Knowledge objectives

	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
EYFS	Listen and Appraise I know twenty nursery rhymes and I know stories of some nursery rhymes. I can learn how music can touch your feelings. I can enjoy moving to music.	Games	I can sing a range of well-known nursery rhymes and songs. I know songs have sections. I can sing with a pre- recorded song and	Playing	Improvisation	Composition	I know that a performance is sharing music. I can perform a nursery rhyme by singing and adding actions/dance. I
LY LY	I know 5 songs off by heart. I know what songs are about. I know and recognise the sound and names of some instruments. I can learn how to enjoy moving to music (dancing, marching, being animals).	I know music has a steady pulse like a heartbeat. I know that we can create rhythms from words, names, favourite food, colours and animals.	add actions. I can sing along with a backing track. I can sing or rap five songs from memory and sing in unison. I can learn about voices, singing notes of different pitches (high and low). I can learn to make different types of sounds with my voice. I can learn to start and stop singing when following a leader.	I can learn the names of notes in their instrumental part from memory. I can learn the names of some instruments. I can treat instruments carefully with respect. I can played a tuned instrumental part with the song. I can play an instrumental part that matches the musical challenge. I can listen to and follow musical instructions from a leader.	I know improvisation is about making your own tunes on the spot. I know when someone improvises, they make their own tune never heard before. I know everyone can improvise.	I know composing is writing a story with music. I know everyone can compose. I can help create a simple melody using one, two or three notes. I can learn how the notes of the composition can be written down and changed if needed.	can record the performance to talk about. I know a performance is sharing music with an audience. I can choose a song and perform it. I can add ideas to my performance. I can record my performance to talk about.

Knowledge objectives

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	I know five songs off by	I know that music has	I confidently know	I can learn the names of	I know that	I know composing is	l know
	heart.	a steady pulse, like a	and sing five songs	the notes in their	improvisation is making	like writing a story	performance is
	I know some songs have a	heartbeat.	from memory.	instrumental part from	up your own tunes on	with music. I know	sharing music with
	chorus or a response/answer	I know that we can	I know that unison is	memory or when	the spot.	everyone can	an audience, a
	part.	create rhythms from	everyone singing at	written down.	I know when someone	compose.	special occasion
	I know that songs have a	words, our names,	the same time. I	I know the names of	improvises, they make		and involve a
	musical style.	favourite food, colours	know songs include	untuned percussion	up their own tune.	I can help create	class/year group.
		and animals.	other ways of using	instruments played in	I know everyone can	three simple melodies	I know an
	I can learn how I can enjoy	I know rhythms are	the voice e.g. rapping	class.	improvise, and you can	with the Units using	audience can
	moving to music by dancing,	different from the	(spoken word). I		use one or two notes.	one, three or five	include your
	marching, being animals or	steady pulse.	know why we need	I can treat instruments		different notes. I can	parents and
	pop stars. I can learn how	I can add high and low	to warm up our	carefully and with		learn how the notes	friends.
Y2	songs can tell a story or	sounds, pitch, when	voices.	respect. I can play a		of the composition	
	describe an idea.	we sing and play our		tuned instrumental part		can be written down	I can choose a
		instruments.	I can learn about	that matches my		and changed if	song I have learnt
			voices singing notes	musical challenge, using		necessary.	from the Scheme
			of different pitches	one of the			and perform it. I
			(high and low).	differentiated parts.			can add their ideas
			I can make different	I can play the part in			to the
			types of sounds with	time with the steady			performance. I can
			my voice. I can find a	pulse.			record the
			comfortable singing	I can listen to and follow			performance and
			position. I can learn	musical instructions			say how I was
			to start and stop	from a leader.			feeling about it.
			singing.				
	I know five songs from	I know how to find	I know and can talk	I know and can talk	I know and can talk	I know and can talk	I know and can talk
	memory and who sang them	and demonstrate the	about: singing in a	about the instruments	about improvisation.	about composition. I	about performing.
	or wrote them. I know the style of the five	pulse. I know the difference	group can be called a choir, leader or	used in class (a	I know that if you	know different ways of recording	I know performing involves
	'	between pulse and	conductor, songs can	glockenspiel, a recorder).	improvise using the notes you are given, you	compositions (letter	communicating
	songs. I can choose one song and	rhythm.	make you feel	recorder).	cannot make a mistake	names, symbols,	feelings, thoughts
۲3	be able to talk about:	I know how pulse,	different things e.g.	I can treat instruments	cannot make a mistake	audio etc.)	and ideas about
	texture, dynamics, tempo,	rhythm and pitch work	happy, energetic or	carefully and with		audio etc.)	the song/music.
	rhythm and pitch	together to create a	sad, singing as part	respect.		I can create at least	the song/music.
	I can identify the main	song.	of an ensemble or	I can play any one, or all		one simple melody	l can choose what
	sections of the song	I know that every	large group is fun,	of four, differentiated		using one, three or	to perform and
	Sections of the song	piece of music has a		or rour, unterentiated		five different notes.	create a
	1	piece of music has a	1	l	1	ive unerent notes.	cicale a

		Knowledge object	ives Skills obj	ectives		
(introduction, verse, chorus	pulse/steady beat. I	but that you must	parts on a tuned		I can plan and create	programme. I can
etc.)	know the difference	listen to each other.	instrument		a section of music	communicate the
I can name some of the	between a musical	I know why you must	I can rehearse and		that can be	meaning of the
instruments I heard in the	question and an	warm up your voice	perform their part		performed within the	words and clearly
song.	answer.		within the context of		context of the unit	articulate them.
		I can sing in unison	the Unit song.		song.	I can talk about the
I can identify and move to		and in simple two-	I can listen to and		I can listen to and	best place to be
the pulse.		parts.	follow musical		reflect upon the	when performing
I can think about what the		I can demonstrate a	instructions from a		developing	and how to stand
words of a song mean.		good singing posture.	leader.		composition and	or sit. I can record
I can take it in turn to discuss		I can follow a leader			make musical	the performance
how the song makes me		when singing.			decisions about pulse,	and say what we
feel.		I can enjoy exploring			rhythm, pitch,	were pleased with
I can listen carefully and		singing solo.			dynamics and tempo.	what we would
respectfully to other		I can sing with			I can record the	change and why.
people's thoughts about the		awareness of being			composition in any	
music.		'in tune'.			way appropriate that	
		I have an awareness			recognises the	
		of the pulse			connection between	
		internally when			sound and symbol	
		singing.			(e.g. graphic/pictorial	
					notation).	

Knowledge objectives

	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
Y4 () () () () () () () () () () () () ()	Listen and Appraise I know five songs from memory and who sang them or wrote them and style. I can choose one song and be able to talk about: (texture, dynamics, tempo, rhythm and pitch). I can identify the main sections of the song (introduction, verse, chorus etc). I can identify some of the instruments heard in the song. I can confidently identify and move to the pulse. I can talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). I can talk about the music and how it makes them feel. I can listen carefully and respectfully to other people's thoughts about the music. I can try to use musical words.	I know and are able to talk about: pulse, rhythm and pitch work together I know about creating musical ideas for the group to copy or respond to	SingingI know and can talkabout: choir, leaderor conductor, songscan make you feeldifferent things e.g.happy, energetic orsad, textureI know why you mustwarm up your voiceI can sing in unisonand in simple two-parts.I can demonstrate agood singingposture. I can followa leader whensinging.I can enjoy exploringsinging solo.I can rejoin the song'in tune'.I can listen to thegroup when singing.	PlayingI know and talk aboutthe instruments used inclass (a glockenspiel,recorder or xylophone)and other instrumentsin a band/orchestraI can treat instrumentscarefully and withrespect.I can play any one, or allfour, differentiatedparts on a tunedinstrumentI can rehearse andperform their partwithin the context ofthe Unit songI can listen to andfollow musicalinstructions from aleader.I can experience leadingthe playing by makingsure everyone plays inthe playing section ofthe song.	Improvisation I know and able to talk about improvisation. I know that you can use some of the riffs heard in the Challenges in improvisations.	CompositionI know and able to talkabout composition anddifferent ways ofrecordingcompositions (letternames, symbols, audioetc.)I can create at leastone simple melodyusing one, three or allfive different notes.I can plan and create asection of music thatcan be performedwithin the context ofthe unit song.I can talk about how itwas created.I can listen to andreflect upon thedevelopingcomposition and makemusical decisionsabout pulse, rhythm,pitch, dynamics andtempo. I can recordthe composition thatrecognises theconnection betweensound and symbol (e.g.graphic/pictorialnotation).	Performance I know and can talk about performing. I know performing is planned and different for each occasion I know performing involves communicating feelings, thoughts and ideas. I can choose what to perform and create a programme. I can present a musical performance to capture the audience. I can discuss the meaning of the words and clearly articulate them. I can talk about the best place to be when performing and how to stand or sit. I can record the performance and say what we were pleased with what we would change and why.

	Knowledge objectives Skills objectives						
	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
Y5	I know the style of the five songs and to name other songs from the Units in those styles. I can choose two or three other songs and be able to talk about: texture, dynamics, tempo, rhythm and pitch, intro, verse, chorus etc. O I can name the instruments heard in the songs and know the historical context of the songs. I can identify and move to the pulse with ease, think about the message of songs, compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. I can listen carefully and respectfully to other people's thoughts about the music. I can talk about the musical dimensions working together in the Unit songs.	I can talk about pulse, rhythm, pitch, tempo, dynamics, texture and structure and how they work together I can keep the internal pulse I can create musical ideas for the group to copy.	I know and can sing five songs from memory. I can choose a song and talk about: main features, singing in unison, lead and backing vocals, meaning I know it is important to warm up your voice. I can sing in unison and backing vocals. I can enjoy singing solo. I can listen to groups singing. I can keep a good singing posture. I can follow a leader when singing. I can listen to each other being aware of being in tune.	I can know and able to talk about: writing music, notes C,D,E,F,G,A,B + C and understand instruments played in a band or orchestra. I can play a musical instrument with the correct technique within the context of the Unit song I can select and learn an instrument using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. I can rehearse and perform their part within the context of the Unit song. I can listen to and follow musical instructions from a leader. I can lead a rehearsal session.	I can talk about improvisation I know that you can use some of the riffs you have heard in the Challenges in your improvisations I know three well-known improvising musicians	I can talk about composition. I can talk about notation which is recognise the connection between sound and symbol. I can create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. I can explain the keynote or home note and the structure of the melody. I can listen to and reflect upon the developing composition and make musical decisions I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	To know and be able to talk about performing. I can choose what to perform and create a programme. I can communicate the meaning of the words and clearly articulate them. I can talk about the venue and how to use it to best effect. I can record the performance and compare it to a previous performance. I can To discuss and talk musically about it – "What went well?" and "It would have been even better if?"

Knowledge objectives

	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
	I know the style of the	I know and can talk	I know and can	I know and can talk	I know and can talk	I can talk about	I can talk about
	songs and to name other	about: pulse, rhythm,	confidently sing five	about: different ways of	about improvisation.	composition.	performing.
	songs from the Units in	pitch, tempo,	songs and their parts	writing music down –	I know that you can use	I understand	
	those styles.	dynamics, texture and	from memory, and to	e.g. staff notation,	some of the riffs and	notation, recognising	I can choose what
	I can choose three or four	structure work	sing them with a	symbols, the notes C, D,	licks you have learnt in	the connection	to perform and
	other songs and be able to	together to create a	strong internal pulse.	E, F, G, A, B + C on the	the Challenges in your	between sound and	create a
	talk about: texture,	song or music	I know about the	treble stave, the	improvisations	symbol	programme.
	dynamics, tempo, rhythm,	I know how to keep	style of the songs	instruments they might	I know three well-		I can communicate
	pitch and timbre, intro,	the internal pulse	I can choose a song	play or be played in a	known improvising	I can create simple	the meaning of the
	verse, chorus etc.	I can explain Musical	and be able to talk	band or orchestra or by	musicians	melodies using up to	words and clearly
	I can name some of the	Leadership: creating	about: main features	their friends		five different notes	articulate them.
	instruments used in the	musical ideas for the	singing in unison, the			and simple rhythms	I can talk about the
	songs and the historical	group to copy or	solo, lead vocal,	I can play a musical		that work musically	venue and how to
	context of the songs.	respond to	backing vocals or	instrument with the		with the style of the	use it to best
	I know and talk about the		rapping	correct technique		Unit song.	effect.
	fact that we each have a		I know meaning of	within the context of		I can explain the	I can record the
	musical identity.		the lyrics I know and	the Unit song.		keynote or home	performance and
76			can explain the	I can select and learn an		note and the	compare it to a
~	I can identify and move to		importance of	instrumental using one		structure of the	previous
	the pulse with ease.		warming up your	of the differentiated		melody.	performance.
	I can think about the		voice	parts – a one-note,		I can listen to and	I can discuss and
	message of songs.			simple or medium part		reflect upon the	talk musically
	I can compare two songs in		I can sing in unison	or the melody of the		developing	about it – "What
	the same style, talking about		and to sing backing	song from memory or		composition and	went well?" and
	what stands out musically in		vocals, with a good	using notation.		make musical	"It would have
	each of them, their		singing posture. I can	I can rehearse and		decisions about how	been even better
	similarities and differences. I		follow a leader when	perform their part		the melody connects	if?
	can listen carefully and		singing. I can	within the context of		with the song.	
	respectfully to other		experience rapping	the Unit song.		I can record the	
	people's thoughts about the		and solo singing.	I can listen to and follow		composition in any	
	music.		I can listen to each	musical instructions		way appropriate that	
	I can use musical words		other and be aware	from a leader.		recognises the	
	when talking about the		of how you fit into	I can lead a rehearsal		connection between	
	songs and talk about the		the group, singing	session.		sound and symbol	
	musical dimensions working		with awareness of			(e.g. graphic/pictorial	
	together in the Unit songs.		being 'in tune'.			notation).	