









Goodrich CE Primary School
Music Sticky Knowledge

MUSIC						
BIG IDEAS	Perform		Compose		Transcribe	
Building Blocks	Singing	Playing instruments	Compose	Digital music	Symbols-Musical notation	Musical Vocabulary
	 Singing	 Playing instruments	 Compose	 Digital music	 Symbols- Musical notation	 Vocabulary

	Perform	Compose	Transcribe
Class	Singing Playing Instrument	Compose Digital Music	Symbols-Musical Notation Musical Vocabulary
EYFS	Use their voice to speak/sing/chant. Join in with singing. Experiment with creating sounds with different instruments.	Make a range of sounds with their voice/instruments. Begin to sequence sounds to create a rhythm/beat. Repeat short-rhythmic patterns and melodic patterns.	Represent sounds pictorially. Begin to read pictorial representations of music (e.g. colour coded bells, music story maps).
Key Stage 1	Use their voice to speak/sing/chant. Join in with singing. Sing songs as an ensemble following the tune. Perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch, duration of notes). Follow the melody using their voice or an instrument. Use instruments to perform a simple piece. Play simple rhythmic patterns on an instrument. Sing/clap a pulse increasing/decreasing in tempo. Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse. Perform a rhythm to a steady beat.	Make a range of sounds with their voice/instruments. Identify changes in sounds. Make a sequence of sounds for a purpose. Repeat short-rhythmic patterns and melodic patterns. Order sounds to create a beginning, middle and end. Choose sounds to achieve an effect (including the use of technology). Begin to compose short melodic patterns using two or three notes (instruments/voice). Create short, rhythmic patterns – sequences of long and short sounds. Selective in the control used on an instrument in order to create an intended effect. Create their own symbols to represent sounds. Choose sounds to create an effect on the listener.	Represent sounds pictorially. Respond to musical indications about when to play/sing. Tell the difference between long and short sounds. Tell the difference between a fast/slow tempo, loud and quiet, high/low sounds. Hear the pulse in a piece of music. Describe how sounds are made and changed. Identify musical structure in a piece of music (verse, chorus etc). Identify particular features when listening to music.



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<p>Lower Key Stage 2</p>	<p>Learn to hold the instrument with correct posture, produce a good tone and tongue notes. Learn to play the notes B, A, G, E and may extend to D Learn to perform pieces from memory and by reading musical notation with support from onscreen fingering charts. Learn to play with increasing accuracy (pitch and rhythm), fluency, control and expression following musical instructions such as fast (allegro), slow (adagio) loud (forte), quiet (piano). Suggest ways to improve their performances. Demonstrate concert etiquette when performing i.e. staying focussed when waiting for the performance to begin. Sing songs from memory with increasing expression, accuracy and fluency. Perform a simple part of an ensemble rhythmically. Control their voice when singing and pronounce the words clearly. Improvise (including call and response) within a group using their voices.</p>	<p>Invent short 'on-the-spot' responses/short phrases using a limited note-range (e.g 3 notes) Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi) Copy stepwise melodic phrases with accuracy at different speeds, extending to question-and-answer phrases Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Combine known rhythmic notation with letter names to create short phrases using a limited range of 5 pitches and play these phrases as self-standing compositions. Record creative ideas using any of graphic symbols, rhythm notation and time signatures, staff notation, technology. Create a simple melody using up to 5 notes.</p>	<p>Understand stave, lines and spaces, and the treble clef. Play melodies following musical notation (with support from onscreen fingering charts) using a small range (3 notes B, A, G). Pitch range may extend to 4/5 notes and include E/D. Rhythm notation will include crotchets, paired quavers, minims. Word chants may be applied to aid understanding of rhythm notation. Understand corresponding rests. Copy short melodic phrases (5 notes) by ear. Play melodies following musical notation (sometimes with support from onscreen fingering charts) using a small range of 5 notes. Year 3 - pupils will learn to describe a piece of music using music vocabulary. Year 4 - pupils will learn to use musical vocabulary to describe how a musical element is used to create mood/feeling effect in a piece or song</p>
<p>Upper Key Stage 2</p>	<p>Learn to hold the instrument with correct posture, produce a good tone and tongue notes 'cleanly'. Learn to play the notes B, A, G, E and D, possibly extending to more notes. Word chants may be used to aid understanding. Learn to play with increasing accuracy (pitch and rhythm), fluency, control and expression following musical instructions such as fast (allegro), slow (adagio) loud (forte), quiet (piano). Peer-assess performances, understanding qualities of a good performance and giving relevant feedback. Demonstrate concert etiquette when performing i.e. staying focussed when waiting for the performance to begin. Sing and use their understanding of meaning to add expression.</p>	<p>Compose melodies made from pairs of phrases in a suitable key. These melodies can be enhanced with rhythmic or chordal accompaniment. Create a simple melody (up to 5 or more notes) that works musically. Plan and compose an 8- or 16-beat melodic phrase using the notes learnt so far and incorporate rhythmic variety and interest. Play this melody. Notate this melody. Compose melodies made from pairs of phrases in a suitable key.</p>	<p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform musical notation within an octave. Read and play short rhythmic phrases at sight from prepared cards/online resources, using conventional symbols for known rhythms and note durations. Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, some dotted notes, and their equivalent rests. Develop the skills to read and perform pitch notation within an octave Read and play confidently from rhythm notation cards/online resources and rhythmic scores in 2</p>



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	<p>Maintain their part whilst others are performing their parts. Begin to sing a harmony part. Begin to take the lead in a performance/take on a solo part.</p>		<p>parts that contain known rhythms and note durations. Read and play from notation a four-bar phrase, confidently identifying note names and durations. Year 5 - pupils will use musical vocabulary with confidence to explain how musical elements create mood/feeling/effect in a piece or song Year 6 - pupils will use musical vocabulary with confidence to explain how musical elements are combined to create a mood/feeling/effect in a piece or song.</p>
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