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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
 |