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| **Being Imaginative and Expressive** |
| * 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 |

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|  | **Singing** | **Playing and Instrument** | **Listening and Appreciate** | **Create own Music** |
| National Curriculum | * *Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes*​ | * *Pupils should be taught to play tuned and untuned instruments musically*​   ​ | * *Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music*​   ​ | * *Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music*​ |
| Knowledge Acquired | * make different sounds with voice and with instruments​ * follow instructions about when to play and sing​ * sing or clap increasing and decreasing tempo * perform single patterns and accompaniments keeping a steady pulse | * use instruments to perform and choose sounds to represent different things​ * ​play simple rhythmic patterns on an instrument | * say whether they like or dislike a piece of music​ * make connections between notations and musical sounds | * clap and repeat short rhythmic and melodic patterns​ * make a sequence of sounds and respond to different moods in music​ * order sounds to create a beginning, middle and an end * create music in response to different starting points |

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|  | **Performing** | **Compose** | **Listen** |
| National Curriculum | * *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression*​ | * *Improvise and compose music for a range of purposes using the inter-related dimensions of music*​ | * *Listen with attention to detail and recall sounds with increasing aural memory*​ |
| Knowledge Acquired | * Play clear notes on instruments and use different elements in composition​ * Sing songs from memory with accurate pitch | * Combine different sounds to create a specific mood or feeling * Use notation to record compositions in a small group or individually​ | * Listen carefully and recognise high and low phrases​ * Explain why silence is often needed in music and explain what effects it has |
|  | **Use and Understand** | **Appreciate** | **History of Music** |
| National Curriculum | * *Use and understand staff and other musical notations*​ | * *Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*​ | * *Develop an understanding of the history of music*​ |
| Knowledge Acquired | * Create repeated patterns with different instruments​ * Improve my work; explaining how it has been improved​ * Use notation to record and interpret sequences of pitches | * Use musical words to describe a piece of music and compositions​ * Use musical words to describe what they like and do not like about a piece of music​ * Identify and describe the different purposes of music | * Recognise the work of at least one famous composer​ * Begin to identify the style of work of Beethoven, Mozart and Elgar |

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|  | **Performing** | **Compose** | **Listen** |
| National Curriculum | * *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression*​ | * *Improvise and compose music for a range of purposes using the inter-related dimensions of music*​ | * *Listen with attention to detail and recall sounds with increasing aural memory*​ |
| Knowledge Acquired | * maintain own part whilst others are performing their part​ * Sing in harmony confidently and accurately * perform parts from memory * take the lead in a performance | * compose music which meets specific criteria​ * choose the most appropriate tempo for a piece of music​ * use a variety of different musical devices in composition (including melody, rhythms and chords) | * repeat a phrase from the music after listening intently. ​ * accurately recall a part of the music listened to |
|  | **Use and Understand** | **Appreciate** | **History of Music** |
| National Curriculum | * *Use and understand staff and other musical notations*​ | * *Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*​ | * *Develop an understanding of the history of music*​ |
| Knowledge Acquired | * Use music diary to record aspects of the composition process​ * Analyse features within different pieces of music | * Describe, compare and evaluate music using musical vocabulary​ * Explain why they think music is successful or unsuccessful​ * Evaluate how the venue, occasion and purpose affects the way a piece of music is created | * Contrast the work of a famous composer with another and explain preferences​ * Compare and contrast the impact that different composers from different times have had on people of that time |