



## HAYES MEADOW PRIMARY SCHOOL

### MUSIC KNOWLEDGE AND SKILLS



Understanding Music			
Reception	Year 1	Year 2	
<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Increasingly match the pitch and follow the melody when singing.</li> <li>Explore instrumental sounds.</li> <li>Use body percussion and instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Use body percussion, instruments and voices.</li> <li>Find and keep a steady beat together.</li> <li>Understand the difference between creating a pitch pattern and a rhythm pattern.</li> <li>Copy back simple rhythmic patterns using long and short.</li> <li>Copy back simple melodic patterns using high and low.</li> <li>Complete vocal warm ups.</li> </ul>	<ul style="list-style-type: none"> <li>Use body percussion, instruments and voices.</li> <li>Find and keep a steady beat.</li> <li>Copy back simple rhythmic patterns using long and short.</li> <li>Copy back simple melodic patterns using high and low.</li> <li>Complete vocal warm ups.</li> <li>Sing short phrases independently.</li> </ul>	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Use body percussion, instruments and voices.</li> <li>In the key centres of: C major, F major, G major and A minor</li> <li>In the time signatures of: 2/4, 3/4 and 4/4</li> <li>Find and keep a steady beat.</li> <li>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</li> </ul>	<ul style="list-style-type: none"> <li>Use body percussion, instruments and voices.</li> <li>In the key centres of: C major, F major, G major and A minor</li> <li>In the time signatures of: 2/4, 3/4 and 4/4</li> <li>Find and keep a steady beat.</li> <li>Listen and copy a rhythmic pattern made from semibreves, minims, dotted crotchets, crotchets, semi quavers and their rests, by ear or from notation.</li> </ul>	<ul style="list-style-type: none"> <li>Use body percussion, instruments and voices.</li> <li>In the key centres of: C major, F major, D major, G major and A minor</li> <li>In the time signatures of: 2/4, ¾, 4/4, 5/4 and 6/8.</li> <li>Find and keep a steady beat.</li> <li>Listen and copy a rhythmic pattern made from dotted minims, minims, dotted crotchets, crotchets, dotted quavers, semiquavers and their rests, by ear or from notation.</li> </ul>	<ul style="list-style-type: none"> <li>Use body percussion, instruments and voices.</li> <li>In the key centres of: C major, F major, D major, G major and A minor</li> <li>In the time signatures of: 2/4, ¾, 4/4, 5/4 and 6/8.</li> <li>Find and keep a steady beat.</li> <li>Listen and copy a rhythmic pattern made from minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers and their rests, by ear or from notation.</li> </ul>



# HAYES MEADOW PRIMARY SCHOOL

## MUSIC KNOWLEDGE AND SKILLS



<b>Singing</b>			
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	
<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs and rhymes and try to move in time with music.</li> <li>• Increasingly match the pitch and follow the melody when singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing, rap, rhyme, chant and use spoken word.</li> <li>• Demonstrate good singing posture.</li> <li>• Sing songs from memory.</li> <li>• Copy back intervals of an octave and fifth (high, low). Sing in unison.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing as part of a choir.</li> <li>• Demonstrate good singing posture.</li> <li>• Sing songs from memory and/or from notation.</li> <li>• Sing in unison and sometimes in parts, and with more pitching accuracy.</li> <li>• Understand and follow the leader or conductor.</li> <li>• Add actions to a song.</li> <li>• Move confidently to a steady beat.</li> <li>• Talk about feelings created by the music/song.</li> <li>• Describe tempo as fast or slow.</li> <li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow).</li> </ul>	
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>• Sing as part of a choir.</li> <li>• Demonstrate good singing posture.</li> <li>• Perform actions confidently and in time to a range of action songs.</li> <li>• Sing songs from memory and/or from notation.</li> <li>• Sing with awareness of following the beat.</li> <li>• Sing expressively, with attention to the meaning of the words.</li> <li>• Understand and follow the leader or conductor.</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse and learn songs from memory and/or with notation.</li> <li>• Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</li> <li>• Demonstrate good singing posture.</li> <li>• Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'.</li> <li>• Sing expressively, with attention to breathing and phrasing.</li> <li>• Talk about how the songs and their styles connect to the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse and learn songs from memory and/or with notation.</li> <li>• Sing in unison and parts, and as part of a smaller group.</li> <li>• Sing 'on pitch' and 'in time'.</li> <li>• Sing a second part in a song.</li> <li>• Sing expressively, with attention to breathing, phrasing dynamics and articulation.</li> <li>• Develop confidence as a soloist.</li> <li>• Talk confidently about how connected you feel to the music and how it connects in the world.</li> <li>• Respond to a leader or conductor.</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse and learn songs from memory and/or with notation.</li> <li>• Sing with and without an accompaniment.</li> <li>• Demonstrate and maintain good posture and breath control whilst singing.</li> <li>• Sing expressively, with attention to breathing and phrasing.</li> <li>• Sing expressively, with attention to dynamics and articulation.</li> <li>• Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</li> </ul>



## HAYES MEADOW PRIMARY SCHOOL

### MUSIC KNOWLEDGE AND SKILLS



<b>Performing</b>			
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	
<ul style="list-style-type: none"> <li>• Perform songs and rhymes and try to move in time with music.</li> <li>• The children will use their 'singing voice' using a range of pitches.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy and have fun performing.</li> <li>• Choose a song/songs to perform to a well-known audience.</li> <li>• Prepare a song to perform.</li> <li>• Communicate the meaning of the song.</li> <li>• Add actions to the song.</li> <li>• Play some simple instrumental parts</li> </ul>	<ul style="list-style-type: none"> <li>• Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</li> <li>• Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</li> <li>• Talk about what the song means and why it was chosen to share.</li> <li>• Talk about the difference between rehearsing a song and performing it.</li> </ul>	
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>• Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</li> <li>• Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</li> <li>• Talk about what the song means and why it was chosen to share.</li> <li>• Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform, with confidence, a song from memory or using notation.</li> <li>• Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include instrumental parts in the performance.</li> <li>• Explain why the song was chosen, including its composer and the historical and cultural context of the song.</li> <li>• Use the structure of the song to communicate its mood and meaning in the performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Create, rehearse and present a holistic performance for a specific purpose, for an unknown audience.</li> <li>• Perhaps perform in smaller groups, as well as the whole class.</li> <li>• Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.</li> <li>• Include instrumental parts within the rehearsal and performance.</li> <li>• Explain why the song was chosen, including its composer and the historical and cultural context of the song.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> <li>• Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.</li> <li>• Understand the value of choreographing any aspect of a performance.</li> <li>• Understand the importance of the performing space and how to use it.</li> </ul>



# HAYES MEADOW PRIMARY SCHOOL

## MUSIC KNOWLEDGE AND SKILLS



Playing an Instrument			
Reception	Year 1	Year 2	
<ul style="list-style-type: none"> <li>Explore instrumental sounds.</li> <li>Use body percussion and instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</li> </ul>	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.</li> <li>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.</li> <li>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E<math>\flat</math> major, C minor and D minor.</li> <li>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range.</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E<math>\flat</math> major, D minor and F minor.</li> <li>Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</li> </ul>
Year 3 have the opportunity to learn the violin through our music teacher from ENTRUST for the whole year. This is funded by the school as part of our music offer in the curriculum.	Year 4 have the opportunity to continue to learn the violin through our music teacher from ENTRUST for the whole year. This is funded by the school as part of our music offer in the curriculum.		
The whole of KS2 are able to learn to play the keyboard as part of our music offer. This happens each Wednesday and is delivered by a specialised music teacher. This is funded by parent contributions.			



**HAYES MEADOW PRIMARY SCHOOL**  
**MUSIC KNOWLEDGE AND SKILLS**



<b>Listen and Appreciate</b>		
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<ul style="list-style-type: none"><li>• Perform songs and rhymes and try to move in time with music.</li><li>• Increasingly match the pitch and follow the melody when singing.</li></ul>	<ul style="list-style-type: none"><li>• Move and dance with the music.</li><li>• Find the steady beat.</li><li>• Talk about feelings created by the music.</li><li>• Recognise some band and orchestral instruments.</li><li>• Describe tempo as fast or slow.</li><li>• Describe dynamics as loud or quiet.</li><li>• Join in sections of the song, eg chorus.</li><li>• Begin to understand where the music fits in the world.</li><li>• Begin to understand about different styles of music.</li></ul>	<ul style="list-style-type: none"><li>• Mark the beat of a listening piece (eg Bolero by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</li><li>• Walk in time to the beat of piece of music.</li><li>• Identify the beat groupings in the music you sing and listen to eg 2-time, 3-time etc.</li><li>• Move and dance with the music confidently.</li><li>• Talk about how the music makes you feel.</li><li>• Find different steady beats.</li><li>• Describe tempo as fast or slow.</li><li>• Describe dynamic as loud or quiet.</li><li>• Join in sections of the song, eg call and response.</li><li>• Start to talk about the style of a piece of music.</li><li>• Recognise some band and orchestral instruments.</li><li>• Start to talk about where music might fit into the world.</li></ul>



**HAYES MEADOW PRIMARY SCHOOL**  
**MUSIC KNOWLEDGE AND SKILLS**



**Listen and Appreciate**

**Year 3**

- Share your thoughts and feelings about the music together.
- Find the beat and groove of the music.
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Invent different actions to move in time with the music.
- Talk about what the song or piece of music means.
- Identify some instruments you can hear playing.
- Identify if it's a male or female voice singing the song.
- Talk about the style of the music.

**Year 4**

- Talk about the words of a song.
- Think about why the song or piece of music was written.
- Find and demonstrate the steady beat.
- Identify 2/4, 3/4 and 4/4 metre.
- Identify the tempo as fast, slow or steady.
- Recognise the style of the music you are listening to.
- Discuss the structures of songs.
- Identify: call and response, a solo vocal or instrumental line, a change in texture, programme music.
- Identify what a main theme is and when it is repeated.
- Know and understand what a musical introduction is and its purpose.
- Recall by ear memorable phrases heard in the music.
- Describe legato and staccato.
- Recognise the following styles and features: 20<sup>th</sup> and 21<sup>st</sup> century orchestral, reggae, soul, R&B, pop, folk, jazz, disco, musicals, classical, rock, gospel, romantic, funk.



**HAYES MEADOW PRIMARY SCHOOL**  
**MUSIC KNOWLEDGE AND SKILLS**



**Listen and Appreciate**

**Year 5**

- Talk about feelings created by the music.
- Justify a personal opinion with reference to Musical Elements.
- Find and demonstrate the steady beat.
- Identify 2/4, 3/4, 6/8 and 5/4 metre.
- Identify the musical style of a song or piece of music.
- Identify instruments by ear and through a range of media.
- Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.
- Explain a bridge passage and its position in a song.
- Recall by ear memorable phrases heard in the music.
- Identify major and minor tonality.
- Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.
- Explain the role of a main theme in musical structure.
- Know and understand what a musical introduction is and its purpose.
- Explain rapping.
- Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.

**Year 6**

- Talk about feelings created by the music.  
Justify a personal opinion with reference to Musical Elements.  
Identify 2/4, 4/4, 3/4, 6/8 and 5/4.  
Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.  
Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.  
Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.  
Explain a bridge passage and its position in a song.  
Recall by ear memorable phrases heard in the music.  
Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.  
Explain the role of a main theme in musical structure.  
Know and understand what a musical introduction and outro is, and its purpose.  
Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.  
Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.



# HAYES MEADOW PRIMARY SCHOOL

## MUSIC KNOWLEDGE AND SKILLS



### Create Own Music/ Composing

Reception	Year 1	Year 2	
<ul style="list-style-type: none"> <li>• Perform songs and rhymes and try to move in time with music.</li> <li>• Explore instrumental sounds.</li> <li>• Use body percussion and instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and create graphic scores:</li> <li>• Create musical sound effects and short sequences of sounds in response to music and video stimulus.</li> <li>• Create a story, choosing and playing classroom instruments and/or soundmakers.</li> <li>• Recognise how graphic notation can represent created sounds.</li> <li>• Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds.</li> <li>• Create a simple melody using crotchets and minims.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and create graphic scores:</li> <li>• Create musical sound effects and short sequences of sounds in response to music and video stimulus.</li> <li>• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>• Create a story, choosing and playing classroom instruments.</li> <li>• Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</li> <li>•</li> </ul>	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Create music and/or sound effects in response to music and video stimulus.</li> <li>• Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</li> <li>• Use simple dynamics.</li> <li>• Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</li> <li>• Create music in response to music and video stimulus.</li> <li>• Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Create music in response to music and video stimulus.</li> <li>• Use simple dynamics.</li> <li>• Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A),</li> <li>• Play this melody on available tuned percussion.</li> <li>• Create music in response to music and video stimulus.</li> <li>• Use simple dynamics and rhythmic variety.</li> <li>• Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud).</li> </ul>