



Flookburgh C of E Primary School

Music Knowledge: EYFS



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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Music Knowledge: Key Stage 1



	Singing	Playing and Instrument	Listening and Appreciate	Create own Music
National Curriculum	<ul style="list-style-type: none"> • <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> 	<ul style="list-style-type: none"> • <i>Pupils should be taught to play tuned and untuned instruments musically</i> 	<ul style="list-style-type: none"> • <i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i> 	<ul style="list-style-type: none"> • <i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i>
Knowledge Acquired	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • use instruments to perform and choose sounds to represent different things • play simple rhythmic patterns on an instrument 	<ul style="list-style-type: none"> • say whether they like or dislike a piece of music • make connections between notations and musical sounds 	<ul style="list-style-type: none"> • 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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Music Knowledge: Lower Key Stage 2

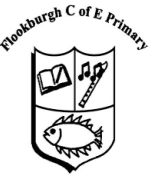


	Performing	Compose	Listen
National Curriculum	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory
Knowledge Acquired	<ul style="list-style-type: none"> Play clear notes on instruments and use different elements in composition Sing songs from memory with accurate pitch 	<ul style="list-style-type: none"> Combine different sounds to create a specific mood or feeling Use notation to record compositions in a small group or individually 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Use and understand staff and other musical notations 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> Develop an understanding of the history of music
Knowledge Acquired	<ul style="list-style-type: none"> Create repeated patterns with different instruments Improve my work; explaining how it has been improved Use notation to record and interpret sequences of pitches 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Recognise the work of at least one famous composer Begin to identify the style of work of Beethoven, Mozart and Elgar



Flookburgh C of E Primary School

Music Knowledge: Upper Key Stage 2



	Performing	Compose	Listen
National Curriculum	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory
Knowledge Acquired	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Use and understand staff and other musical notations 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> Develop an understanding of the history of music
Knowledge Acquired	<ul style="list-style-type: none"> Use music diary to record aspects of the composition process Analyse features within different pieces of music 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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