular Goal: Know how to creativity apply the interrelated dimensions of music to appraise, create, perform and share music effectively KS2: How can I show that I have knowledge of music to listen, appraise, create, perform and share? KS1: How can I show that I have the knowledge needed to listen, make and perform music?						
	Reception Essential Knowledge	Year 1 Essential Knowledge	Year 2 Essential Knowledge	Year 3 Essential Knowledge	Year 4 Essential Knowledge	Year 5 Essential Knowledge	Year 6 / 7 Essential Knowledge
	Component 1: Know how to listen, respond to and appraise music						
	The vocabulary needed to express whether or not they like a piece of music (high-quality live and recorded music from different traditions and genres Art - drawing/painting						
			Names of composers and musicians and their musical period History - chronology Geography - location				
The meaning of pulse to move in time with music	The meaning of pulse, rhythm and pitch		The meaning of dynamics, timbre, structure, pulse, rhythm and pitch		The meaning of dynamics, timbre, structure, pulse, rhythm, texture, structure, tempo and pitch		

Component 2: Singing			
<ul style="list-style-type: none"> • Songs and nursery rhymes to sing and perform 	<ul style="list-style-type: none"> • Basic posture with relaxed shoulders • Dynamic contrasts • Breathing to show phrases • Range of Sixth by ear 	<ul style="list-style-type: none"> • Range of an octave, mostly by step Using notation 	<ul style="list-style-type: none"> • Open mouth, relaxed jaw and clear pronunciation Dynamic range • Range of an octave with leaps • Even tone across the dynamic range with clear open vowels • Range beyond an octave
Component 3: Listening			
<ul style="list-style-type: none"> • Pulse (moving in in time to music) Simple rhythmic patterns aurally (identify / repeat) • High and low • Single or multiple sounds (instruments / voices / parts) • Phrase (breathing points) • Dynamics (loud and soft) Timbre of different instruments • Use of musical choices to create an effect Use of graphic score • Respond to different moods in music • Identify good features • Children's songs and singing games from local, national and pupils' own heritages 	<ul style="list-style-type: none"> • Crotchets and rests (in four beat rhythms) • Quaver pairs of minims and minim rests (in four beat rhythms) • Three note melody (e.g. hand signs or one-line stave) • Use of staff notation • Features of music for different purposes • Improve own work • Music from national and other heritages represented in the school • Music from western classical tradition • Popular music 	<ul style="list-style-type: none"> • 4/4, bars and bar lines (strong and weak beats) • Crochets, quaver pairs, minims, semibreves and rests • First five notes of a major scale on a clef • Simple structure (e.g. introduction, verse and chorus) • Contrasting dynamics (forte / piano) and articulation (staccato / legato) • How musical concepts are used to reflect different intentions • How music reflects different cultural contexts • How venue and occasion influence performance and composition. • Suggest improvements for own and others work • Traditional music from other parts of the world • 3/4, 2/4 with semiquavers and rests, dotted rhythms • Variation of tempo • All notes on a clef, including accidentals More than one key signature • Chords I and V in major key • Variation of dynamics (crescendo and dim) and articulation (slurs, accents) 	

			<ul style="list-style-type: none"> • How music changes over time • How music demonstrates cross cultural influences • Music from baroque, classical, romantic and modern periods • Music from a fusion of styles 	
Component 4: Composing				
		<ul style="list-style-type: none"> • Free exploration of pitch and rhythm • Explore combinations of sounds • Explore dynamic choices • Explore instrument choices • (For classroom percussion) Basic posture, dynamic contrast • Limited range Rhythmic Patterns by ear 	<ul style="list-style-type: none"> • Improvise a 1 bar rhythm • Improvise a 1 bar melodic phrase (3 pitches) • (Not classroom percussion instrument) Basic posture • Clear tone • First four or five notes (or 3 chords) Rhythms (using notation) with two note lengths 	<ul style="list-style-type: none"> • Improvise an ostinato/riff (e.g. for an accompaniment) • Improvise a melodic phrase (up to 5 pitches) within a structure • Explore layering of rhythmic and / or melodic phrases • Indicate tempo • Dynamic contrasts Articulation Contrasts Phrasing • Dynamic contrasts Articulation Contrasts Phrasing • Improvise and refine a melodic phrase (e.g. for intros, bridges and outros for songs) • Harmonise a melody using chords I, V • Use dynamic and articulation contrasts freedom of movement which facilitates technical development • Cresc and dim • Range beyond an octave in more than one key (or limited melodic range and more than 6 chords) • Rhythmic playing with changes in tempo

Component 5: Performing Musicianship

- Unison
- Perform to an audience
- Perform with class in a school assembly
- Take turns
- Show enjoyment of music

- Simple additional part with others (e.g. round, ostinato accompaniment)
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- Support other musicians (e.g. play / sing a part to accompany an instrumental piece or song)
- Perform a solo to teacher
- Perform in a group to teacher
- Following teacher's guidance, practise at home to improve an aspect of playing
- With teacher's guidance work in a group to improve a group performance or composition

- Support other artists (e.g. play or create music for a dance or drama performance or an exhibition)
- Perform a solo to school class
- Perform in a group in a school assembly
- Identify an aspect of performing or composing to improve through working at home
- Without teacher's help work in a group to improve a group performance or composition
- Express contrasting emotions through music (e.g. happy, sad)
- Simple additional part(s) on own (e.g. round, ostinato, bass or chord accompaniment)
- Play or create music for a specific purpose or occasion
- Perform in an ensemble (with more than one part) in a school assembly or concert
- Without teacher's guidance learn a piece of music or create own composition
- Able to take the lead and to respond to the leadership of others