



Music Curriculum and Knowledge Map



Key Stage 3

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history

YEAR 6

- Can follow directions to change tempo within pieces of music
- I know what an octave is and can play this on the clarinet
- Can keep a steady pulse during a syncopated pieces of music
- Sing and play a song simultaneously using multiple chords
- Sing songs in minor keys with suitable expression with dynamic contrast and in 2 parts.
- I know how to improvise using the rhythms and notes I know on the clarinet
- Develop security in playing in finger pattern 1 on all violin strings
- Understand what a dot after a note means and can read/clap these notes from rhythm cards
- Perform from and compose with the 8 pitches of a diatonic scale
- I can sing in 3+4 parts.
- Can recognise major or minor keys and can make connections with mood or atmosphere created by these tonalities
- Can improvise 4-beat rhythm patterns on D and A strings for the rest of the class to copy
- perform pieces with more complex chords using 3 or 4 fingers
- Can play with slurs to make a legato sound
- Perform songs with expression and controlled breathing responding to the directions of a conductor/ leader
- I can sing using crescendos and diminuendos
- Compose short melodic patterns lasting for 8, 12 or 16-beats that can be played by someone else in the class reading their notation – including dotted minims, semibreves and semiquavers for Clarinet.
- Use arpeggio patterns in own compositions
- Able to compare 2 versions of the same song and state their preferences with reasons why
- I can play pieces using 5 notes (C D E F and G) on the clarinet
- I can play C, D and E on the clarinet and read these on the stave
- I can compose rhythms using minims, crotchets, quavers and crotchet rests
- Introduce semiquaver notation
- I can play the clarinet with a controlled blowing technique
- Can read and memorise 4-beat patterns using ta, tete, ta-aa and ta rests (sh) and add the 4-beat note ta-a-a-a
- Can keep a steady pulse during a syncopated pieces of music
- I understand the parts of the clarinet and can put it together

YEAR 5

YEAR 4

- I can describe the difference between pulse and rhythm
- Perform pieces where 2 different rhythm patterns happen at the same time
- Recognise and respond to d-r-m-f-s-l in solfa notation and recognise the pitches of D and A on a 5-line stave
- Increasing aural awareness for changes of dynamics, structure, instrumentation and tempo using musical vocabulary
- Can improvise 4-beat rhythm patterns on D and A strings for the rest of the class to copy
- Play with good posture using open strings and can place fingers 1,2 and 3 with accuracy on the D string
- Perform songs in a range of styles from different cultures
- Within an increasing pitch range can sing songs with more control and expression
- Know the correct playing and rest positions for violin playing and when to use them whilst focusing on the sound quality of open strings
- Understand how to use a number of 4-beat rhythm patterns to compose own piece of music. Some may add known pitches to these rhythm patterns
- Beginning to develop aural awareness for changes of dynamic, instrumentation and tempo using musical vocabulary
- Consolidate security the difference of so, mi and do pitches. Beginning to read notation on a musical stave
- Can read and memorise 4-beat patterns using ta, tete, ta-aa and ta rests (sh)
- Know how to keep a steady pulse in different time signatures e.g. 2/4, 3/4 and 4/4

YEAR 3

YEAR 2

- Within a small pitch range I can pitch match a simple tune and vary the dynamics between loud and soft
- Can describe the difference between pulse and rhythm
- In addition to ta, tete and ta rests can also clap and play ta-aa rhythms
- Know what an octave is and can sing songs with this increased range
- Can recognise the sounds of woodwind and string instruments
- Can use tuned percussion to create simple 4-beat rhythm patterns
- Perform songs as a round being aware of the individual parts
- Have started to control long sustained sounds through effective breathing
- Can perform songs with expression and confidence
- Can improvise simple rhythm ostinato patterns on untuned percussion instruments
- Can begin to recognise and name a variety of music from a few different cultures and genres
- Understand the difference between so, mi and do pitches. I can sing melodies with stepwise movement
- Can repeat short rhythm patterns using ta, tete and ta rests (sh)
- I know how to keep a steady pulse.

YEAR Y1

- Baseline - Creates movement in response to music. -Sings to self and makes up simple songs. - Makes up rhythms. -Sings a few familiar songs. - Plays instruments with increasing control to express themselves.
- Advent - Begins to build a repertoire of songs and rhymes. - Begins to perform songs and rhymes with others, and expresses themselves using music.
- Lent - Begins to build a repertoire of songs, rhymes, poems and stories. - Begins to perform songs, rhymes, poems and stories with others, and- when appropriate try to.
- Pentecost – ELG - Sing a range of well-known nursery rhymes and songs. -Perform songs, rhymes, poems and stories with others, and- when appropriate try to move in time with music.

FS2