



Oaklands Community Primary School - Music Knowledge Builder

		Listening and Evaluation	Creating Sound	Notation	Improvising and Composing	Performing
	EYFS	<p>Listening appropriately to someone leading a short musical phrase, song or rhyme.</p> <p>Exploring spontaneous movement with different parts of their body in response to music.</p> <p>Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).</p> <p>Identifying and imitating sounds from a variety of music.</p> <p>Considering whether background music and sound effects can enhance storytelling.</p> <p>Listening to music from a wide variety of cultures and historical periods. (*Not covered if following our condensed curriculum)</p>	<p>Singing short, rhythmic rhymes and songs.</p> <p>Using both speaking and singing voices.</p> <p>Unconsciously beginning to sing to the pulse of a song.</p> <p>Exploring vowel sounds through call and response activities.</p> <p>Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.)</p> <p>Exploring different ways of holding a range of instruments. (Groups A, B and C.)</p> <p>Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.)</p> <p>Using instruments expressively to music. (Group B).</p> <p>Using instruments to begin to follow a beat, with guidance. (Group A.)</p> <p>Finding a comfortable static position when playing instruments or singing.</p>	<p>Developing an awareness of high and low through pictorial representations of sound.</p>	<p>Exploring and imitating sounds from their environment and in response to events in stories.</p> <p>Exploring and imitating sounds.</p> <p>Experimenting with creating sound in different ways using instruments, body percussion and voices.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Selecting sounds that make them feel a certain way or remind them of something.</p> <p>Playing sounds at the relevant point in a storytelling. (*Not covered if following our condensed curriculum)</p>	<p>Beginning to say what they liked about others' performances.</p> <p>Facing the audience when performing.</p> <p>Spontaneously expressing feelings around performing.</p> <p>Performing actively as part of a group.</p> <p>Demonstrating being a good audience member, by looking, listening and maintaining attention.</p>
Key Stage 1	Year 1	<p>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p> <p>Coordinating the speed of their movements to match the speed of the music (not the beat).</p> <p>Beginning to move in time with the beat of the music.</p> <p>Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)</p> <p>Identifying some common instruments when listening to music.</p> <p>Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).</p> <p>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</p> <p>Recognising simple patterns and repetition in pitch (e.g. do re mi).</p> <p>Talking about the tempo of music using the vocabulary of fast and slow.</p>	<p>Singing simple songs, chants and rhymes from memory.</p> <p>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</p> <p>Competently singing songs with a very small pitch range (two notes that are different but close together).</p> <p>Breathing at appropriate times when singing.</p> <p>Exploring changing their singing voice in different ways.</p> <p>Singing a range of call and response songs, attempting to match the pitch and tempo they hear. (*Not covered if following our condensed curriculum)</p> <p>Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) (*Not covered in Year 1 if following our condensed curriculum)</p>	<p>Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p>Recognising pitch patterns using dots.</p> <p>Using pictorial representations to stay in time with the pulse when singing or playing.</p> <p>Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</p> <p>To know that notation is read from left to right.</p> <p>To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p> <p>To know that pictorial representations of rhythm show sounds and rests. (*Not covered in Year 1 if following our condensed curriculum)</p>	<p>Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.</p> <p>Improvising simple question and answer phrases, using untuned percussion or voices.</p> <p>Experimenting with creating different sounds using a single instrument.</p> <p>Experimenting with creating loud, soft, high and low sounds.</p> <p>Selecting objects and instruments to create sounds to represent a given idea or character.</p> <p>Playing and combining sounds under the direction of a leader (the teacher).</p>	<p>Offering positive feedback on others' performances.</p> <p>Starting to maintain a steady beat throughout short singing performances.</p> <p>Keeping head raised when singing. (*Not covered if following our condensed curriculum)</p> <p>Keeping instruments still until their part in the performance.</p> <p>Performing actively as part of a group; keeping in time with the beat.</p> <p>Showing awareness of leader particularly when starting or ending a piece.</p>

		<p>Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</p> <p>Talking about the pitch of music, using the vocabulary of high and low.</p> <p>Stating what they enjoyed about their peers' performances.</p> <p>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. (*Not covered in Year 1 if following our condensed curriculum)</p> <p>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. (*Not covered if following our condensed curriculum)</p> <p>Appreciating music from a wide variety of cultures and historical periods. (*Not covered if following our condensed curriculum)</p> <p>To recognise and name the following instruments: up to three instruments from Group A and B.</p> <p>To know that sections of music can be described as fast or slow and the meaning of these terms. (*Not covered if following our condensed curriculum)</p> <p>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>To know that sounds within music can be described as high or low sounds and the meaning of these terms.</p>	<p>Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)</p> <p>Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B).</p> <p>Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)</p> <p>Starting to understand how to produce different sounds on pitched instruments. (Group C).</p> <p>Maintaining a comfortable position when sitting or standing to sing and play instruments.</p>			
	Year 2	<p>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p> <p>Confidently moving in time with the beat of the music when modelled.</p> <p>Beginning to keep movements to the beat of different speeds of music.</p> <p>Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</p> <p>Identifying some common instruments when listening to music.</p> <p>Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).</p>	<p>Singing simple songs, chants and rhymes from memory.</p> <p>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</p> <p>Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).</p> <p>Breathing at appropriate times when singing.</p> <p>Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy.</p> <p>Singing part of a given song in their head (using their 'thinking voice').</p>	<p>Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p>Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).</p> <p>Using pictorial representations to stay in time with the pulse when singing or playing.</p> <p>Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</p> <p>Beginning to read simple rhythmic patterns which include two half beats (quavers).</p> <p>To know that notation is read from left to right.</p>	<p>Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.</p> <p>Improvising simple question and answer phrases, using untuned percussion or voices.</p> <p>Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</p>	<p>Offering positive feedback on others' performances.</p> <p>Starting to maintain a steady beat throughout short singing performances.</p> <p>Standing or sitting appropriately when performing or waiting to perform.</p> <p>Beginning to acknowledge their own feelings around performance.</p> <p>Performing actively as a group, clearly keeping in time with the beat.</p> <p>Following a leader to start and end a piece appropriately.</p>



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	<p>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</p> <p>Recognising simple patterns and repetition in pitch (e.g. do re mi).</p> <p>Talking about the tempo of music using the vocabulary of fast and slow.</p> <p>Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</p> <p>Talking about the pitch of music, using the vocabulary of high and low.</p> <p>Stating what they enjoyed about their peers' performances.</p> <p>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. (*Not covered if following our condensed curriculum)</p> <p>Appreciating music from a wide variety of cultures and historical periods. (*Not covered if following our condensed curriculum).</p> <p>To recognise and name the following instruments: up to three instruments from Group A and B.</p> <p>To know that sections of music can be described as fast or slow and the meaning of these terms.</p> <p>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>To know that sounds within music can be described as high or low sounds and the meaning of these terms.</p>	<p>Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)</p> <p>Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)</p> <p>Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)</p> <p>Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)</p> <p>Starting to understand how to produce different sounds on pitched instruments. (Group C.)</p> <p>Maintaining a comfortable position when sitting or standing to sing and play instruments.</p>	<p>To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p> <p>To know that pictorial representations of rhythm show sounds and rests.</p>		
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	Year 3	<p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world, and different times, has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>Understanding that music from different times has different features.</p>		<p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p>	<p>Composing a piece of music in a given style with voices and instruments.</p> <p>Beginning to improvise musically within a given style using their voice.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary</p>	<p>Offering constructive feedback on others' performances.</p> <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>
	Year 4	<p>Can suggest how performances can be improved, and act on suggestions</p> <p>Recognise pitch and play/sing different melodies and rhythms, pitching accurately</p> <p>Use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>To listen and count accurately and interpret rests and pauses.</p>	<p>Are able to use the correct posture and hold the instrument</p> <p>Can show good breath control to produce a phrase of music.</p> <p>Can play the correct pitch of note and adjust accordingly.</p> <p>Can control over dynamics (loud & soft), and can stick to a tempo or pulse</p>	<p>Recognise A,B, C, D, E, F, G, and recognise them on the music stave</p> <p>To recognise 1 beat, 2 beat and 4 beat notes and rests</p> <p>To follow and perform simple scores to a steady beat</p> <p>Can recognise and interpret basic features of staff notation</p>	<p>To compose/improvise simple pieces using familiar backing tracks, open strings and known rhythms</p> <p>Can compose music to create a specific mood.</p>	<p>Can play in two or more parts (e.g melody and accompaniment or a duet) from simple notation</p> <p>Can improvise and make decisions about the structure of the improvisation/composition</p> <p>Combine known rhythmic notation with letter names to create short phrases.</p> <p>Can be aware of a sense of ensemble.</p>
	Year 5	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Representing the features of a piece of music using graphic notation, and</p>		<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p> <p>Using staff notation to record rhythms and melodies.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>	<p>Using musical vocabulary to offer constructive and precise feedback on others' performances.</p> <p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to</p>



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		colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.			Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others’ work.	a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
Year 6		Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.		To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals. Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. Performing with accuracy and fluency from graphic and staff notation and from their own notation.	Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others’ work, using musical vocabulary.	Using musical vocabulary to offer constructive and precise feedback on others’ performances. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing by following a conductor’s cues and directions.