



# 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

I can follow directions to change tempo within pieces of music

I know what an octave is and can play this on the clarinet

I can keep a steady pulse during a syncopated pieces of music (Both C+V)

I can sing and play a song simultaneously using multiple chords

I can sing songs in minor keys with suitable expression with dynamic contrast and in 2 parts.

I Understand what a dot after a note means and can read/clap these notes from rhythm cards

I can listen and describe a range of different music of different genres. (Both C+V)

I can Perform from and compose with the 8 pitches of a diatonic scale

I can sing in 3+4 parts. (Both C+V)

I Can recognise major or minor keys and can make connections with mood or atmosphere created by these tonalities.

I have an aural awareness of different articulation within pieces

I understand what an arpeggio is and how the notes can be combined to create a triad

I Can improvise 4-beat rhythm patterns on D and A strings for the rest of the class to copy

I can sing/play with dynamic contrast – p/f (Both C+V)

I can perform pieces with more complex chords using 3 or 4 fingers

I Can play with slurs to make a legato sound

I can echo dotted rhythms and notate a short 8-16 beat melody using notes from the pentatonic scale

I can perform songs with expression and controlled breathing responding to the directions of a conductor/leader

I can sing using crescendos and diminuendos

I know how to improvise using the rhythms and notes I know on the clarinet

I am developing security in playing in finger pattern 1 on all violin strings

I can 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.

I can Use arpeggio patterns in own compositions

I can 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 staff.

I can compose rhythms using minims, crotchets, quavers and crotchet rests

I can recognise semiquaver notation

I can play the clarinet with a controlled blowing technique

I 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

I 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

I can Perform pieces where 2 different rhythm patterns happen at the same time

I can 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 staff

I have increasing aural awareness for changes of dynamics, structure, instrumentation and tempo using musical vocabulary

I can improvise 4-beat rhythm patterns on D and A strings for the rest of the class to copy

I Play with good posture using open strings and can place fingers 1,2 and 3 with accuracy on the D string

I can perform songs in a range of styles from different cultures

Within an increasing pitch range I can sing songs with more control and expression

I can use the correct playing and rest positions for violin playing and when to use them whilst focusing on the sound quality of open strings

I can use a number of 4-beat rhythm patterns to compose own piece of music. Some may add known pitches to these rhythm patterns

I am developing aural awareness for changes of dynamic, instrumentation and tempo using musical vocabulary

I can describe (sing/play) the difference of so, mi and do pitches. Beginning to read notation on a musical staff

I Can read and memorise 4-beat patterns using ta, tete, ta-aa and ta rests (sh)

I can keep a steady pulse in different time signatures e.g. 2/4, 3/4 and 4/4

## YEAR 3

I am beginning to control long sustained sounds through effective breathing

Within a small pitch range I can pitch match a simple tune and vary the dynamics between loud and soft

I Can describe the difference between pulse and rhythm

In addition to ta, tete and ta rests I can also clap and play ta-aa rhythms

I can recognise what an octave is and can sing songs with this increased range

I can recognise the sounds of woodwind and string instruments

I Can use tuned percussion to create simple 4-beat rhythm patterns

I can Perform songs as a round being aware of the individual parts

## FS2

I Can perform songs with expression and confidence

I Can improvise simple rhythm ostinato patterns on untuned percussion instruments

I can begin to recognise and name a variety of music from a few different cultures and genres

I recognise the difference between so, mi and do pitches. I can sing melodies with stepwise movement

I can repeat short rhythm patterns using ta, tete and ta rests (sh)

I can 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.

Composites in Green are clarinet only.

Both C+V indicates where Statement is the same for both violin and clarinet.