**Knowledge objectives** 

	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
EYFS	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.		I can sing a range of well-known nursery rhymes and songs. I know songs have sections.  I can sing with a prerecorded song and add actions. I can sing along with a backing track.				I know that a performance is sharing music.  I can perform a nursery rhyme by singing and adding actions/dance. I can record the performance to talk about.
Y1	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.	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.	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** 

	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
	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	I 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.
72	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.	pulse.	group can be called a	used in class (a	I know that if you	know different ways	I know performing
	I know the style of the five	I know the difference	choir, leader or	glockenspiel, a	improvise using the	of recording	involves
	songs.	between pulse and	conductor, songs can	recorder).	notes you are given, you	compositions (letter	communicating
33	I can choose one song and	rhythm.	make you feel		cannot make a mistake	names, symbols,	feelings, thoughts
	be able to talk about:	I know how pulse,	different things e.g.	I can treat instruments		audio etc.)	and ideas about
	texture, dynamics, tempo,	rhythm and pitch work	happy, energetic or	carefully and with			the song/music.
	rhythm and pitch	together to create a	sad, singing as part	respect.		I can create at least	
	I can identify the main	song.	of an ensemble or	I can play any one, or all		one simple melody	I 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
		piece of music has a				five different notes.	create a

# **Knowledge objectives**

(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
	I know five songs from	I know and are able to	I know and can talk	I know and talk about	I know and	I know and able to talk	I know and can talk about
	memory and who sang them	talk about: pulse,	about: choir, leader	the instruments used in	able to talk	about composition and	performing. I know
	or wrote them and style.	rhythm and pitch	or conductor, songs	class (a glockenspiel,	about	different ways of	performing is planned and
	I can choose one song and	work together	can make you feel	recorder or xylophone)	improvisation.	recording	different for each occasion
	be able to talk about:	I know about creating	different things e.g.	and other instruments	I know that	compositions (letter	I know performing involves
	(texture, dynamics, tempo,	musical ideas for the	happy, energetic or	in a band/orchestra	you can use	names, symbols, audio	communicating feelings,
	rhythm and pitch). I can	group to copy or	sad, texture		some of the	etc.)	thoughts and ideas.
	identify the main sections of	respond to	I know why you must	I can treat instruments	riffs heard in		
	the song (introduction,		warm up your voice	carefully and with	the Challenges	I can create at least	I can choose what to
	verse, chorus etc).			respect.	in	one simple melody	perform and create a
	I can identify some of the		I can sing in unison	I can play any one, or all	improvisations.	using one, three or all	programme.
	instruments heard in the		and in simple two-	four, differentiated		five different notes.	I can present a musical
	song.		parts.	parts on a tuned		I can plan and create a	performance to capture the
			I can demonstrate a	instrument		section of music that	audience.
	I can confidently identify		good singing	I can rehearse and		can be performed	I can discuss the meaning
	and move to the pulse.		posture. I can follow	perform their part		within the context of	of the words and clearly
	I can talk about the musical		a leader when	within the context of		the unit song.	articulate them.
<b>c</b> t	dimensions working		singing.	the Unit song		I can talk about how it	I can talk about the best
Υ4	together in the Unit songs		I can enjoy exploring	I can listen to and		was created.	place to be when
	e.g. if the song gets louder		singing solo.	follow musical		I can listen to and	performing and how to
	in the chorus (dynamics).		I can sing with	instructions from a		reflect upon the	stand or sit.
	I can talk about the music		awareness of being	leader.		developing	I can record the
	and how it makes them feel.		'in tune'.	I can experience leading		composition and make	performance and say what
	I can listen carefully and		I can rejoin the song	the playing by making		musical decisions	we were pleased with what
	respectfully to other		if lost.	sure everyone plays in		about pulse, rhythm,	we would change and why.
	people's thoughts about the		I can listen to the	the playing section of		pitch, dynamics and	
	music.		group when singing.	the song.		tempo. I can record	
	I can try to use musical					the composition that	
	words.					recognises the connection between	
						sound and symbol (e.g.	
						graphic/pictorial	
						notation).	
						notation).	

**Knowledge objectives** 

	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
	I know the style of the five	I can talk about pulse,	I know and can sing	I can know and able to	I can talk about	I can talk about	To know and be able to talk
	songs and to name other	rhythm, pitch, tempo,	five songs from	talk about: writing	improvisation	composition.	about performing.
	songs from the Units in	dynamics, texture and	memory.	music, notes	I know that you	I can talk about	
	those styles.	structure and how	I can choose a song	C,D,E,F,G,A,B + C and	can use some	notation which is	I can choose what to
	I can choose two or three	they work together	and talk about: main	understand instruments	of the riffs you	recognise the	perform and create a
	other songs and be able to	I can keep the internal	features, singing in	played in a band or	have heard in	connection between	programme.
	talk about: texture,	pulse	unison, lead and	orchestra.	the Challenges	sound and symbol.	I can communicate the
	dynamics, tempo, rhythm	I can create musical	backing vocals,		in your		meaning of the words and
	and pitch, intro, verse,	ideas for the group to	meaning	I can play a musical	improvisations	I can create simple	clearly articulate them.
	chorus etc. O	сору.	I know it is important	instrument with the	I know three	melodies using up to	I can talk about the venue
	I can name the instruments		to warm up your	correct technique	well-known	five different notes	and how to use it to best
	heard in the songs and know		voice.	within the context of	improvising	and simple rhythms	effect.
	the historical context of the			the Unit song	musicians	that work musically	I can record the
	songs.		I can sing in unison	I can select and learn an		with the style of the	performance and compare
			and backing vocals. I	instrument using one of		Unit song.	it to a previous
₹2	I can identify and move to		can enjoy singing	the differentiated parts		I can explain the	performance.
	the pulse with ease, think		solo. I can listen to	– a one-note, simple or		keynote or home note	I can To discuss and talk
	about the message of songs,		groups singing.	medium part or the		and the structure of	musically about it – "What
	compare two songs in the		I can keep a good	melody of the song		the melody.	went well?" and "It would
	same style, talking about		singing posture.	from memory or using		I can listen to and	have been even better
	what stands out musically in		I can follow a leader	notation.		reflect upon the	if?"
	each of them, their		when singing. I can	I can rehearse and		developing	
	similarities and differences. I		listen to each other	perform their part		composition and make	
	can listen carefully and		being aware of being	within the context of		musical decisions	
	respectfully to other		in tune.	the Unit song.		I can record the	
	people's thoughts about the			I can listen to and		composition in any	
	music.			follow musical		way appropriate that	
	I can try to use musical			instructions from a		recognises the	
	words.			leader.		connection between	
	I can talk about the musical			I can lead a rehearsal		sound and symbol (e.g.	
	dimensions working			session.		graphic/pictorial	
	together in the Unit songs.					notation).	

**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
<b>76</b>			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).	