

**Sequence of knowledge and skills across the curriculum in Music**

Music	Knowledge	Skills
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Knows a section of songs and rhymes off by heart</li> <li>• Know the names of some musical instruments and match sounds to instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker</li> <li>• Listen with children to a variety of sounds, talking about favourite sounds, songs and music.</li> <li>• Describes changes in music and compares pieces of music, eg “this music started fast and then became slow.”</li> <li>• Sings entire songs.</li> <li>• Can clap, tap and move in time to the rhythm of music</li> </ul>
<p><b>End Point</b>  <b>Early Years pupils will have a wide repertoire of songs and rhymes that they know off by heart. They will be able to name some musical instruments and describe different types of music. They can listen carefully to sounds and music and move in response to it. They can join in clapping and tapping to music.</b></p>		
Music	Knowledge	Skills
<b>Key Stage 1</b>	<ul style="list-style-type: none"> <li>• Know by heart a selection of songs and rhymes – singing assemblies KS1 – Christmas performance – new songs</li> <li>• Understand the difference between tuned and untuned instruments</li> <li>• Know the difference between live and recorded music</li> <li>• Use a variety of tuned and untuned instruments and objects to create sounds</li> </ul>	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically - Music express –What’s the score (1)</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music - Music express –What’s the score (1)</li> <li>• experiment with, create, select and combine sounds - Music express – Sounds interesting (1)</li> </ul>
<p><b>Key Stage 1 End Point</b>  <b>Pupils will have used their voices by singing songs and speaking chants and rhymes. They will have played tuned and untuned instruments and listened to a range of high-quality live and recorded music. Pupils will have experimented with creating music and sounds.</b></p>		

Music	Knowledge	Skills
<b>Key Stage 2</b>	<ul style="list-style-type: none"> <li>• Learn a range of songs and rhymes by heart and perform them – singing assemblies KS2</li> <li>• Ring a ring o roses song linked to Eyam and the plague project Y3/4</li> <li>• Battle cries and marching songs linked to Romans in Y3/4</li> <li>• Learn how to play a musical instrument – ukulele in Y3/4</li> <li>• Know about the music and lives of great composers – Holst, Handel and Bach in Y3/4 – Beethoven Y5/6</li> <li>• Know and recognise different styles and types of music from around the world - Mexico Mariachi Music Y5/6</li> <li>• Know the famous and iconic artists who became famous in the second world war Y5/6 – Vera Lynn the forces sweetheart, Gracie Fields, Flanagan and Allen <ul style="list-style-type: none"> <li>• Understand how British music is influenced by new sounds and ideas from other countries and people – This is England project Y5/6</li> <li>• Know about different musical styles through the years and famous artists from Sheffield including: Pulp, The Arctic Monkeys, The Human League, Def Leopard, Joe Cocker, Paul Carrack Y5/6</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts Musical Roots performance project Y5/6</li> <li>• use their voices and play musical instruments with increasing accuracy, fluency, control and expression</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Write a song about Sheffield Y5/6</li> <li>• Listen to music inspired by the Windrush generation, calypso, Ska, Reggae Y5/6</li> <li>• Listen to and name famous Sheffield Artists and their music Y5/6</li> <li>• Place artists, composers and music on a timeline</li> <li>• Develop an understanding of the history of music.</li> </ul>
<p><b>Key Stage 2 End Point and progression to Key Stage 3</b>  By the end of KS2 pupils will have performed in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They will have improvised and composed music for a range of purposes. They will be able to listen to music with attention to detail and recall sounds with increasing aural memory. They will be able to use and understand staff and other musical notations. Pupils will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. They will have an understanding of the history of music. Pupils will be able to use their previous knowledge from KS1 and KS2 to successfully access the music curriculum in KS3.</p>		

## **Glossary of terms**

### **Musical terms**

- **Pulse/beat:** like a heartbeat, a steady beat underlying the music
- **Rhythm:** pattern of sound
- **Pitch:** high sounds, low sounds
- **Structure:** how a piece of music/song is built up, eg verse-chorus-verse-chorus
- **Dynamics:** loud, quiet, getting louder, getting quieter
- **Timbre:** the character of a sound, eg smooth sound, spikey sound, scratchy sound
- **Texture:** layers in the music, eg one sound or several sounds
- **Tempo:** speed
- **Melodic shape:** this is a little like the outline of the song or piece of music, picture a line that goes up steeply when the melody suddenly jumps to a much higher sound, or that goes down slowly when the melody gently falls. This “line” gives the contour or shape of the melodic line
- **Genre:** the type of music, eg pop, jazz, folk, classical